### 1. What best describes your race/ethnicity?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Native Alaskan</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>37</td>
<td>10%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>54</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Hawaiian Native or Pacific Islander</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>241</td>
<td>64%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicity</td>
<td>30</td>
<td>8%</td>
</tr>
<tr>
<td>Non U.S. Resident or Citizen</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>378</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 2. What is your gender?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>259</td>
<td>69%</td>
</tr>
<tr>
<td>Male</td>
<td>113</td>
<td>30%</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>376</td>
<td>100%</td>
</tr>
</tbody>
</table>

Other (please describe)
- Non-Binary
- Genderfluid
- Gender fucked
- Non-binary
3. How many years have you been an undergraduate student at WSU?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>658</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. What is your current academic standing at WSU?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>92</td>
<td>13%</td>
</tr>
<tr>
<td>Junior</td>
<td>168</td>
<td>24%</td>
</tr>
<tr>
<td>Senior</td>
<td>220</td>
<td>31%</td>
</tr>
<tr>
<td>Recently graduated</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Graduate student</td>
<td>98</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>First semester freshman</td>
<td>74</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>705</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th year senior</td>
</tr>
<tr>
<td>Dual Enrollment</td>
</tr>
<tr>
<td>ELI</td>
</tr>
<tr>
<td>First-Year Freshman/Sophomore due to A.P. credits</td>
</tr>
<tr>
<td>Graduating this summer</td>
</tr>
<tr>
<td>Post Bac Student</td>
</tr>
<tr>
<td>super-senior</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
</tbody>
</table>

5. Are you a full-time or part-time student?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>536</td>
<td>76%</td>
</tr>
<tr>
<td>Part-time</td>
<td>165</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>701</td>
<td>100%</td>
</tr>
</tbody>
</table>
### 6. Which of the following describes your status when you began taking classes at WSU?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
</table>
| Freshman with no credits earned at another college or university | 227      | 32%
| Freshman with some transfer credits earned at another college or university | 115      | 16%
| Sophomore with some transfer credits earned at another college or university | 136      | 19%
| Junior with some transfer credits earned at another college or university | 93       | 13%
| Senior with some transfer credits earned at another college or university | 30       | 4%
| Enrolled at WSU and another college or university at the same time | 8        | 1%
| Other                                                             | 94       | 13%
| Total                                                             | 703      | 100%

### Other

<table>
<thead>
<tr>
<th>Category</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEX student</td>
<td>1</td>
</tr>
<tr>
<td>Continuing student after obtaining degree (Post bachelor undergrad)</td>
<td>14</td>
</tr>
<tr>
<td>Dual Enrollment high school senior</td>
<td>2</td>
</tr>
<tr>
<td>Freshman with Advanced Placement credits</td>
<td>21</td>
</tr>
<tr>
<td>Freshman, former military</td>
<td>1</td>
</tr>
<tr>
<td>Graduate student</td>
<td>42</td>
</tr>
<tr>
<td>Graduate without recognized credits</td>
<td>1</td>
</tr>
<tr>
<td>Post-graduate study (continuing from a community college)</td>
<td>1</td>
</tr>
<tr>
<td>Recently left job to pursue a new path</td>
<td>1</td>
</tr>
<tr>
<td>Senior with credits from Wayne State (30 yrs ago)</td>
<td>1</td>
</tr>
</tbody>
</table>

### 7. By your best estimate, what percentage of the general education requirement will you satisfy by classes taken at WSU (vs. classes taken elsewhere)?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
</table>
| 0 - 25%     | 143      | 20%
| 26 - 50%    | 87       | 12%
| 51 - 75%    | 93       | 13%
| 76 - 100%   | 314      | 44%
| Do not know | 69       | 10%
| Total       | 706      | 100%
8. Indicate which of the following GenEd competency requirements you have satisfied through WSU coursework (or by placing out by examination or admissions criteria).

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Not yet</th>
<th>Satisfied elsewhere</th>
<th>Not sure</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>296</td>
<td>155</td>
<td>212</td>
<td>21</td>
<td>684</td>
</tr>
<tr>
<td>English - basic composition</td>
<td>275</td>
<td>46</td>
<td>344</td>
<td>20</td>
<td>685</td>
</tr>
<tr>
<td>English - intermediate composition</td>
<td>267</td>
<td>107</td>
<td>280</td>
<td>29</td>
<td>683</td>
</tr>
<tr>
<td>English - writing intensive in the major</td>
<td>210</td>
<td>241</td>
<td>158</td>
<td>65</td>
<td>674</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>305</td>
<td>144</td>
<td>203</td>
<td>30</td>
<td>682</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>286</td>
<td>189</td>
<td>160</td>
<td>48</td>
<td>683</td>
</tr>
</tbody>
</table>
9. Indicate which of the following GenEd group requirements you have satisfied through WSU coursework (or by placing out by examination or admissions criteria).

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Not yet</th>
<th>Satisfied elsewhere</th>
<th>Not sure</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural sciences (At least two courses; one in the physical sciences and one in the life sciences.)</td>
<td>311</td>
<td>140</td>
<td>214</td>
<td>26</td>
<td>691</td>
</tr>
<tr>
<td>Natural sciences laboratory section requirement</td>
<td>321</td>
<td>135</td>
<td>201</td>
<td>33</td>
<td>690</td>
</tr>
<tr>
<td>Humanities (At least one course in the visual and performing arts, and one course in philosophy and letters)</td>
<td>282</td>
<td>149</td>
<td>219</td>
<td>39</td>
<td>689</td>
</tr>
<tr>
<td>Society and Institutions (At least one course in historical studies, one course in American society and institutions, one course in basic social science, and one course in foreign culture)</td>
<td>312</td>
<td>149</td>
<td>188</td>
<td>37</td>
<td>686</td>
</tr>
</tbody>
</table>
10. What is your level of agreement with each of the following statements?

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No opinion</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the goals of the GenEd program</td>
<td>51</td>
<td>84</td>
<td>77</td>
<td>307</td>
<td>95</td>
<td>36</td>
<td>650</td>
</tr>
<tr>
<td>I think the goals of the GenEd program are appropriate</td>
<td>67</td>
<td>140</td>
<td>130</td>
<td>216</td>
<td>51</td>
<td>45</td>
<td>649</td>
</tr>
<tr>
<td>I understand the structure of the GenEd program</td>
<td>43</td>
<td>111</td>
<td>110</td>
<td>280</td>
<td>66</td>
<td>38</td>
<td>648</td>
</tr>
<tr>
<td>The university does a good job explaining the program</td>
<td>86</td>
<td>173</td>
<td>167</td>
<td>141</td>
<td>33</td>
<td>48</td>
<td>648</td>
</tr>
<tr>
<td>The university does a good job delivering the program</td>
<td>72</td>
<td>123</td>
<td>187</td>
<td>185</td>
<td>40</td>
<td>42</td>
<td>649</td>
</tr>
<tr>
<td>Overall, I believe I will be better off having taken these courses</td>
<td>109</td>
<td>120</td>
<td>142</td>
<td>188</td>
<td>62</td>
<td>27</td>
<td>648</td>
</tr>
<tr>
<td>Overall, these courses will not benefit me; they are just something to “get out of the way”</td>
<td>51</td>
<td>126</td>
<td>130</td>
<td>135</td>
<td>160</td>
<td>47</td>
<td>649</td>
</tr>
</tbody>
</table>
11. Has anyone explained to you the value or relevance of the GenEd program? Check all that apply.

Optional: provide additional feedback on this question.

- I'm a grad student now and have a previous degree in Student Affairs. I didn't appreciate the importance of the gen-ed program until it was explained to me when I was at Eastern. I know appreciate the amount of critical thinking and problem solving involved in courses I took outside of my major.
- Though this action would not benefit the university directly, I think that students should be more openly advised on the option to take gen eds at a lower cost at local colleges to transfer back over to Wayne State.
- I strongly believe that some majors should require more or less general education requirements. Additionally, I believe there should be less emphasis on math and science courses and more emphasis on creative classes across the board. Furthermore, when taking classes for my Journalism/Communication Studies Degree, I was able to fulfill many Gen Ed requirements through classes for my major.
- There is no reason to take Gen Ed courses. I'm old so back in my day if you went to college half of the course you have to take now, you didn't have to take then. Critical thinking? Really? Math? Some
of these courses are not need for certain degrees. Visual and Performing arts? Really? Waste of money.

• I believe the general education programs are a waste of time. I attend college to get an education in the career I wish to pursue but instead I have wasting my time taking Spanish and basic English and political science classes. The general education program is good for nothing except making the university money. It does nothing for the future of its students.

• I feel that most of the Gen Ed courses I have taken will be beneficial. However, I do feel that there some courses taken were "just to get them out of the way"

• It feels like, as a working adult returning to school, things like critical thinking and oral communication are kind of a joke. They’re things I do every day. I plan on testing out of critical thinking, but testing out of speech seemed like a lot more of a pain than just taking the class.

• The topic was just grazed over. I feel like a more in-depth discussion about the program would be more helpful to students. After completing the program, I felt the classes had truly benefited me in the end, and students should be explained that from the beginning.

• This survey isn't written very well for grad students. I obviously finished my genEd requirements elsewhere because I finished my bachelors degree elsewhere...

• I am 59 years old and have returned to complete a BA in English (Honors). I will continue to graduate school. For anyone who has transferred from a community college with an Associates (magna cum laude) as I did the first time I attended WSU, these courses simply repeat work already done. For anyone who has a decent High School education, these courses seem simply to prove to others that the work was already done. In either cases, but especially for someone who returns at my age after raising children and working, they look like a way for the university to get extra money. I do not need a math class for any reason at this time. While I appreciate all opportunities to learn and honestly gained a great deal from the speech and debate classes, I do not appreciate the extra debt. Most of us do not need another language - no one will become fluent from classes. I've worked with people from many areas of the world by this time in my life and I've had the exposure to other cultures. Perhaps different requirements for experienced students?

• Some of the gen eds have helped me discover unknown things about myself (drawing, for example), most i do dread a bit because i think i already "know the basics" but have to take the class anyway (poly sci, communication, history, composition, etc.). I would appreciate the "gen eds" more if I didn't have to take some of the "1000" level courses but could instead meet the gen ed requirement with a course that had more depth (3000-4000 level) and interest to me.

• An adviser explained to me at my previous institution what Gen Eds were for but the answer did not satisfy me. I do not understand why I am retaking classes that I spent Elementary through high school learning for free but now having to pay for a grade and some credits in college. It is a money scheme, college should focus primarily on your major and not on unrelated subject matters. We should have the option to choose these courses not be required.

• I've never asked anyone to explain the program to me. I don't know WSU's specific goals, but I feel like I generally understand why any university would have general education requirements.

• The GenEd program needs to be edited or reduced.

• I get the whole point of gen-eds but instead of wasting tuition and time with these classes we could have more classes that are related to the majors and more electives like for instance. If a communications student could take more courses on speech or creative writing, why waste time taking things like biology or chemistry to meet a requirement? Same for a computer science student who could be taking a course to learn objective C or java instead of art history or ancient history.

• when I started in 1975 we were just told that we had to take these courses the first two years, no explanation was given.
• I have known throughout my career in college WHY I am taking the classes I am taking. I don't remember it being just one person that helped me understand, I just have known a lot of people who have gone through college, and I understand that no matter your major or program, there are basic courses that everyone needs to take. It just makes sense to me.

• It's completely ridiculous to make students pay over a thousand for a class such as art history or dance, or another class alike to satisfy a gen ed class when no one could care less for those classes and it's just a waste of our money that we could spend on classes that go towards our major. School is expensive enough as it is and I believe ridiculous classes like those shouldn't be required, they should be optional electives or part of a major. I don't want to pay over 1000 dollars on a lit to film class that was required for me to take to fulfill a Gen Ed requirement. That is a waste of my time and a waste of my money. Whoever is in charge needs to be sent this comment and make changes to what is require and what isn't. Tuition is only getting more expensive, I don't see anyone lowering the cost. Especially when we live in times where a Bachelor's degree doesn't get you anywhere. To really make a living you need at least a Master's or PhD.

• Although I have received some information about the GenEd requirements, more information with more depth is also something I think would be helpful.

• There are some GenEd courses that are definitely beneficial like: Oral Communication, Sociology and Psychology because we learn about the world around us and how we can better interact with people who are different from us.

• Foreign language should not be a requirement! I took 4 years of foreign language in high school, and there is no plausible reason to require it at the university level (note: not all colleges within WSU require it). With that said the department's execution of the foreign language instruction is extremely poor, and does not TEACH students. One simply learns enough to string together a few situational phrases, and is penalized during audio exercises/exams when trying to pick out words spoken extremely fast. The department structures the exams which do not fairly represent exercises from the book.

• Many of my credits that I believe should have been transferred were not. I already took Algebra and received an A, and was still placed in Algebra. I also already took a Speech class, and had to take another Speech class here. I have an Associates degree, but was told it did not count for general education requirements because it was in Applied Science.

• The undergraduate advisors (especially in the UGL) are astoundingly incompetent and should all be immediately fired because they are a giant waste of tuition money. They tell people to take classes they do not need, tell them not to take classes they need, and blatantly lie about transfer credits "transferring." Advisors from multiple departments do not respond to their emails in a timely fashion (if they respond at all.) I will NEVER donate to this institution as an alumni and cannot wait until I graduate from this joke of a university . I will not be applying here for graduate school here as well, due to the reasons listed above.

• I think there are a lot of civilizations and societies that I think a tee ent necessary.

• I feel that WSU has far too many GenEd requirements. The courses are each very expensive and not helpful although information is learned as with any class. It is my feeling that if a student is exposed to these areas that he/ she likes then he/ she has the option to register for and take a course even if it is "out of the box" or unusual. To make these classes mandatory for the eye opening experience it will provide for the very few students who may perhaps not otherwise be exposed to such a field is in my opinion is unfair, very costly, and the amount of courses like such which are required should be minimized.

• I don't think physical education classes should be a requirement of general education (this is based on a previous college I went to)
• There are simply too many classes adding unnecessary expense. The classes should be combined, shortened and the credit requirement reduced.

• Critical Thinking Exam should be taken at first arrival to Wayne State, whether as a freshman or transfer student. Critical thinking is a skill needed to be at a university. There also needs to be a wider variety of classes that count towards a GenEd class. For example, if I wanted to take my historical studies GenEd class, I should be able to take any history class offered. Instead, I am limited to whatever class has an (HS) next to it. That concept should apply to all GenEd classes.

• Wayne state is a very unorganized school. Trying to talk to academic advisors is a joke, and you feel rushed and judged on any questions you have.

• I think most gen Ed requirements just make it take longer to graduate. I'd rather be taking classes for my major.

• I took classes at a community college and transferred in. When I met with the adviser this was not discussed. Just what classes I was missing. Not the reason behind needing these classes.

• I entered Wayne State as a graduate student. I did not have any prerequisites to fulfill as part of my program.

• Pre-requisites I needed for my program may be considered General Education classes. Most of my classes have not been a "teach to the test" style teaching philosophy. I have learned a great deal more in classes that center around understanding as opposed to classes that just want memorization of the material. I believe that all General Education professors need to be taught the difference between these two teaching styles and the advantages and disadvantages of inclusive vs. memorization centered classrooms especially at college level.

• What the hell is gen. ed., anyway?

• Many of these questions are irrelevant to me because I am a graduate student and the GenEd program doesn't apply. The university where I did my undergrad coursework had a similar program though, so I get the purpose of such a program. The issue, as I see it, is that WSU's program asks too much of just a general education competency. For example, a lot of what is taught in Math 1000 encroaches on what students are taught in statistics as well. Is it really necessary (for general math competency) to go that far into statistics? I took an applied engineering statistics class on the graduate level at the same time as an undergrad in Math 1000 and covered some of the same concepts. I feel that for this basic requirement to be satisfied, WSU's math department should lower the requirement a bit. To my knowledge, this is far and above what most universities require for math competency.

• I feel that there are too many requirements. It seems like some of the classes are a money grab by the university. I do not understand the need to take more than one foreign language class or the need for so many math classes, or say a performing arts class for a Bachelors of Arts and Science. With less classes I would still be receiving a well rounded education. All of these requirements make it extremely hard to finish a degree in a four year period, and I came to Wayne State with over 20 AP and transfer credits. I will be taking classes at a community college, a much more affordable alternative, to satisfy many of these requirements. Who wants to pay $1200 to $1700 for a fluff class? The same class is offered for a third of the price at community college. I many also be forced to consider another University with less general ed. requirements, after all the goal is to finish school not to be bogged down with extra classes that do no contribute to my future work.

• I honestly just feel as though the load of GenEds is really excessive. Wayne has the largest GenEd checklist, making it a 5-6 year degree college. All of my friends at other school will finish their degrees in 4 years at other universities and I will not because I have so many GenEds to take.

• I don't see a reason to have gened classes.
• I think that the over goal of the GenEd courses should be change. The climate that we live in has changed and other courses should be a staple for the university. Examples are, word, access, outlook, excel... all should be a requirement to graduate from Wayne State.

• The advisors have done a terrible job explaining what courses a student needs to take during their tenure at Wayne State University and which courses can be transferred over.

• I'm a biomedical physics major and taking pre-medicine courses. History will never benefit me... And why does MUA2800 not count as a visual/performing art?? I performed something

• I understand the importance of taking the basics of a foreign language for a liberal arts and sciences major such as a psychology or biology major, but not through the 3rd semester. The communications department recently changed so that they are only required to take a foreign language through the 2nd semester, and I believe that this should be applied throughout other majors as well.

• I spoke with my advisor about substituting courses for those that would better prepare me for my career as opposed to fluff courses that are irrelevant and costly. I was told to take the fluff for the purposes of satisfying requirements.

• Why do I need to learn about history, biology, etc.. when my degree and my career is in IT... I don't quite get how these courses will assist me in the future, other than to help feed the corporate machine that is public education. I've seen the spreadsheet of WSU employees wages, and it is disgusting in comparison to the work they do. They teach out of date theories and processes and are paid 6 figures, so I can get a degree and pay 5 figures to the University to HOPEFULLY even have a job when I graduate.

• The Gen Ed program is a great way to round a students education about topics other than their major, but there are too many classes that are unneeded for a students education. Not only does Wayne State require us to take gen eds, our colleges do to. What the difference is, the colleges tailor the gen eds to our degree and the WSU gen eds do not. I highly suggest that the Gen Ed program try to create tracks for the collages. Since I'm in the business school, here's an example: Instead of bio/psy/a&p, how about a science class that gives basic knowledge of how medical appliances are used and how they are created. As a student, we would need to learn about the science behind the product as well as the manufacturing to make the product. It's a great merge of science and business. I know a program like this would be hard and time consuming, but as a student, it would be much more rewarding. Also, the business kids like real world applications. The business school has done a great job with this, but our university needs more classes with this application.

• I am not familiar with this program and I do not understand the relevance to the graduate program that I am involved with.

• As a student with a prior degree, I think I should have been waived from having to take many of the gen ed requirements, while I was waived from taking some, I think the amount should have been much more. Especially where I was being charged graduate level credit for an undergrad degree.

• LOWER TUITION. At what point do you stop raising tuition on people that go into education or related field to help children and the community? We don't want to be millionaires. We want to earn a good living and help others. Yes, we want the classes to be relevant and important for our education. I'm glad WSU is taking steps to insure that cause. However, a graduate class like life span development in the college of education is 4 credits. The class information was basic at best. Still, the university feels that this class should cost around 2,500 per student with tuition, fees, and service charges, etc. The university just made 62,000 dollars for 25 students not including the money the students paid for parking. This is one class in one semester among many classes in many semesters. Furthermore, how long do you think it will take us to pay it back? Is the class of such quality that it's worth taking a year to pay back? Maybe when WSU charges 4 or 5 grand for a class people will finally refuse to attend the university. This is insanity. WSU wants to know if such classes
are doing students justice. Was it explained why this class is important? Did it teach you about math or humanities? Maybe it did, but WSU will never do its students the full justice of providing a high quality education until it charges a reasonable price for education. This is the best advice you will get on this survey.

- Some of the classes feel like a waste of time depending on the major. As a Mechanical Engineering major, I don't see where a history class comes into play, nor a biology class, nor a few others. They seem irrelevant, and I had little to no interest in these classes before and after I took them. These classes felt like a waste of time and money.
- General Ed / programs and degrees are not discussed often and are made out to be none relevant at WSU.
- The Gen Ed Math courses at WSU are difficult for students who are not pursuing a degree in that field, coupled with the some of the language barriers the Professors have. For this reason, a large percentage of students prefer to take their math courses at a community college.
- I fail to see why the math is required when the majority of majors do not require algebra. It seems to me to be a waste of time.
- We have way too many.
- Visual and performing arts should not be required.
- The information was never provided to me. I had to search for it myself. If these are requirements, the information about them needs to be more open and accessible. The goals and a basic understanding of the reasons for these requirements and their benefits needs to be promoted more for the student population to see them as positive and even necessary rather than something to "get out of the way".
- Personally, the GenEd program is very beneficial as it helps in your major courses. However, there should be GenEd classes that fall within the students major. Like a Basic Composition course that is focused for Psychology majors or a Oral Communication course that focuses on English or Math. Just GenEd's that are stepping stones into the desired major that help in the end.
- The debate surrounding the need for general education classes will always exist. Wayne state would do well to actually tell people what the track is rather than have boxes to check off on a course requirement sheet.
- I think that some GenEd requirements should be able to be waived by an adviser on a case by case basis for such things such as life experience. For example, I was in the military for 10 years, I have been to about fifteen different countries, I worked and collaborated throughout that time with people from across the United States and some other countries, however I still have to complete a Foreign Culture requirement, I am not sure how a class in foreign culture will be useful to me, this is the best example in my situation on why I think some GenEd should be considered on a case by case basis.
- The GenEd classes are just a way for universities to get more money. Everybody including the school knows this. They are a waste of time and students should be spending that time learning what they actually came to school for instead of taking these garbage classes just to fill the pockets of the greedy people who run the school.
- I graduated from a different university and so i have my gen eds taken care of. However having gone through some sort of gen ed program i can say that certain classes did benefit me while others seemed like a waste of time and money.
- Haven't heard much about this program.
- I'm not sure I had a specific lecture about the GenEd program but my advisor Rebecca Russell has been very helpful in getting me where I need to be.
- Just a way to take my money does not fully describe the feeling. Complete waste of time is a more suitable way of describing it. WSU needs to do a better job of evaluating whether a student really needs to take the courses or not. Going to WSU has honestly been one of my biggest regrets in life, I am only still attending it because of how close I am to graduating. I feel this way mostly due to the gen ed requirements. It is important for one to be well rounded and have some general knowledge and a basic understanding of the arts and culture, but this is just ridiculous. WSU also needs to do a better job of understanding what employers want and need. I have seen 3 WSU graduates working in professional environments and it was rather disappointing (more so for the employer).

- I have never been explained the benefits of the GenEd programs personally. I have only heard what other advisers have explained to friends of mine.

- I understand the value of a well rounded education, but I think that some of the requirements can be combined with major requirement classes. The more applied the content, the better. For instance, critical thinking is something that can be covered in any upper level subject, similar to how students pick a writing intensive for their major.

- Most of my gen ed classes transferred in to Wyane however, I was required to take Biology. I can't stress enough how ridiculous it is that, having already graduated with a Bachelor of Science form another university, I was forced to sit in a lecture-based class where slides were read verbatim and tests were the equivalent of high school multiple choice exams. Its Biology! I am trying to be a mechanical engineer and you guys made me spend a couple thousand dollars on a bio class. Shame on you. Doesn't anyone know that google exists now? My first suggestion (1) don't make degree holding transfers have to take BIO and (2) don't make engineers take BIO.

- General Ed is a way for the university to get more of my money

- Options to save students money on tuition are not explained, such as taking Community College courses, or CLEP exams. It's absolutely outrageous. Not only are we paying for tuition for classes that are not relevent to our course study, but we have to waste time and money for books for these useless courses.

- The relevancy of gen ed reqs to courses in a students major is very difficult to see. How will visual/performing arts produce a more "well rounded" engineer? It won't, no matter how often that phrase is thrown around.

- Taking a variety of coursework is always a good idea. :)

- I'm sure an 18-year-old student assistant wrote this survey, since one question isn't even written yet, you sent out a bad link in a previous email, and the answers selectable on some of these questions directly contradict one another. How are you going to tally the responses to a non-existent question or a question that can be answered with a "yes" and a "no"? #Waynestated yet again.

- As a graduate student, I think this doesn't really apply to me, so no one talked about it with me.

- I'm glad to take a variety of classes, it is good to know about a lot of different things regardless of your degree program.

- I definitely understand the idea behind the Gen-Ed program; it will help me become a well-rounded professional, with not only the ability to do well in my chosen profession but to also be a knowledgeable human being with an understanding of basic sciences outside my field. I also understand that as a possible side effect, I may find a new passion for a field that I was not interested before. Understanding this, I still disagree with the idea that it is important. Why should I spend thousands of dollars on classes in which are not only unrelated to my degree, but learning information (outside of mathematics) which I will never likely use again? For example, psychology, sociology, humanities, etc. While it is a nice thing to know, it is not worth diving in to debt for. In addition, things change. The science that I learn today will probably be obsolete in a decade. Why spend the money for something which is unrelated to my field?
• Math and English are fine and those that are relevant to our majors are acceptable. But history and other classes that we had to take for the past four years in high school are completely unnecessary and are a waste of money. Redefine was is going to help us in the future instead of taking our money.
• Gen eds (even if they have nothing to do with your major) are just requirements to get the school more money.
• Some things like humanities and cultures classes are universally necessary. However, as a music major I can’t possibly imagine a situation where I need things like a Science Lab. It's a waste of everybody’s time and money, especially when that takes the place of other electives I could have and prevents me from adding a minor.
• I dont feel like Wayne State University caters to students who work full time. I am upset with the hours and the math lab hours for certain courses.
• Although I understand the importance of being a well rounded student, sometimes the structure of the college's general education program limits me from taking courses (outside my major) that I would have otherwise explored, such as having to take a FC course instead of a kinesiology course, even though I've already taken history courses that broadly explain cultural differences.
• I do agree that general education classes are beneficial. However, I feel like the number of classes required here is excessive and discourages students from taking a minor.
• I believe the general education program to be beneficial for students who are unsure of what career path they are planning on taking. This gives students a chance to explore different subjects and become well-rounded.
• I felt that many of the general education courses that I took at Wayne were a waste of time, students ultimately did not take much out of the classes once completing them. I do not feel that they made me a more well rounded student and would rather we spent more time learning skills that would be useful in our professional lives.
• I think general education requirements help mold students to be universal thinkers, and I wish the university would do more work to promote the value of being a universal thinker.
• It would nice if students, staff, and the community at large decided what’s important for each degree program. We need to get rid of the fluff and really focus on core of why students are here.
• University graduation requirements are a money sink and take away from what a student wants to learn. If a clear goal in mind is set such as a major or a general direction, then classes like philosophy and theatre should not be required for them if it does not contribute to their major.
• I understand the theory of gen ed. I think they should be taught in high school not college. I would prefer to take that many more concentration classes in my field of study.
• I believe the way General Education is taught is useless. Most GenEds are introductory classes geared towards majors that is usually no the student's. If instead there were classes teaching us to incorporate our interests into our field, that would be better applicable towards our future. i.e. math major with experience playing instruments learning how math can aid music students. This way there is a greater focus on how this class can benefit the student.
• Some classes are appropriate to be a well rounded student and individual, however some requirements are a waste of time and or too extensive
• I personally believe that general education credits are not only important, but beneficial. It helped me to decide my minor in Anthropology, and I think it helps you understand what type of learner you are. I know that my opinion is the unpopular opinion within my peers. It allows everyone to be at the same level of understanding before they specialize. The general education courses are well rounded and I believe may you a better student and professional.
• I understand the benefits of gen eds, but there are too many required. It should be where we can choose a number of gen eds to take, like 5 out of 8 options instead of having to take all of them. They are costly and take up time that should be going toward one's actual major.

• Gen ed is a giant freakin scam. Make us pay for what, 16 bullshit classes that are ALWAYS easy A classes? Out with it, no matter what kind of crap is constantly spewed out of college's mouths, gen ed programs are nothing more than a way to boost the average student's cumulative GPA and a VERY easy way for the college to wring another 20 grand out of us. Stay woke fam.

• No one has really explained anything to me. As a freshmen, I feel kind of lost, but am doing the best I can and applying myself to my classes and studies. It would be nice to sit down and talk to someone about setting a plan and seeing what is needed to be done to meet my special education requirements with endorsements.

• A general advisor had instructed me to take the GenEd requirements at a mandatory counseling session upon acceptance to Wayne State. She was unaware these requirements are waved for students entering Wayne State with a bachelors degree from another institution; a fact that was clearly indicated on the literature for my intended program. She told me I would be required to take a world studies course, which I found laughable considering I had just completed 13 months of Peace Corps service in West Africa. Please made sure all of your counseling staff is aware of exclusions to the GenEd program.

• Since I am in a post-graduate position I did not have any need for general education work.

• Gen Ed creates a damper for engineering students, where we already have a huge workload these classes often get pushed aside to focus on more important things for our degree.

• I personally enjoyed some of the genEd classes, however I feel that some requirements, such as mathematics and natural science, do not benefit my major what so ever. Other requirements such as English, critical thinking, and social sciences, I both enjoyed and helped me gain insight into the career I am pursing for various reasons.

• I am in the Fine Arts program and working on my masters in Fine Arts. I have one more class - mathematics which includes algebra. This course is time intensive, but requires a much slower pace. This is the second time I am taking this course, but have had to drop it twice due to time restraints, lock out test to the second if I am late or need additional help understanding certain concepts. The mathematics course could be re-tooled to a slower pace, more time for understanding concepts and make up time before the course ends. This is the only class holding me back from entering the Masters program and has been for two years.

• There is nothing valuable about spending thousands of dollars on classes that have nothing to do with your academic goals. Plus, a lot of classes in the GenEd program can be replaced with a trip to the public library. I've learned more from reading than I did sitting through a semester of useless information from professors who don't allow their students to have opinions.

• I like taking gen eds, but I understand why a lot of students don't because they feel that it's a waste of time and a distraction from their major and career goals. A lot of students, pre-med specifically have a loaded schedule and finding the time to add gen eds is really stressful. Personally, I like the gen eds and think they are beneficial, but with all the other required classes for my major, honors, and pre-med -- it becomes difficult.

• The biggest issue is that gen ed requirements are sometimes excessive, in terms of multiple classes for a gen ed rather than simply a single one. Furthermore, it can get expensive. Someone should explain the merits - most likely the advisor.

• As this is my first university experience, so far the atmosphere has been conducive--and the desire to fully take judicious advantage of all WSU resources.
13. Everyone understands that students take GenEd courses, in part, because they are required. Other than that explanation, what is your level of agreement with each of the following statements about why you enroll in GenEd courses?

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No opinion</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>They broaden my education</td>
<td>45</td>
<td>61</td>
<td>86</td>
<td>298</td>
<td>111</td>
<td>17</td>
<td>618</td>
</tr>
<tr>
<td>They help me in my major coursework</td>
<td>94</td>
<td>161</td>
<td>127</td>
<td>174</td>
<td>44</td>
<td>19</td>
<td>619</td>
</tr>
<tr>
<td>They make me more “marketable” to employers</td>
<td>102</td>
<td>157</td>
<td>143</td>
<td>141</td>
<td>51</td>
<td>25</td>
<td>619</td>
</tr>
<tr>
<td>They help me select a major</td>
<td>104</td>
<td>154</td>
<td>127</td>
<td>147</td>
<td>63</td>
<td>23</td>
<td>618</td>
</tr>
<tr>
<td>They help me to become a better citizen</td>
<td>88</td>
<td>117</td>
<td>158</td>
<td>176</td>
<td>55</td>
<td>25</td>
<td>619</td>
</tr>
<tr>
<td>They help me to become more culturally aware</td>
<td>60</td>
<td>70</td>
<td>92</td>
<td>272</td>
<td>105</td>
<td>21</td>
<td>620</td>
</tr>
<tr>
<td>They increase my interdisciplinary skills</td>
<td>63</td>
<td>75</td>
<td>117</td>
<td>252</td>
<td>86</td>
<td>26</td>
<td>619</td>
</tr>
<tr>
<td>They enable me to see and solve problems in different ways</td>
<td>72</td>
<td>91</td>
<td>120</td>
<td>236</td>
<td>81</td>
<td>18</td>
<td>618</td>
</tr>
</tbody>
</table>
I would've graduated years ago if it wasn't for these general education requirements. Honestly they are just another tactic to place students more in debt.

I don't think WSU does a good job of explaining why gen-eds are helpful. Research studies might be helping in showing why gen-eds are important to developing a holistic student. Also, it would be more helpful to define WSU's goals as to what their major function is. Do they want to produce scholars/academics or do they want to produce students with skills that are prepared to start a career?

I already feel as if I'm a pretty good citizen and the classes don't seem to add much, especially since I can do so many online.

The questions you pose might be applicable to a twenty-something still living at home but this University is not solely attended by those fitting that description, yet that seems always to be the focus.

The gen ed classes are just too basic to be useful. The history classes are surveys that are fine but i'd rather pick a period/culture and get into it, the comp classes are trite (based on OCC, not WSU), the general science classes are okay, but i'd rather take a class on genetics than one on "intro biology". I think pre-reqs should be less rigid and the classes that meet gen ed reqs be more open. I haven't actually looked to see if this was possible with the help of an advisor, but i'd prefer it if this was more of the default.

The information that I pay $1,000 plus for I can easily check out in the local library and study over a period of time instead of having to cram it into 4 months and at final exams pretend I actual learned something. Education is a process, learning takes time. You cannot master or understand something like Geology for an example in 4 months. I took Geology for my winter semester and there was way too much information for my personal comprehension and application. To think I can take 4 classes, understand and apply that information, maintain good health and social skills, while balancing work, personal life and homework and finals is asking a lot from someone who came from high school where the teach you how to take master a standardized test but teach you little to nothing about the expectations and work load of college. The educations system is misguided and unrealistic.

Some classes were more helpful than others. For example, I feel like I benefitted more from my oral communication class than my American government class.

Marketable would be if you were stronger in your major and minor nobody cares how diverse your skillset is they care if you can do the job and function with a team. There are things like math, writing, teamwork and presentations that are universal but other things like knowing history or art or dance are useless unless your doing a major in that area.

I think that general education courses can be tedious and frustrating, but it teaches you how to be a college student and how you learn. My general education courses gave me the experiences I needed before I got into my major program, which I think is very important. I learned the best way for me to study, what I was good at, what I needed to work a little harder at, etc.

This is ridiculous. Any class can make you more culturally aware. Take a Political Science course if that's your major or an engineering course and I bet you, it'll increase your interdisciplinary skills, or help you solve problems in different ways, or become more aware. You don't need pointless classes that you have no care to waste your money on or care to take to teach you that.

Sure these things are true, but it is still a RACKET when I already took these classes elsewhere.

The general education requirements here are a waste of time and money, especially when they are taught by TAs. They are merely additional bureaucratic hoops for students to jump through and
should be abolished. A transfer student should not have to take an additional year of coursework (and therefore pay an extra year of tuition) because they were poorly advised by someone whom their tuition dollars are employing. The advising system is borderline fraudulent.

- Life experiences in my opinion do most of these things better than sitting in a classroom learning things some of us learned in high school. Taking more courses in ones desired major will strengthen the marketability to employers because ultimately they look at your degree, not your transcript. Taking three semesters of a foreign language with no previous interest is useless, taking one, even two semesters may be helpful in the real world but three is an overkill if it isn't your major or minor when students could be spending that time and money on classes that relate to their life goals and ultimate career ambitions.
- For a student who has just exited High School, I can see where the Gen Ed. requirement is helpful. However, for a person who is not young and is like myself who has 2 children in college I have received that rounding and development from living my life into my 40's.
- The classes are too simplistic. Not much is learned so none of the above goals are very well achieved in my opinion.
- These questions are worded in such a way that they are inherently biased. It’s very difficult to disagree with the fact that GenEd requirements "increase my interdisciplinary skills" based on the definition of the word "interdisciplinary." It’s also very difficult to disagree with GenEd requirements increasing your "breadth" of education. Again, based on the definition of the word "broaden". At the last school I was at, they were literally called "breadth" requirements.
- Although the courses have made me a better individual, I would have been more marketable had I taken courses in one disciplinary. By taking courses in other disciplinaries have enlighten me, these courses could have made me marketable to employers.
- They often times tie into my core major work
- Could students have the option to have their GenEd courses suggested by interest or discipline?
- The GenEd requirements didn't help choose a major because I already knew what I wanted to major in before I got to Wayne State.
- Again, waste of time and you guys are making this a money pit
- I don't believe that the majority of the courses exist to adequately prepare me for my major or career.
- Keep the foreign culture credit! But please look at the professors and classes. Some of them need restructuring.
- I am a graduate. I do not understand the relevance of the general education program to the graduate program that I am sometimes enrolled.
- My classes in high school helped me figure out what I wanted to do. Taking the gen eds at WSU felt like taking my high school classes over again.
- Some gen ed requirements help me in my major coursework/help me select a major. Some gen eds don't contribute to me education and result in more frustration and failure than anything else.
- I think if the GenEd courses were in the student's major, it would still keep them culturally aware and increase interdisciplinary skills.
- So far my general education courses have drained my faith in humanity. I have found that even the better students at Wayne state have no idea what it means to be an effective student, so I would say that Wayne State stands to gain by having a higher quality general education program.
- You guys asking these types of questions for GenEd classes is ridiculous. Nobody is gonna have better problem solving skills just because they took a German studies class.
- The larger the lecture the worse communication with the professor is.
• like i said earlier, some classes helped while there were those that i felt added nothing to myself and my understanding of the world.
• After talking with several people who have graduated, the grades and classes don't matter. What matters is the degree.
• I do not believe that all GenEd courses actually help me in my major coursework. Some, like math, English, and philosophy, are very important regardless of your field of study, but others, like visual and performing arts, in my opinion, only benefit those that are going within those specific fields. As a business student, taking a film class did not better me at all.
• There is a lot of cultural value to interdisciplinary studies. I think that studying a subject outside my field has made me more appreciative and tolerant of other disciplines and lifestyles. However, I think we can expand our cultural and interdisciplinary awareness through means that are less time and money intensive. Paying for and fulfilling gen eds can delay graduation time for low income students who are pretty driven in their field, or for majors who already have heavy requirements. Instead of taking four credits, students could have the option of fulfilling a requirement through documented participation in a club or study group. I was an environmental science major and had a lot of major and minor requirements to fill. I felt my extracurricular interests and applied electives for my major helped fill in the gaps in my humanities education.
• Useless.
• These questions make it sound like the program is a requirement to learning how to be a good student. I am a very good student (in my humble opinion) regardless of the skills I did or didn't pick up in my general education classes.
• They are too low level to make any difference form high school class. Why do I need a performing art when I took 4 years of band or life science when all of your course go over high school classes.
• They caused more anxiety over the grades.
• Like I said before. Cultural and civic courses are great but high-level math courses and ridiculous science requirements are completely unnecessary.
• To charge the amount wayne state does for tuition for general education classes when we had just taken them for 12 years of our life through k-12th grade is absurd. I would rather spend MY money on core classes that are teaching me something new over general education classes which is something I've spent my whole life doing.
• I believe that cultural competence is more than just learning a language or a specific culture. I think we need to include more classes about diversity, equity, social justice, and teach students the value of realizing the true beauty in diversity. We should also challenge the ideas if how students perceive the world based on their own exposure and create more awareness of diversity since many of our white students come from places where multiculturalism is not so much a thing.
• Sure they "broaden my curriculum" but that can be achieved through classes related to my major. Try innovative ideas and teaching methods with in the classes.
• Everything I stated in my first comment on the previous page sums up the answers for this section as well.
• I understand the goals of gen ed requirements and these may benefit bachelor of arts students. But for bachelor of science students, many of them are not applicable or useful.
• While I have not taken general education courses at WSU I do believe that they are important in an overall education.
• Obviously it will broaden your education, however some requirements include more then one semester or taking a lab. I'm a cj major with a PS minor, when will I utilize anything I have learned in
a natural science class. I'm looking to become a defense attorney and I am quite sure I will not be
tasked with figuring out were Orion's Belt is. (I was advised to take astronomy)

• GenEd courses are at the mercy of the instructor. If the instructor has an agenda and wants to
indoctrinate opinions, then that will happen. Rather than broaden one's view, these courses are
susceptible to narrowing one's view, which is in the eyes of the instructor, the "correct" view. I speak
from experience, although not all courses are like this.

• I chose my anthropology major through the experience of the gen ed courses and these courses
have made me into a more knowledgable and well rounded person.

• My high school classes were better than all of the generic Wayne courses. I go to Wayne state
because I didn't like living in Ann Arbor and it was expensive. I only applied to Dartmouth and u of m
undergrad and ended up going to u of m. I transferred because I got a scholarship and could debate
with my sister and live in Detroit. Wayne state has a deplorable advising depArtment. No one cares
if you graduate. You let in the worst people who make the gen eds feel like special Ed. All Wayne
focuses on when they get a new president is the medical school- the idea of an innovative approach
to humanities at Wayne is literally laughable. It's really too bad because more people are moving to
Detroit and Wayne is the opposite of culturally engaged. I am an historian. Wayne state has the
potential to do so much more- there are a ton of great professors - the problem is you don't care
about your students on an individual level. I experienced a gang rape and the death of my best
friend in a two year period and that caused PTSD - I had to take a break from school- when I came
back the advising department told me I needed to take government as a gen Ed- because of my
trauma affecting my memory I didn't remember that I took ap gov test as a senior and got a 5. So
some stupid advisor made me pay another $1000 - it's more but about - for a class I already had
fulfilled over 4 years ago. And everyone in my class was retarded.

• The general education courses at the University are waste of time.

• Employers don't care about my gen eds. They just want a degree.

• I understand the need to have board categories for the general education requirements, such as
English, humanities, social science, life science, natural science, etc. Currently, course selections of
the general education requirements are extremely limit
ed. I believe that students should be able to
choose, for example, which anthropology and sociology courses they would like to take when fulfilling
the social science category. Additionally, students should have the choice of taking a foreign
language or not. For students whose colleges require a language, maybe students could complete
minors in subjects that compliment their majors instead of taking language courses.

• This is bullshit.

• N/A

• Like yeah forcing people to take a foreign culture class will make them more culturally aware but I
would've rather used the Internet to learn more about other people (as I do) for free or used that
tuition money to actually go to another country.

• Employers care about practical skills that are applicable to the position, not university classes.
Asserting that gen ed classes will help you get a job is misleading at best.

• The GenEd professors at Wayne State have been HORRIBLE in my experience. I had much better
professors at my community college prior to transferring to Wayne. The professors didn't seem to
care at all about helping students learn, grow, and succeed.
15. When you find yourself being critical of the GenEd program, what is your level of agreement with each of the following?

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No opinion</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses are not related to my major</td>
<td>17</td>
<td>75</td>
<td>93</td>
<td>198</td>
<td>192</td>
<td>24</td>
<td>599</td>
</tr>
<tr>
<td>Does not help with my future career plans</td>
<td>20</td>
<td>99</td>
<td>125</td>
<td>169</td>
<td>164</td>
<td>22</td>
<td>599</td>
</tr>
<tr>
<td>Not enough choices</td>
<td>36</td>
<td>157</td>
<td>130</td>
<td>149</td>
<td>94</td>
<td>29</td>
<td>595</td>
</tr>
<tr>
<td>Not interested in the courses</td>
<td>20</td>
<td>108</td>
<td>119</td>
<td>186</td>
<td>143</td>
<td>23</td>
<td>599</td>
</tr>
<tr>
<td>Courses are too difficult</td>
<td>101</td>
<td>232</td>
<td>156</td>
<td>67</td>
<td>19</td>
<td>23</td>
<td>598</td>
</tr>
<tr>
<td>Courses are not challenging enough</td>
<td>55</td>
<td>215</td>
<td>213</td>
<td>57</td>
<td>29</td>
<td>30</td>
<td>599</td>
</tr>
<tr>
<td>Courses are too large</td>
<td>34</td>
<td>170</td>
<td>199</td>
<td>111</td>
<td>44</td>
<td>39</td>
<td>597</td>
</tr>
<tr>
<td>Makes it difficult to graduate in a timely manner</td>
<td>25</td>
<td>77</td>
<td>91</td>
<td>169</td>
<td>210</td>
<td>27</td>
<td>599</td>
</tr>
<tr>
<td>It is too complicated for me to understand</td>
<td>137</td>
<td>241</td>
<td>142</td>
<td>23</td>
<td>16</td>
<td>37</td>
<td>596</td>
</tr>
</tbody>
</table>
• I don't think the course groups make it hard to graduate in a timely manner, I think that the lack of options of courses does. It's fine to keep the categories that we have as long as we can have some leniency on whether a class fits in the category. Such as why does BIO 1510 count for LS and not BIO 1500?

• WSU needs to extend the timeframe on ACT scores to register for classes. For example, if you test into Biology or Math course there should not be a timeframe of 2 years to enroll in class during your pursuit of a degree.

• GenEds are learned through 4 years of high school. Classes that pertain to my major teach me how to apply those skills for which I have learned. I feel like by taking most, if not all, of the GenEd classes at Wayne was considered a waste of time and money. I can't tell you one single thing I've applicably learned from the GenEds other than the ones that pertain to Science and Engineering, which I previously took in high school. It doesn't make sense for an Engineer to know about the cultural impact of the pyramids in Egypt, or why it is we need to learn about the social impact of 90s "gangsta rap" in a world history class...GenEds really just need to be specific for whatever Major one decides to pursue. It saves time and gives students the peace of mind knowing that the classes are relevant to their field of study. That was one of the biggest issues I've faced at Wayne is knowing that most of the GenEds were useless to my field. I research alternative consumer energy methods, so why do I need to know about what kinds Russian foods were eaten in the 1800's by lower class citizens in Moscow?

• One of my chief complaints is that the gen ed classes are "freshman"-like classes. The class size is typically large, the teachers are typically condescending, and the course material is typically a bore / chore. By contrast, I've loved every difficult class taught by a passionate teacher with an engaged student body that I've ever taken.

• I found that I did better in my major courses than in my General Education courses. I believe that is because of the level of interest with that course. Why take courses that do not relate to your major, they say it is for creating a well rounded student but are we not always being shaped and molded outside of college walls?

• The only required course I didn't enjoy taking was American government because I didn't really learn anything that I didn't already know.

• I think a lot of these questions need to be specific to a course. I struggled a lot with my critical thinking course, but on the opposite end of that, I thought that my English courses in community college were too easy.

• Some GenEd courses can differ based upon some students' major but overall they do hold students back from graduating on time.

• As a transfer student, most of my general requirements differed between the two universities. I found that I gained about an extra semester just to satisfy these requirements.

• It is beneficial, but I already took the classes.

• there are hardly any gen ed requirements that apply to art majors in CFPCA.

• It is hard now-a-days to be a 12 credit semester student and graduate on time.

• this survey is a lot longer than it should be.

• The answers above were only related to math competency, and not for me but for the many undergraduate students I've seen complain about it.

• There are some courses that are only offered during certain semesters and that's an issue that causes students to spend more time and money at Wayne State.
• Look, these gen-eds benefit social workers and psych majors, not people in BMP. Lower the non-science credits. Non-science isn't important.
• Time limits should be removed from ACT Scores to gain admission into courses. I understand you have 2 or 3 semesters based on your test scores to register for a course like Math and Sciences. This is very stressful to complete your major and general education.
• I believe that the program needs to be reevaluated to remain relevant.
• I am a graduate student. I received general education courses elsewhere.
• The general education courses in which I was enrolled at Wayne State had an extraneous set of requirements and a program where it was difficult to know what was wanted from the students.
• General education professors rarely make time for students. They seem to like to see students struggle. I've had better relationships with my professors since I've entered my major because they're actually there to help students.
• I understand that holistically it is meaningful for me as a citizen to learn chemistry but it is an incredible waste of money to take a course so unrelated to my field.
• As an environmental science major, Spanish minor, and part time worker, I felt I had enough courses on my plate.
• Waste of time and prevents students from graduating on time.
• Of course there have been courses I do not want to take and have a hard time with, but at the end of the day I know why I am taking them and I know they will help me in the long run. The hardest course for me was Critical Thinking. I honestly do not know how I passed that course because I barely comprehended anything the entire semester.
• Going back to the last set of questions, the reason astronomy was suggested is because "it's a whole lot easier then bio or Chem, and you won't really need that knowledge down the road, so why strain yourself"
• GenEd courses are "babby's first college class." They are the "college-lite" of courses. This is not a bad thing, necessarily, since not all classes should demand a student's full effort (especially courses that do not relate to his/her major). But the idea that they shape and mold a student's maturity and outlook is laughable, and really only happens when a student's major directly relates to that Gen-Ed.
• Your system is sooooo complicated compared to other schools. I'm glad I got to skip most of it with my MACRAO, otherwise I'd still be trying to figure it out two years in. :/
• Many give more 'busy work' than the classes you actually need for your major, which really make them a waste of time.
• Far too much focus on mathematics for people going into fields that are not science/math-based.
• Courses in the general education program are far too simple for students who succeeded in high school but did not receive credits for these courses. My suggestion would be to offer more placement exam opportunities, accelerated tracks in General Education courses open to all students, and to reevaluate how Wayne State accepts International Baccalaureate credits at the Standard Level.
• I just think it's problematic that the new norm is to graduate in 5 years. That is if you want to stay sane and not be overwhelmed all the time and work because college is too expensive.
• Critical Thinking is really unnecessary. All of my courses require me to think critically - why do I need a class alone on critical thinking? Please get rid of this course requirement.
• I believe many of the GenEds are a waste of time because it has no relevancy towards the program or its not beneficial. it would make more sense to take classes that will be of some help from the students future programs.
• how am i supposed to achieve my truest curiosities in 4 years when restricted to only 1-2 math classes a year?
• I understand the need to have board categories for the general education requirements, such as English, humanities, social science, life science, natural science, etc. Currently, course selections of the general education requirements are extremely limited. I believe that students should be able to choose, for example, which anthropology and sociology courses they would like to take when fulfilling the social science category. Additionally, students should have the choice of taking a foreign language or not. For students whose colleges require a language, maybe students could complete minors in subjects that compliment their majors instead of taking language courses.

• There are classes that I've taken at a community college that don't transfer that should have to satisfy some Gen Ed requirements.

• N/A

• I took a few GenEd courses that I truly felt wasted my time and distracted me from what I was trying to accomplish at WSU. PHI1010 for example was a course that was difficult and time consuming for being just an entry level intro course. I was not interested in the subject matter, the instructor was difficult to understand, and I had to dedicate a lot of time to earning a good grade to keep my GPA up during a semester I was also taking Gen Chem & Microbiology, 2 courses I was very interested in AND needed for my degree. 2 Courses that also require significant time and energy to understand and do well in, and I was being distracted by a university requirement course. It added a lot of frustration to the semester that did not necessarily need to be there. On the other hand, I was forced to learn to deal with this unwanted distraction in a constructive manner. So while I was not interested in this subject, I did learn to apply myself, manage my time effectively, and do well under stress.

• some of general education classes were much more difficult than my classes for my major. Many of my professor's treated the class like it was a higher level course instead of a gen ed one. My gen classes required a lot more from me and were at times too difficult like my HIS 1400 class.

• Including: forcing me to waste time and money on unnecessary things.

• The GenEd classes I've taken have not helped my future career plans.

• There should be more explanation is to why so many gen eds need to taken, and more detail to what the course is about. There should be more details about how the class is set up. I was never told the math classes at WSU were mostly in computer labs. I failed my mat gen ed course, because I couldn't keep. There was too many math section, and the exams were too long. Everyone works on there own pace, and you only had 15min of lecture. Learning 4 new math sections in 15 min for 9 chapter in 12 weeks is too much. You are setting up students to fail.

• Students need to learn or be told how to make GenEd benefit them because you have to choose your classes. Some of the courses do have a lot of work.
17. With respect to selecting General Education courses, rate your level of agreement with the following possible reasons for your selections.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No opinion</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in the subject</td>
<td>51</td>
<td>91</td>
<td>137</td>
<td>226</td>
<td>56</td>
<td>11</td>
<td>572</td>
</tr>
<tr>
<td>The course fits my schedule</td>
<td>39</td>
<td>67</td>
<td>73</td>
<td>257</td>
<td>119</td>
<td>16</td>
<td>571</td>
</tr>
<tr>
<td>Related to my major</td>
<td>80</td>
<td>155</td>
<td>140</td>
<td>137</td>
<td>42</td>
<td>18</td>
<td>572</td>
</tr>
<tr>
<td>I heard it was easy to get a good grade</td>
<td>47</td>
<td>151</td>
<td>140</td>
<td>137</td>
<td>65</td>
<td>31</td>
<td>571</td>
</tr>
<tr>
<td>Adviser told me to take it</td>
<td>41</td>
<td>115</td>
<td>111</td>
<td>213</td>
<td>56</td>
<td>35</td>
<td>571</td>
</tr>
<tr>
<td>Recommendation from other students</td>
<td>55</td>
<td>104</td>
<td>127</td>
<td>196</td>
<td>52</td>
<td>36</td>
<td>570</td>
</tr>
<tr>
<td>I wanted to explore something different</td>
<td>77</td>
<td>125</td>
<td>119</td>
<td>192</td>
<td>33</td>
<td>25</td>
<td>571</td>
</tr>
<tr>
<td>I wanted a challenge</td>
<td>104</td>
<td>151</td>
<td>153</td>
<td>103</td>
<td>35</td>
<td>24</td>
<td>570</td>
</tr>
<tr>
<td>Good instructor</td>
<td>43</td>
<td>64</td>
<td>135</td>
<td>189</td>
<td>110</td>
<td>30</td>
<td>571</td>
</tr>
</tbody>
</table>
18. Which of the following reasons/factors play a role in your deciding to give your fullest possible effort to a specific GenEd course?

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No opinion</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My interest in the subject</td>
<td>31</td>
<td>56</td>
<td>70</td>
<td>240</td>
<td>155</td>
<td>16</td>
<td>568</td>
</tr>
<tr>
<td>The course is related to my major and/or minor</td>
<td>36</td>
<td>74</td>
<td>78</td>
<td>209</td>
<td>149</td>
<td>20</td>
<td>566</td>
</tr>
<tr>
<td>The style of teaching (lecture, discussion, workshop, lab, etc.)</td>
<td>31</td>
<td>56</td>
<td>98</td>
<td>232</td>
<td>127</td>
<td>23</td>
<td>567</td>
</tr>
<tr>
<td>The quality of the teaching</td>
<td>22</td>
<td>36</td>
<td>66</td>
<td>233</td>
<td>188</td>
<td>22</td>
<td>567</td>
</tr>
<tr>
<td>I need a good grade</td>
<td>13</td>
<td>19</td>
<td>60</td>
<td>208</td>
<td>238</td>
<td>27</td>
<td>565</td>
</tr>
<tr>
<td>I can't afford to fail</td>
<td>17</td>
<td>41</td>
<td>61</td>
<td>182</td>
<td>235</td>
<td>30</td>
<td>566</td>
</tr>
<tr>
<td>I feel challenged</td>
<td>52</td>
<td>102</td>
<td>182</td>
<td>136</td>
<td>62</td>
<td>29</td>
<td>563</td>
</tr>
<tr>
<td>I try my hardest in all my classes no matter what</td>
<td>23</td>
<td>38</td>
<td>86</td>
<td>174</td>
<td>222</td>
<td>22</td>
<td>565</td>
</tr>
</tbody>
</table>
19. Optional: provide additional feedback on the question above.

- I think the better question to ask is why does a student not try as hard to earn higher grades in general courses. I think it's because they don't see the relevancy to their major or career goals and they're upset they have to take it. So they think that because they are passing the course with a D that they are beating the system.
- I try to put in the effort regardless, but a good teacher and challenging course really do make a huge difference in how I wind up feeling about all that work.
- Again, the only class I didn't "give my all" was American government because I felt like it was a waste of my time.
- Some of the hardest courses I have taken have been my general education courses. Those are the worst grades I have gotten in my college career because they were the most difficult for me. I felt challenged in most classes, and some I felt very frustrated because of the way the courses were taught.
- If the teacher has a great reputation and their class is interesting, then I might actually try a little harder in the course.
- I don't really have the option of choosing a teacher, I just take what fits my schedule. I would love to take these courses I already took at another school online. If Wayne State insists on taking their taste, at least make it convenient for us. Some teachers are way too hard for general education courses, and also insist on making us pay for the most current book. I am poor because Wayne State took all of my money, so it's hard to pay for the most current book. One of my gen ed courses is 5 credits, so it costs more than I make in 3 months at my job. I also already took this course at another school.
- Personally, I try to utilize my GenEds as classes that interest me, but do not necessarily fall under my major or minor. I believe GenEds should allow students to explore and find what career they are interested in. If a student already has a major/minor decided, GenEds should be used to broaden that student's education in what interests them, whether in or out of their major.
- When pursuing my bachelor's degree these things were true of my choices of general education classes at Western Michigan University.
- Some of the questions aren't particularly relevant. I've never heard of a Gen Ed class that is challenging or requires more than one hour a week outside of class to get an A in.
- It would help a lot if financial aid processed refunds 1-2 weeks before the semester begins. This allows students time to purchase textbooks. Professors assign tons of materials the first day of classes. This puts student at a disadvantage to have a fair change at learning.
- As previously stated, the gen eds that I'm required to take as a Mechanical Engineering major seem unrelated to the course matter I'm studying. There was little freedom in choosing which gen eds to take, and most of them did not interest me, nor have they been beneficial in my job so far.
- Although most instructors here are very good from time to time there will be some academic fraud standing in front of a classroom stealing their paycheck. When faced with a situation like that there is no recourse. The only thing one learns in a situation like that is to keep one's head down and mouth shut. That is not what I take classes to learn.
- Mostly a teacher strength but sometimes they take it too far and try to show off that they are teaching something hard and try to be tough on something that is not related directly to our major which makes it harder with our full time schedule at work and school and on top the class size is huge and we still pay the same which is obviously unfair.
- I have attention deficit disorder. It's hard for me to succeed without a LOT of hand-holding.
• The professor will ultimately make or break a course (being "motivating").
• Classes that were engaging and well taught were able to draw a significant amount of my study time, even if they weren't for my major.
• We need more options if general education requirements will be a program. Students are tight on money and more online classes should be offered to fulfill these requirements to not only lessen traffic in the downtown area, but save students money on parking, drive time, and gas. General education requirements should not be hindering a student's education, nor the focus.
• Literally nothing could make me try harder in a gen ed class, not that we need to. I sat on social media for every single lecture in a gen ed class I took, did none of the non-required readings, and didn't study for any exams and still easily managed a 4.0.
• I really do try hard in all my classes, regardless of if I understand or not why I have to take them, I want a good grade and to come out as a well rounded and focused student. I do struggle to understand why I need the classes I do for Special Education.
• Nine times out of ten, Gen-Eds are almost impossible to fail. A minimal amount of work will generate a "C". Personally, I put forth my best effort regardless of the course, but I generally don't put forth any more effort than what warrants an "A". The best thing for a Gen-Ed is to be interesting and though-provoking, rather than an opportunity for the instructor to opine on his views.
• Most of the GenEd classes I'll never, ever touch on again, so they're a waste of time. That, and with how your university stacks classes, the overall education is watered down. It's pretty bad.
• In the beginning of this survey when asked at what level I started Wayne state or where I am now, and I stated, grad school. In what way shape or form are questions about geneds relevant to me? Also some of the questions actually say "place question here" like this survey want even fully completed
• If I fail a course I lose two grand, which is more money than I would make working that semester. This is a wonderful incentive to do well.
• N/A
• While taking many of my GenEd requirements I was preparing to apply for a competitive program (Dietetics) and needed to keep my GPA as high as possible. I could not afford to slack off simply because the class did not interest me or relate to my major. I had to work hard to earn a good grade in every class, even the ones I was only taking because the university required me to.
• Regardless about how I may feel about the class, I always give my best effort because it reflects on my work ethic and how I view myself as a person. The content or course is not an excuse to do better/worse, more/less effort.
• "Which of the following reasons/factors play a role in your deciding to give your fullest possible effort to a specific GenEd course?" I give my best effort in all of my classes because I want to succeed. I pay to take classes, why would I not try my best? Whether or not I am interested in the course or if it relates to my degree does not impact how well I want to do in the class.
• The quality of the professor's teaching ability has been the single most important factor in motivating me to give my fullest effort. Unfortunately in my experience most professors teaching GenEd classes have been very antagonistic.
• You have to take too many GenEds. I'm a type of learner that has to find something of interest, and a good instructor is key to success. I try very hard in all my courses, and always get to know my instructor. I participate to the fullest. There should not be so many GenEd requirements. There should be more major courses, service learning volunteer courses, Internship courses, and workshops to physically place a student in there future field
• A subject must intrest me first,then I select the best teacher whose style has a great feedback.
20. The WSU GenEd program includes competency courses in written communication, oral communication, math, and critical thinking. Whether you enjoy these courses or not, what is your level of agreement that these courses should be part of your undergraduate education?

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No opinion</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introductory writing course such as ENG 1020 (or its equivalent)</td>
<td>32</td>
<td>33</td>
<td>35</td>
<td>218</td>
<td>210</td>
<td>26</td>
<td>554</td>
</tr>
<tr>
<td>An advanced writing course such as ENG 3010 (or its equivalent)</td>
<td>37</td>
<td>83</td>
<td>76</td>
<td>189</td>
<td>132</td>
<td>36</td>
<td>553</td>
</tr>
<tr>
<td>A writing intensive course within my chosen major</td>
<td>32</td>
<td>52</td>
<td>78</td>
<td>203</td>
<td>155</td>
<td>34</td>
<td>554</td>
</tr>
<tr>
<td>A basic speech communication course such as COM 1010 (or its equivalent)</td>
<td>53</td>
<td>67</td>
<td>59</td>
<td>221</td>
<td>133</td>
<td>20</td>
<td>553</td>
</tr>
<tr>
<td>A basic math course such as MAT 1000 (or its equivalent)</td>
<td>58</td>
<td>50</td>
<td>45</td>
<td>227</td>
<td>152</td>
<td>22</td>
<td>554</td>
</tr>
<tr>
<td>An introductory course in critical thinking such as PHI 1050 (or its equivalent)</td>
<td>92</td>
<td>104</td>
<td>66</td>
<td>169</td>
<td>93</td>
<td>31</td>
<td>555</td>
</tr>
</tbody>
</table>
21. For each of the competency areas in which you have completed your GenEd requirements, rate your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Have not completed this requirement</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My introductory writing course helped me develop basic writing competency.</td>
<td>55</td>
<td>73</td>
<td>89</td>
<td>193</td>
<td>87</td>
<td>55</td>
<td>552</td>
</tr>
<tr>
<td>My advanced writing course helped me develop advanced writing competency.</td>
<td>43</td>
<td>63</td>
<td>81</td>
<td>178</td>
<td>76</td>
<td>110</td>
<td>551</td>
</tr>
<tr>
<td>My writing intensive course helped me master writing competency in my discipline.</td>
<td>28</td>
<td>39</td>
<td>91</td>
<td>108</td>
<td>59</td>
<td>224</td>
<td>549</td>
</tr>
<tr>
<td>My oral communication course helped me develop basic public speaking competency.</td>
<td>49</td>
<td>63</td>
<td>67</td>
<td>168</td>
<td>94</td>
<td>112</td>
<td>553</td>
</tr>
<tr>
<td>My GenEd math course helped me develop basic math/computational skills.</td>
<td>70</td>
<td>49</td>
<td>95</td>
<td>153</td>
<td>94</td>
<td>90</td>
<td>551</td>
</tr>
<tr>
<td>My critical thinking course helped me develop critical thinking skills.</td>
<td>89</td>
<td>68</td>
<td>84</td>
<td>98</td>
<td>62</td>
<td>149</td>
<td>550</td>
</tr>
</tbody>
</table>
22. Optional: provide additional feedback on the question above.

- I didn't take the critical thinking course, I took the exam. I think that the course should not be a PHI course, it should be more practical and relate to real life situations. A student isn't going to think about which type of reasoning they should use in a conversation with someone else. They need to know how to evaluate what others tell them and determine whether they think it is valid and whether they want to believe in it.
- These were skills I previously held.
- Once again, most of these things are what we learned in high school. It pisses us off when we have to retake something we JUST got done taking for a full year.
- The one just above was sort of confusing? I got nearly all of those credits from AP, so I didn't necessarily take them as courses at WSU.
- In my opinion, many students should be arriving to college with a number of these skills already. Specifically a basic writing course... If someone is smart enough to get into college, they should be able to write basic English.
- While advance writing courses helped develop my skills, I would like to see them focused more on the way academics acutally write - that is, with more time, development and constant revision. I do not need math classes to prove to some committee that I can survive, I've been dealing with my bills for a long time and basic math is not financial acumen. Any older student does not need most of these courses, though some may - perhaps a free course of entrance evaluations would be more appropriate, although if skills are rusty they would need to be offered some review first. The perception of many is that these classes are simply to make money.
- I "skipped" the gened math by taking AP Calc in high school. I'm not sure about the critical thinking class, but i think i may be able to "sub" a math class for that as well. The intro writing course I took at OCC and it was barely okay. Most people in the class couldn't write at all and the class felt like it was for those people. I haven't taken an advanced writing class but i'm hoping to find a class on research that meets the requirements. I also haven't taken the oral communication class, but honestly it seems a little silly.
- The math requirement in my opinion and from others in my major is that it is simply there to suck money. I am competent in Math using fractions and basic algebraic equations, which is said to be all that is required for my math requirement. However, I cannot pass above level 0950 in the competency test when the description of MTH 1000 is where I should be learning next. The structure of MTH 0950 is a waste of time. I live an hour away that I drive everyday and to have to come to campus to complete a class that is taught by computers and can be accessed at home is a waste of my money and time. The fact that I can access the entire math program at home, do the homework at home but the hours don't "count" toward the class simply because it isn't done in a specific building is anti-productive and ill organized. I cannot build my life around one class to "get in" the hours, especially one that pushes students through like cattle. Either make it completly online or lecture, don't mix the two and ask me be constantly on campus to put in hours where I'm not being taught a an actual person. The Critical Thinking requirement I also have issues with. I can't seem to pass to test out of it but I am able to take 3000 level classes and get A's on papers which require critical thinking to write. Tell me how that works? The test seems over complicated. Maybe I'm wrong, but if I'm able to pass 3000 level classes with an A, then I feel that a Critical Thinking class isn't needed.
- I tested out of critical thinking, but I found some of the questions to be phrased in a very unusual way that was testing my test-taking abilities more so than my critical thinking abilities. You should update that test.
• Critical thinking didn't do anything at all, if any gen ed is useless its CT
• the oral communication and critical thinking were not in the gen ed requirements in 1975 so I have not taken these and did not need to for my second bachelors degree.
• I have taken math four times in my college career. My first two math classes did not transfer, I failed one math course here at wayne, and now I am currently enrolled in math again. The critical thinking course did not help me in any way. All it did was make me feel illiterate and dumb. I don't think I learned anything from that class except the fact that philosophy is just not my thing. I loved my speech class, it was one of those classes that really brings you closer together with the people around you in that course. It also helped me become more confident in my speech and the things that I love about myself and my journey/what I am passionate about.
• I strongly believe that Critical Thinking should not be a required GenEd course!
• Well, I guess the Algebra would have helped if I hadn't already taken it somewhere else and the credit didn't transfer and I was charged $3000 for the class.
• I strongly disagreed with all of the "improvement" questions not because I feel my ability level is low, but because I feel that it was not improved by the course. The overall engagement and effort by students in these classes as a whole is too low so the course is "watered-down" for a lack of a better term. Anyone of a mediocre intelligence will likely learn very little if anything from gen-ed classes.
• I personally tested out of critical thinking after two years in college without studying. Therefore, I find it pointless for someone this far in a college education to take this course or exam. It should be taken early at first arrival at a university. My experience along with other students at WSU, the introductory writing class was useless and did not challenge the students. I believe there needs to be a curriculum change and a re-training of the professors who teach that course. For me, it was a terrible experience with a terrible professor. However, I have heard others have a great professors, but are limited to the curriculum. Therefore, they still do not learn as much as they should.
• The focus of COM 1010 is about public speaking, but perhaps its focus should be divided between Public Speaking and ability to be understood/understand the English language. Many professors can no doubt pass the written parts of COM 1010, but when they CANNOT BE UNDERSTOOD WHEN THEY SPEAK ENGLISH this does not: 1) give them a right to speak Arabic instead of English in lab. Just because the majority middle eastern students can understand the individual does not mean everyone else can. I shouldn't have to rely on a translation of what the instructor is saying from my lab partner. 2) Mean they should be hired on their academic acheivements alone. It doesn't matter if a professor is a Nobel Laureate when their English skills are so poor that they CANNOT be understood. This hurts lecture attendance and puts the students in the class at an unfair disadvantage against other sections of the same class. Even if final grades are normalized to sections, students in sections with incoherent professors do not learn as much material, and that is inherently unfair and anti-academic. 3) Give professors a right to teach at Wayne State. If Wayne State wants to hire a PhD researcher who can't speak a lick of English but can pull off some amazing experiments, then fine, they can do so. But this individual should not be expected to teach a class of English-speaking Americans if they haven't taken basic ESL classes. I know of a situation where an employee was offered speech therapy classes FOR FREE by a Wayne State faculty member. Not only was she immensely grateful (It's quite embarassing not being understood), but she went to every class and her English improved ten-fold.
• I think basic speech communication would be most effective if integrated into courses within a major. For example, as a molecular biology major, giving presentations on research is a key communication within the field that should be addressed, and is addressed, in class.
• I took these courses at a different university, several years ago.
• Research has clearly shown that college writing classes simply evaluate a student's writing skills. Students do not improve.
• I already knew this stuff
• Please change the time limits students are allowed to take courses from pre-requisites.
• I believe the tiered writing courses are a waste of time and money. They should be combined into one course. The writing for the major makes sense.
• The critical thinking courses need work. It is an important part of our society to question the world around us, but many student just float through the class. We need to find a way to show the students how to care and think.
• Most of these skills I had already acquired throughout my schooling previous to WSU. I passed out of nearly all of the competency courses. It would have been redundant to take them again.
• Student retention is effected by lack of resources for example textbooks to earn a successful grade. Financial Aid needs to process refunds before classes begin. Student Loans take to long to process when classes started 3 weeks ago. This would retain students and create an environment that everyone would be successful.
• I did not take basic or intermediate writing or math skills at the University; I received AP credit for them. My oral communications class taught me nothing new about public speaking after my eight years on public speech teams.
• Higher level gen eds would be better facilitated by the degree program, instead of as a general requirement. Different programs require different skill sets and general requirements don't always meet the needs of a degree program or focus on appropriate material.
• Many of these courses are an extension of high school level classes.
• Most the time it is a waste of time and money. A way to make large sum of money. And teachers careless when it is a large class so they make it as easy as it can be or the toughest. The end result, not everyone need to take all these classes and the university should offer a way for us to pass those classes by taking exams and pass them.
• The math courses need to be taken in a different direction. Computer based learning should be out and the use of homework (a decent amount of it) should be used. Complete explanations of how to do problems should also be used and don't cram two types of math into one course, split them up so that students can actually learn the material and have a chance at passing the course.
• Philosophy is something that that I have never understood.
• I obtained better skills for writing and reasoning from my high school.
• I think oral communication and critical thinking are really important, but they should be applied to existing major classes.
• I brought many of these skills with me to college, and it frustrates me when I have to take a basic, introductory course for something I already know how to do. I believe it would be better if they were instead available as remedial classes for those who really need them and those who don't can test out.
• I tested out of critical thinking, honestly it seems like the most pointless gen ed out of all of them. Trying to teach critical thinking isn't generally useful in the manner of that class anyways. Most people develop it elsewhere.
• I have finished all of these requirements, but these were skills I already picked up in High School.
• Many of these skills were acquired before entering college, and beside a basic writing course and basic business or philosophy class, I really don't believe any skills will be taken and remembered and applied to real life beyond college. Being require to take 3 years of a foreign language for example, if
an individual isn't minoring in this, that is taking up a lot of time that a minor could be in place of. Sure, it's nice to learn about another culture, but in 5 years it won't matter.

- A critical thinking class should not be required. Critical thinking skills are developed indirectly through other gen ed classes.
- Critical thinking was literally argument analysis in the philosophical language. You need more speech and word analysis in the curriculum.
- None of my GenEd courses benefited me in anyway. Every course I took was too easy or the teacher did not care about the students and I had to learn the material myself.
- Math 1000 did not have any type of math that I would use in my major or even in my everyday life. I took that class twice and never understood why I needed to know how to do things like check the validity of credit cards and ISBN numbers. Again, I do not think I comprehended anything in my critical thinking course.
- A better option to forcing students to take these classes would be to offer them at extremely discounted rates; maybe $100/semester. They should be a way for students to take a class to improve their abilities if them or a guidance counselor/advisor (which you guys spelled wrong numerous times in this survey, maybe you should sit in for a few of these classes?) seems fit. I haven't gained one ounce of useful knowledge from my gen eds, only reinforced information already presented to me in my educational experience.
- The writing intensive or related writing courses have not helped me in my major as I had been trained in my major for lab reports and such far more frequent and advanced than the english courses. Same as math and critical thinking courses. I'm a physics major. These courses are redundant and waste of time when I was forced to take them. I placed out of the math and critical thinking requirements.
- I took my Math and English elsewhere...
- Sorry, I'm a freshman so I've yet to complete my required courses.
- Introductory writing and math courses should be completed in high school. This should be a skill necessary to enter college, not fulfill once here. Philosophy is often not required in high schools and is beneficial to developing critical thinking and alternative perspectives.
- Writing courses for engineers should be taught by engineers, not English PHDs. They can hardly help when I was in 3050/3060 as they had no idea what I was writing about.
- I tested out of the Critical Thinking course, so I can't really offer an opinion on it. As for basic writing and math, I had AP credits that exempted me from the courses. Advanced writing and discipline-related writing had some amount of help, and I already have experience with oral communication.
- I fulfilled most of these requirements through act scores and ap classes in high school so I haven't experienced these classes.
- Speech and critical thinking should not be required. Critical thinking especially is useless
- I was on the Hs debate and forensics team- team captain. I won the John S knight scholarship - 1st place- I smoked everyone- as a senior. That means I was the best public speaker in the state. And I was on scholarship with Wayne debate for 3 years. And I STILL HAD TO TAKE TWO COMM CLASSES. I was so bored and annoyed my teachers let me teach the class half the time. This is bullshit to speak frankly. This is why I know you don't give a fuck about individual students. 2. I got a 5 on the ap language exam- and no one in the world should be let into this school if they answered that your fresh writing class greatly helped them- they are beyond help and you're just robbing them to build more science buildings that won't ever help this fucking city.
- Most of the lessons you're trying to impose by making them mandatory have been figured out by the time someone's in college. Instead of being productive, they wind up being redundant.
• Having taken the standard level International Baccalaureate English course in High school, I have found that the English 1020 course is far too easy. Credit should have been awarded. I am not being challenged in class. Classes like English 1020 should be required for my major, but only because the incredibly basic skills taught in the class should be a given in any field of study.
• I satisfied some of these in high school so I was either already prepared
• I disagree that the writing classes helped me develop new skills because I don't feel like I learned anything or wrote a different type of essay/composition than I had in previous years. And I think I tested out of the math requirement with my ACT score, so I already had good math/computational skills once I came to Wayne State.
• I have never taken any of these classes, or any general education classes at Wayne State....I am a graduate student
• a smart human knows this all
• The math requirement should relate to the major that someone has chosen. Having MAT1000 for someone in the a social science doesn't help. Make it something like statistics so it will actually be used.
• My critical thinking course felt like a math course. Was not what I expected, and I don't believe I got everything that I should have from that course.
• N/A
• The skills I learned in high school were just retaught in these classes. It did not expand my skills and competency but made me reprove them.
• The critical thinking class was a joke in my opinion. However, I believe the advanced writing course I took was very good and greatly improved my writing ability.
• There should be other mat requirements, and traditional class settings. Teacher, book, students, and chalk board. Math req should be less work, and take more time to teach the course. Less sections, and exams. It's too fast! Especially if it's not needed for your major and all you need math for is to get the GenEd req out of the way. There should be a different grading style. No letter grade. Do a portfolio, and participation grade.
• As students we are great in some areas or in all areas depending on the level of education in our home. An educated mother pushes/supports her children to aspire to be the best they can be and these classes do not hurt the help or reinforced what you were taught before.
• I was already a strong student coming into WSU. I felt the basic composition course was a review and taught at a much lower level than the AP-English Lit course I took in high school. My high school did not promote AP testing, and therefore, I was not exposed to that option. The course I met for Math Competency was at a higher level than "basic math". I can see how these competencies are appropriate for the "average" student, but not for high-achieving students.
23. Below are listed are courses that can be found at other institutions. Which of the following would you like to have as part of your experience at WSU? Adjust the slider to indicate your level of preference.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Average Value</th>
<th>Standard Deviation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service learning courses, which incorporate community service as part of the curriculum</td>
<td>4.66</td>
<td>3.42</td>
<td>466</td>
</tr>
<tr>
<td>Courses with associated learning communities</td>
<td>4.71</td>
<td>3.07</td>
<td>438</td>
</tr>
<tr>
<td>A course in which research, either in the community or in a laboratory, is a major component</td>
<td>5.78</td>
<td>3.26</td>
<td>463</td>
</tr>
<tr>
<td>A course in which you complete an individual project that helps connect what you learned in your other GenEd courses</td>
<td>3.87</td>
<td>3.12</td>
<td>458</td>
</tr>
<tr>
<td>Senior level &quot;capstone&quot; courses integrating your total educational experiences</td>
<td>5.10</td>
<td>3.27</td>
<td>451</td>
</tr>
<tr>
<td>Portfolios documenting your 'signature work' in your courses (work that you select that documents your key learning experiences)</td>
<td>5.07</td>
<td>3.25</td>
<td>457</td>
</tr>
<tr>
<td>A course that addresses &quot;big questions&quot; from the perspective of multiple academic disciplines</td>
<td>5.37</td>
<td>3.00</td>
<td>446</td>
</tr>
</tbody>
</table>
24. Optional: provide additional feedback on the question above.

- No to the portfolio - that's just busy work. Capstone - yes!
- These types of courses are already part of the WSU experience.
- WSU needs to build internships into timeframe to graduate
- It's all about applicability in the workplace. One cannot market themselves to employer if they have zero hands on experience. Most classes teach theory, but do not require you to apply that knowledge to prove you know what the numbers mean. I definitely support the capstone class and any class that requires a person to apply what they learned in a lab setting.
- Some of the problems with these ideas are, again, that if you work full-time (you are in large part a commuter college, these service components and other extra community work are simply not possible. This is also, by the way, a huge problem with scholarships, as so many are aimed at full-time students or reward work outside the classroom which is simply not possible for those of us with full-time work and family commitments.
- Service learning courses sound promising. Learning communities? Not sure what that means, but if it means group study, I like the concept. The senior level "capstone" class is unfamiliar to me as well but sounds like a good idea if it means that the course work is less "basic". I really like classes that get you to "make something" original. My drawing class at OCC is a great example and I enjoyed it immensely despite the fact that it was an "easy" class (sort of. lots of work / hours, easy grading). I do really want to do research and would prefer if all gen eds could be met by doing some research project or another.
- Some of these questions are too vague for me to give an informed answer.
- I think we need to reevaluate how people look at research. It isn't just for STEM fields, and I think a lot of students are often scared away by the idea of research. I used to work in the Learning Communities office, and I can tell how much it helps people throughout their time in college. It helps improve grades, community, and overall well being at a university. I would also love to graduate with my own portfolio. I know that the School of Social work does something like that though.
- job placement
- In my opinion, WSU should conduct research in the job market/field of each degree to better understand what students will need to be sucessful. Surveys like these are nice, however I would like to see our programs and requirements targeted based on necessity rather than popular student opinion.
- Many employers are not interested in portfolios any more
- There are already courses for which research is a major component. Courses have learning communities already.
- Terrible, terrible ideas. They're the current trend in higher education, and we all know how well chasing fads in education works out.
- Courses that are related to any industry. Examples a resume class. Foundation courses in computers programs... Excel, Word..etc...
- More internships to gain employment
- Offer more courses during the summer
- It is most difficult at WSU to qualify for research in a community or Laboratory, a course in which research is included for certain curriculum would be inclusive to all students to gain the valued experience of research in which WSU is well established. For example the Psychology Department could benefit from this mentioned course.
- As an Honors College student I already participate in a service learning course.
- A course that addresses "big questions" should be for upper division students.
- Community is a code word for what?
- Forced community service will guarantee minimal participation. Capstone courses and signature work do little but to inflate an ego. All education should be interdisciplinary.
- Paying money to do community service is wrong, especially considering that college students in the US are already in enough debt. I was lucky to have had a great service learning class that felt less like service and more like learning (thanks, Diane Sybeldon and the Friends foundation at the DPL) but having to pay money to do community service is entirely ridiculous.
- More interaction between GenEd courses.
- Some people who are working and going to school don't have time for extra community work etc
- I personally enjoy and prefer hands on learning, so I'd love that option.
- Those questions are super vague and I'm on my phone. Like, ya check out the courses that University of Pitt has - check out the way their graduate students engage humanities from an interdisciplinary perspective. You don't need my feedback on how to innovate- you need the will or institutional capital.
- All of these are end-user minded. Instead of focusing on that, how about a program that expose incoming students, or even your 'undeclareds,' to various life experiences to help them find their calling. You could even sub-categorize it for those who know the area they're looking into, but not the details... such as art, medical, research, etc, etc.. and then take them on excursions/tours of the various fields to show 'a day in the life of' while also providing hands on experiences of that field in the community. You'd wind up having students feel more connected to their education by giving them an honest sense of the end goal..
- Questions appear appropriate to undergraduates.
- I already get to do a senior level capstone project here at Wayne State, but I do like that I have the opportunity to do that.
- NA not applicable
- N/A
- While all of these options seem very engaging and hands on, the coursework as it is is already very timeconsuming and challenging. I am a full time student and I work full time. If I was required to complete all these extra problems, I would either need to extend the time to complete my degree, or not do it at all. I do think encouraging student to begin developing a professional portfolio from day 1 and relating their experience to the working world is very good idea.
- There need to more hand on GenEds. They need to be more active when working individually, and in groups.
- What are some examples of "big questions"?