

CMU Alumni Reflect on the General Education Program

Report of Findings

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BACKGROUND

In Spring, 2005, three groups at Central Michigan University (CMU) approached the Center for Applied Research and Rural Studies (CARRS) about the possibility of conducting a survey of CMU alumni. With support from Vice Provost Catherine Riordan and Vice President George Ross, it became possible for the Accreditation Self-Study Steering Committee, under the direction of Wayne Osborn and represented on this project by Gary Shapiro, the CMU Impact Study, under the direction of Greg Falls, and the General Education Steering Committee, under the direction of Melinda Kreth, to collaborate on a single, cost-effective study. Faculty from the three groups worked with CARRS to develop the questions asked in the interview, and the interview schedule was enhanced by contributions from each group. A copy of the interview schedule is found in Appendix A.

INTERVIEWING AND THE SAMPLE

Given the broad goals of the study, it was important to interview alumni from undergraduate and graduate programs who had received their degrees both from the Mount Pleasant campus of CMU and from the centers of Professional Education Services located throughout Michigan. Given a desire to understand better the General Education Program and to assess the economic impact of a CMU degree on graduates, a decision was made to restrict the sample to alumni who received degrees between 1985 and 2003. It seemed prudent to exclude the most recent alumni because they are less likely to have reaped the rewards of degree completion and may be less inclined to reflect on the value of their student experiences. Alumni who graduated more than 20 years ago were

excluded because graduating classes in those years would have experienced a General Education Program that was quite different from the one available to students today.

In the end, CARRS received the names and telephone numbers of 1,998 alumni from the database maintained by Alumni Relations. The sample was chosen randomly from alumni, fitting the sample criteria, who had telephone numbers in the database. Quotas were established to help ensure an appropriate representation of men and women, of alumni with recent degrees and with degrees from the past, and of alumni in the Eastern Time Zone and those further west.

The interview schedule was administered in the Computer-Assisted Telephone Interviewing Laboratory in Anspach Hall. The interviewers employed by CARRS were trained for this study on either Thursday, March 31 or Friday, April 1, 2005. Interviewers assigned to this project had previously attended a workshop on survey research methods and telephone interviewing; most had worked on other computer-assisted telephone interviewing studies undertaken by CARRS and had completed a research methods class. The two training periods prior to the study also served as final pretests for the interview schedule, and modifications to the survey instrument were made after each of the training sessions.

Interviewing began as planned on Monday, April 4 and was completed on Thursday, April 14, 2005. Calls were made to alumni living in the Eastern Time Zone between the hours of 6:30 and 9:30 p.m. during weekdays and on Sunday and between 1:00 p.m. and 5:00 p.m. on weekends. Careful monitoring made it possible to place telephone calls to students in the western time zones of the United States at hours that were reasonable to them.

In the end, calls were made to 1,958 alumni. Completed interviews were obtained from 402 alumni. However, 226 alumni refused to take part in the study. Hence, 64 percent of alumni who appropriately spoke with CARRS’s interviewers completed the interview schedule. At least five attempts were made to complete an interview with a respondent.¹

The average interview took 13.4 minutes to complete, with the median interview length being 13 minutes. About 14 percent of interviews lasted eight minutes or less and nine percent continued for 20 minutes or more. CARRS is most appreciative of the time that alumni—most of whom have extensive job and family commitments—spent with our interviewers.

Table A provides an overview of the characteristics of the sample of completed interviews. The sample appropriately represents the gender, graduation year, and time zone percentages of alumni in the alumni database.

¹ Of the remaining alumni numbers called, 363 were “wrong numbers” or out of service numbers; 51 were numbers of individuals who were incapable of speaking on the telephone during the study period; two were numbers of individuals who told interviewers that they were not CMU alumni; and one was the number of an individual whose quota cell was full at the time the final call was made (meaning that we no longer needed someone of his sex, graduation year, and time zone). In addition, 773 calls were coded as no answers (either no one answered the phone, the line was “busy,” or the line was answered by an answering machine), and 140 were “not at home” or “call back later” calls.

**Table A: Demographic Characteristics of the Sample and Alumni Database:
Frequency and Percentage Distributions**

| | Total Sample N | Percent of Sample | Quota from Alumni Database |
|-----------------------------------|-------------------------------|------------------------------|---|
| Quota Characteristics | | | |
| Male, 1985-94, Eastern Time | 82 | 20.4 | 82 |
| Male, 1985-94, Not Eastern Time | 11 | 2.7 | 11 |
| Female, 1985-94, Eastern Time | 101 | 25.1 | 100 |
| Female, 1985-94, Not Eastern Time | 12 | 3.0 | 12 |
| Male, 1995-03, Eastern Time | 81 | 20.1 | 75 |
| Male, 1995-03, Not Eastern Time | 2 | 0.5 | 8 |
| Female, 1995-03, Eastern Time | 104 | 25.9 | 103 |
| Female, 1995-03, Not Eastern Time | 9 | 2.2 | 9 |
| TOTAL | 402 | 100.0 | 400 |
| Sex | | | |
| Male | 226 | 56.2 | |
| Female | 176 | 43.8 | |
| Graduation Year | | | |
| 1985-94 | 206 | 51.2 | |
| 1995-03 | 196 | 48.8 | |

More than one half of alumni in the database are female, and this is reflected in the sample as well. The database and the sample are almost evenly split between graduates from the years 1985-94 and those from the period 1995-2003. The vast majority of alumni reside in the Eastern Time Zone, with only 34 living to the west. The sample slightly under represents male alumni, who graduated recently, and who live outside of the Eastern Time Zone, although male alumni with recent degrees are adequately represented.

Readers should remember that all random samples have associated with them a margin of error. A sample of about 400 alumni drawn from the large population of alumni who completed their degrees between 1985 and 2003 has a margin of error of about plus or minus five percentage points, at the 95 percent confidence level. That is, a reader can be 95 percent confident that the population of alumni falls within five percentage points of the sample statistics presented in this report. Given the margin of error, small differences between subgroups in the sample or between the results from one question and another should be discounted.

FINDINGS

The findings from this survey projects are organized into six main sections:

- ❖ Academic, Employment, and Social Characteristics of Alumni;
- ❖ Evaluation of the CMU Educational Experience;
- ❖ Evaluation of the General Education Program;
- ❖ Views of How General Education Should Be Shaped in the Future;
- ❖ View about Proposed Changes in General Education; and
- ❖ Differences of Opinion between Graduation Cohorts.

Academic, Employment, and Social Characteristics of Alumni

Table 1 provides information on the academic background of alumni. In addition, the table provides information on some social and economic characteristics of these CMU graduates.

**Table 1: Academic, Employment, and Social Characteristics of Alumni:
Frequency and Percentage Distributions**

| | Number | Percent |
|---|--------|---------|
| What degrees have you received from CMU? | | |
| Undergraduate only | 232 | 57.7 |
| Graduate Only | 111 | 27.6 |
| Both Undergraduate and Graduate | 59 | 14.7 |
| Campus affiliation (based on most recent degree) | | |
| On-campus undergraduate | 213 | 53.0 |
| On-campus graduate | 53 | 13.2 |
| On-campus undergraduate and graduate | 47 | 11.7 |
| Off-campus undergraduate | 19 | 4.7 |
| Off-campus graduate | 58 | 14.4 |
| Off-campus undergraduate and graduate | 12 | 3.0 |
| Did you begin your undergraduate program at CMU as a freshman, a sophomore, a junior, or a senior? (asked of alumni with undergraduate degrees only) | | |
| Freshman | 184 | 63.2 |
| Sophomore | 40 | 13.7 |
| Junior | 63 | 21.6 |
| Senior | 4 | 1.4 |
| Are you currently employed full time, employed part time, or not employed? | | |
| Full time | 322 | 80.3 |
| Part time | 36 | 9.0 |
| Not employed | 43 | 10.7 |
| Have you been employed at any time since receiving your most recent CMU degree? (asked of alumni who are not currently employed) | | |
| Yes | 39 | 88.6 |
| No | 5 | 11.4 |
| Have you looked for a job or changed jobs since receiving your last CMU degree? | | |
| Yes | 256 | 63.7 |
| No | 146 | 36.3 |

| | Number | Percent |
|---|--------|---------|
| How closely related is your major field of study to your current or most recent job? | | |
| Very closely related | 230 | 57.2 |
| Somewhat related | 93 | 23.1 |
| Not too related | 24 | 6.0 |
| Not at all related | 53 | 13.2 |
| Have not had a job (volunteered) | 2 | 0.5 |
| Yearly income from main job | | |
| Less than \$25,000 | 45 | 12.0 |
| \$25,000 up to \$50,000 | 130 | 34.6 |
| \$50,000 up to \$75,000 | 102 | 27.1 |
| \$75,000 up to \$100,000 | 52 | 13.8 |
| \$100,000 up to \$150,000 | 28 | 7.4 |
| \$150,000 or more | 19 | 5.1 |
| Marital status | | |
| Never married | 63 | 15.9 |
| Married | 305 | 76.8 |
| Separated | 1 | 0.3 |
| Divorced | 26 | 6.5 |
| Widowed | 2 | 0.5 |
| Level of involvement in civic and community affairs? | | |
| 1 Not at all involved | 41 | 10.3 |
| 2 | 85 | 21.3 |
| 3 | 131 | 32.8 |
| 4 | 81 | 20.3 |
| 5 Very involved | 61 | 15.3 |

Key conclusions from Table 1 are:

- Almost 60 percent of the sample have an undergraduate degree from CMU only; about 15 percent have both an undergraduate and a graduate degree; and slightly more than one quarter have a graduate degree only. Among those with undergraduate degrees, almost two thirds began CMU as freshmen.
- More than one half of the sample have an undergraduate degree (only) from CMU's main campus in Mount Pleasant, and 78 percent of alumni received their most recent from the Mount Pleasant campus. Twenty-two percent of the sample received their most recent degree from CMU's off-campus programs, with 79 percent of these students receiving a graduate degree from CMU.

- The vast majority of these alumni are employed currently. Among the 11 percent who are not employed all but five individuals were employed at some time since receiving their degree. Almost two thirds of alumni have either looked for a job or changed jobs since receiving their last CMU degree.²
- More than one half of alumni say that their major field of study is very closely related to their current or most recent job; less than 20 percent say that their major field of study and their job are not too or “not at all related.”
- Almost one half of alumni report yearly incomes from their main job below \$50,000, with about 12 percent reporting incomes of \$100,000 or more.
- About three quarters of alumni are currently married, with about 15 percent reporting that they have never been married.
- The level of involvement of alumni in community affairs varies considerable. About 15 percent report that they are “very involved” (category 5 of a five-point scale), and about 10 percent tell interviewers that they are “not at all involved” (category 1 of five).

Evaluation of the CMU Educational Experience

A number of questions in the interview schedule asked alumni to reflect on and evaluate their educational experience at CMU. Responses to the closed-ended questions of this type are found in Table 2.

Table 2: Evaluation of the Educational Experience (Closed-Ended Questions): Frequency and Percentage Distributions

| | Number | Percent |
|---|--------|---------|
| How challenging to you was the education you received while attending CMU? | | |
| 1 Not at all challenging | 7 | 1.7 |
| 2 | 21 | 5.2 |
| 3 | 134 | 33.4 |
| 4 | 200 | 49.9 |
| 5 Very Challenging | 39 | 9.7 |

² The economic impact of a CMU degree will be discussed further in the CMU Impact Study report.

| | Number | Percent |
|---|--------|---------|
| To what extent did CMU meet your expectations--to a great extent, somewhat, not too much, or not at all? | | |
| Great extent | 231 | 57.9 |
| Somewhat | 151 | 37.8 |
| Not too much | 11 | 2.8 |
| Not at all | 6 | 1.5 |
| Would you say that you did a great deal of writing of papers over 6 to 8 pages, some writing, not too much writing, or no writing of papers over 6 to 8 pages? | | |
| Great deal of writing | 161 | 40.9 |
| Some writing | 170 | 43.1 |
| Not too much writing | 49 | 12.4 |
| No writing | 14 | 3.6 |

Key findings from Table 2 are:

- Relatively few alumni—less than 10 percent—found their education to be “very challenging” (category 5 on a five-point scale). On the other hand, hardly any alumni report that their education was “not at all challenging” (category 1 on that scale). About one half of alumni chose category 4 (of five) to describe how challenging their education was and about one third chose the middle category 3 (of 5) to describe the level of challenge of their education.
- Alumni in this sample report that CMU did meet their expectations—almost 60 percent state that their expectations were met to great extent, and less than five percent tell interviewers that their expectations were met “not too much” or “not at all.”
- About 40 percent of alumni report that they did a great deal of writing of papers six to eight pages in length during their last year of study, while about 15 percent report not too much or no writing of this sort.

A more complete discussion of those sections of the interview that focus on alumni evaluation of their experiences at CMU is found in the May, 2005 CARRS report “The Attitudes and Experiences of CMU Alumni, 1985-2003.”

Evaluation of the General Education Program

A major portion of the telephone interview was devoted to questions about the General Education Program at CMU. Table 3a provides a summary of responses to questions about how much of the General Education Program alumni completed at CMU. We see that about one half of alumni in the sample with CMU undergraduate degrees completed their entire General Education at CMU, while 42 alumni or 14.5 percent of the undergraduate sample completed “hardly any of it” or “none of it” at CMU.

**Table 3: Amount of General Education Completed at CMU:
Frequency and Percentage Distributions**

| | Number | Percent |
|-------------------------|---------------|----------------|
| All of it at CMU | 148 | 51.2 |
| Most of it at CMU | 63 | 21.8 |
| Some of it at CMU | 36 | 12.5 |
| Hardly any of it at CMU | 26 | 9.0 |
| None of it at CMU | 16 | 5.5 |

Only the 247 respondents who completed “all,” “most,” or “some” of the General Education program at CMU were asked question about the impact of General Education on various skills and abilities. Alumni were asked to respond with the categories “a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect.” Responses to these questions are found in Table 4a. Mean scores are calculated with response options coded 1=“very positive effect;” 2=“positive effect,” 3=“no effect,” and so forth.³ This coding scheme means that low mean scores are associated with a positive effect.

³ Some would argue that it is inappropriate to calculate means from ordinal data such as these. Such scores can, however, be useful for comparing across items.

Table 4a: Views of the Effect of General Education on Various Aspects of Life: Frequency Distributions, Percentage Distributions, and Means

| | Number ⁴ | Percent |
|---|---------------------|---------|
| Ability to communicate in writing (mean=1.99) | | |
| Very positive effect | 43 | 17.6 |
| Positive effect | 162 | 66.1 |
| No effect | 40 | 16.3 |
| Ability to communicate through speaking (mean=1.98) | | |
| Very positive effect | 49 | 19.9 |
| Positive effect | 157 | 63.8 |
| No effect | 37 | 15.0 |
| Negative effect | 3 | 1.2 |
| Ability to make sense of quantitative material (mean=2.24) | | |
| Very positive effect | 32 | 13.2 |
| Positive effect | 131 | 53.9 |
| No effect | 71 | 29.2 |
| Negative effect | 8 | 3.3 |
| Very negative effect | 1 | 0.4 |
| Appreciation of literature and the arts (mean=2.15) | | |
| Very positive effect | 49 | 20.1 |
| Positive effect | 116 | 47.5 |
| No effect | 73 | 29.9 |
| Negative effect | 6 | 2.5 |
| Understanding of the sciences (mean=2.21) | | |
| Very positive effect | 33 | 13.6 |
| Positive effect | 131 | 54.1 |
| No effect | 73 | 30.2 |
| Negative effect | 3 | 1.2 |
| Very negative effect | 2 | 0.8 |
| Understanding social life (mean=1.86) | | |
| Very positive effect | 68 | 27.8 |
| Positive effect | 146 | 59.6 |
| No effect | 28 | 11.4 |
| Negative effect | 3 | 1.2 |

⁴ Questions about General Education asked to respondents who completed all, most, or some of the General Education program at CMU. (N = 247) An additional 26 respondents who received undergraduate degrees reported completing “hardly any of it at CMU” and 16 respondents completed “none of it” at CMU.

| | Number | Percent |
|---|--------|---------|
| Ability to look at an issue from a variety of different perspectives (mean=1.88) | | |
| Very positive effect | 61 | 24.9 |
| Positive effect | 154 | 62.9 |
| No effect | 29 | 11.8 |
| Negative effect | 1 | 0.4 |
| Understanding of different cultures (mean=2.04) | | |
| Very positive effect | 51 | 21.1 |
| Positive effect | 133 | 55.0 |
| No effect | 56 | 23.1 |
| Negative effect | 2 | 0.8 |
| Ability to think things through clearly (mean=2.10) | | |
| Very positive effect | 26 | 10.6 |
| Positive effect | 168 | 68.6 |
| No effect | 51 | 20.8 |
| Development of interests that have lasted throughout the years (mean=2.13) | | |
| Very positive effect | 40 | 16.4 |
| Positive effect | 135 | 55.3 |
| No effect | 66 | 27.0 |
| Negative effect | 3 | 1.2 |

Key findings from the table are that:

- Very few respondents report that General Education has had a negative effect on their life (as one would expect).
- Alumni are most likely to report that General Education has had a positive effect on their understanding of social life—“that is that is, people, groups, and institutions” and on their ability to look at an issue from a variety of different perspectives.
- Alumni are least likely to report that General Education has had a positive effect on their understanding of the sciences and on their “ability to make sense of quantitative material.”

If one allows for the computation of mean scores from responses scaled from “very positive” to “very negative,” one sees that respondents do, in fact, distinguish among the items under analysis here. For example, one finds statistically significant

differences in means between ratings of the effect of General Education on the understanding of social life and on the ability of make sense of quantitative material (paired sample t-test=6.64). Similarly, there are significant differences between ratings of the effect of General Education on the ability to communicate in writing or through speaking and the understanding of the sciences (t=4.34 and t=4.69, for writing and speaking respectively). There are also significant differences between ratings of the effect of General Education on the ability to communicate in writing or through speaking and the understanding of social life (t=2.91 and t=2.50, respectively). Differences that are statistically significant are found between the impact of General Education on an understanding of social life and on an understanding of different cultures (t=3.51) and on the ability to think things through clearly (t=6.11).⁵

Table 4b provides responses to a closed-ended question asking alumni simply for an overall evaluation of the General Education Program.

Table 4b: Overall Evaluation of the General Education Program at CMU: Frequency and Percentage Distribution

| | Number⁶ | Percent |
|---------------|---------------------------|----------------|
| Very positive | 29 | 11.9 |
| Positive | 159 | 65.2 |
| Neutral | 45 | 18.4 |
| Negative | 10 | 4.1 |
| Very negative | 1 | 0.4 |

Again, it is clear that alumni have a relatively positive view of the program. Less than five percent evaluate the program negatively. While only 12 percent give the

⁵ The significant paired t-tests discussed here are intended to be examples. They do not represent all significant differences among all possible pairs of variables under analysis here.

⁶ Questions about General Education asked to respondents who completed all, most, or some of the General Education program at CMU (N = 247).

program “very positive” marks, more than 75 percent give the program a “very positive” or “positive” rating.

The 247 alumni who completed at least some of their General Education Program at CMU were also asked two open-ended questions about their experiences. They were asked: “What would you say is the major strength of CMU’s general education program?” and a companion question about the “major weakness.” CARRS’s staff coded these open-ended responses into a series of discrete categories. The categories, N’s, and percentage distributions are available in Table 4c. Complete responses, as recorded by interviewers, are found in Appendix B, organized into the categories presented in the table.

Table 4c: Strengths and Weaknesses of the General Education Program—Open-ended Responses: Code Categories and Frequency and Percentage Distributions

| | Number | Percent ⁷ |
|---|--------|----------------------|
| What would you say is the major strength of CMU's general education program? | | |
| Variety, diversity | 89 | 36.0 |
| Well rounded, broad | 35 | 14.2 |
| Instructors | 25 | 10.1 |
| Specific area or course | 16 | 6.5 |
| Other | 106 | 42.9 |
| What would you say is the major weakness of CMU's general education program? | | |
| No weakness or positive comment | 33 | 13.4 |
| Particular academic area | 27 | 10.9 |
| Not relevant or not interested | 26 | 10.5 |
| Large class size – impersonal | 13 | 5.3 |
| Too many requirements – courses | 13 | 5.3 |
| Instructors | 12 | 4.9 |
| Not enough choices or flexibility | 11 | 4.5 |
| Counseling | 4 | 1.6 |
| Other | 99 | 40.1 |

More than one third of alumni say that a strength of the General Education Program at CMU is the variety and diversity of courses. One respondent said: “The amount of material it covers and encompasses (the wide variety of courses) is a good experience for students to be exposed to.” Another noted: “Just the opportunities to be exposed to so many different fields; it helps students who are undecided; I had that experience and it helped me try new things.’ More than 10 percent of alumni also speak positively about the program being well rounded or broad. One member of the sample told interviews that the program “forces people to look at things they normally wouldn’t

⁷ Percentages are based on N=247.

and opens their minds a little.” Another simply said that “it was a well-rounded program so it develops you as a well-rounded person.” About 10 percent of the alumni report that the instructors are a strength of the General Education Program. One respondent noted that “instructors are very knowledgeable and helpful.” Another referenced the “interpersonal relationship professors had with students.”

In terms of weaknesses, about 10 percent of these alumni note a particular academic area that they did not like. Comparable numbers suggest that the program was not relevant or that they did not have interest in it. Examples of these latter comments include: “Some of the classes are pointless,” a “lot of classes I never used again,” and “waste of time if courses have nothing to do with major area of study.” Interestingly, more than 10 percent of alumni simply note that the program has no weakness or they made a positive comment (such as “met expectations of what a general ed program should be.”). No other category of response identified by CARRS comprised more than 10 percent of these alumni.

Views of How General Education Should Be Shaped in the Future

Alumni were also asked to reflect on “how General Education should be shaped in the future.” In particular, they were asked to “think about the amount of emphasis that the General Education Program should place” on each of the skills/abilities under analysis here. They were asked to tell interviewers whether there should be “more emphasis” or “less emphasis” or whether it “should ... stay about the same as it was when you were a student.” Table 5a summarizes alumni responses to these questions.

**Table 5a: Views about How General Education Should Be Shaped in the Future:
Frequency and Percentage Distributions**

| | Number ⁸ | Percent |
|---|---------------------|---------|
| Emphasis on ability to communicate in writing | | |
| More emphasis | 154 | 63.1 |
| Less emphasis | 1 | 0.4 |
| Stay the same | 89 | 36.5 |
| Emphasis on ability to communicate through speaking | | |
| More emphasis | 157 | 64.9 |
| Less emphasis | 1 | 0.4 |
| Stay the same | 84 | 34.7 |
| Emphasis on ability to make sense of quantitative material | | |
| More emphasis | 83 | 35.2 |
| Less emphasis | 4 | 1.7 |
| Stay the same | 149 | 63.1 |
| Emphasis on appreciation of literature and the arts | | |
| More emphasis | 70 | 29.2 |
| Less emphasis | 13 | 5.4 |
| Stay the same | 157 | 65.4 |
| Emphasis on understanding of the sciences | | |
| More emphasis | 85 | 36.3 |
| Less emphasis | 6 | 2.6 |
| Stay the same | 143 | 61.1 |
| Emphasis on understanding of social life | | |
| More emphasis | 61 | 25.8 |
| Less emphasis | 10 | 4.2 |
| Stay the same | 165 | 69.9 |
| Emphasis on ability to look at an issue from a variety of different perspectives | | |
| More emphasis | 114 | 47.3 |
| Less emphasis | 6 | 2.5 |
| Stay the same | 121 | 50.2 |

⁸ Questions about General Education asked to respondents who completed all, most, or some of the General Education program at CMU (N = 247).

| | Number | Percent |
|--|---------------|----------------|
| Emphasis on understanding of different cultures | | |
| More emphasis | 119 | 49.4 |
| Less emphasis | 6 | 2.5 |
| Stay the same | 116 | 48.1 |
| Emphasis on ability to think things through clearly | | |
| More emphasis | 86 | 35.7 |
| Less emphasis | 2 | 0.8 |
| Stay the same | 153 | 63.5 |

Key findings from Table 5a are that:

- Almost two thirds of alumni believe that more emphasis should be placed on the ability to communicate in writing and through speaking.
- Alumni are almost evenly split between the one half of alumni who report that more emphasis should be placed on the ability to look at an issue from a variety of different perspectives and on the understanding of different cultures and the one half who believe that the emphasis should stay about the same.
- Between one quarter and one third of alumni support placing more emphasis in the future on the other components of the General Education Program. Almost all of the remaining alumni tell interviewers that the emphasis on these features of GenEd should stay about the same as it was when they were students.
- In no case do more than six percent of alumni support giving less emphasis to the features of the General Education Program under analysis here.

Table 5b provides responses to a summary index that counts the number of areas where alumni would like to see greater General Education emphasis in the future. Since interviewers asked about nine ability/skill sets, the index ranges from zero to nine.

**Table 5b: General Education Emphasis Index:
Frequency and Percentage Distributions**

| | Number | Percent |
|--|---------------|----------------|
| 0 (greater emphasis should be given to none of the areas) | 180 | 44.8 |
| 1 | 25 | 6.2 |
| 2 | 31 | 7.7 |
| 3 | 37 | 9.2 |
| 4 | 39 | 9.7 |
| 5 | 30 | 7.5 |
| 6 | 21 | 5.2 |
| 7 | 21 | 5.2 |
| 8 | 10 | 2.5 |
| 9 (greater emphasis should be give to all nine areas) | 8 | 2.0 |

Respondents clearly differentiated in their thinking between these ability/skill sets. While 45 percent of alumni see no need to give greater emphasis to any these areas (i.e., the index score is 0), there is a relatively even distribution among the index categories 1 to 7. Only a handful of alumni (less than three percent) believe that more emphasis should be given to eight or to nine of the ability/skill sets being analyzed here.

Views about Proposed Changes in General Education

Finally, alumni were asked their views about some specific changes in General Education that are being discussed either at CMU or in the national higher education literature. This series of questions was introduced by interviewers as follows:

Discussions are currently taking place on campus about possible ways of changing the General Education Program. For each change I read, please tell me if you think it is a good idea or a bad idea. If you have no opinion, just tell me and we'll move on.

Table 6 summarizes alumni opinion in these areas.

**Table 6: Opinions about Proposed Changes in General Education:
Frequency and Percentage Distributions**

| | Number ⁹ | Percent |
|---|---------------------|---------|
| Add foreign language | | |
| Good idea | 149 | 60.3 |
| Bad idea | 68 | 27.5 |
| No opinion | 30 | 12.1 |
| Add information management requirement | | |
| Good idea | 216 | 87.4 |
| Bad idea | 19 | 7.7 |
| No opinion | 12 | 4.9 |
| Require all student to take the same courses | | |
| Good idea | 14 | 5.7 |
| Bad idea | 221 | 89.5 |
| No opinion | 12 | 4.9 |
| Require students to take more hours of General Education | | |
| Good idea | 23 | 9.3 |
| Bad idea | 180 | 72.9 |
| No opinion | 44 | 17.8 |
| Require students to take fewer hours of General Education ¹⁰ | | |
| Good idea | 49 | 19.8 |
| Bad idea | 126 | 51.0 |
| No opinion | 49 | 19.8 |
| Good idea to take MORE hours | 23 | 9.3 |

Key findings from Table 6 are that:

- Alumni are highly supportive of only two of these proposed changes. The vast majority of alumni think it is a good idea to add an information management requirement to General Education—that is “a requirement that focuses on learning to retrieve and evaluate information using computers.” More than one half of alumni think it is a good idea to add a foreign language requirement (although readers should note that no indication was given about the number of semesters of foreign language that would be required).

⁹ Questions about General Education asked to respondents who completed all, most, or some of the General Education program at CMU (N = 247).

¹⁰ This question was not asked to the 23 respondents who stated that it is a good idea to require students to take more hours of General Education. However, the percentages are based on all respondents who were asked this series of questions—N=247.

- Alumni are not supportive of a plan that would require students to take the same courses. They are supportive neither of increasing the number of hours of General Education nor of decreasing General Education hours.

Given that majorities of alumni support a foreign language requirement and an information management requirement, it is interesting to see whether these alumni are in favor of increasing the total number of General Education hours. In fact, we find that 12 percent of alumni who support both of these changes, six who support one, and six percent who support neither are in favor of requiring students to take more hours of General Education. (The N's are too low to perform standard tests of statistical significance.)

Differences of Opinion between Graduation Cohorts

Members of the General Education Steering Committee have expressed an interest in knowing whether members of the more recent graduation cohort—1995-2003 graduates—differ in their thinking about General Education from those in the more distant cohort—those with degrees from 1985-1994. To explore this issue, all closed-ended variables discussed above were cross tabulated with a dichotomous variable designating the more recent or the more distant alumni graduation group. Findings that yield a statistically significant chi-square statistic ($p \leq .05$) and a percentage difference between cohorts of at least 10 percentage points are viewed as *important differences* and are discussed below.

Interestingly, a higher percentage of 1985-94 graduates (60%) than 1995-2003 graduates (41%) completed all of their General Education Program at CMU. Higher percentages of the 1985-94 cohort than the 1995-2003 cohort believe that more emphasis

should be placed on the ability to communicate in writing (75% vs. 49%) and on the ability to communicate through speaking (71% vs. 58%).¹¹ What should be noted is that no other cohort differences reached the definition of *important difference* as defined here.

CONCLUSIONS

This report summarizes data from telephone interviews during April, 2005 with 402 alumni of CMU's programs on campus and from Professional Services Education sites in the State of Michigan. Alumni in the sample graduated from these programs between 1985 and 2003. More than one half of the alumni in the sample have undergraduate degrees only from CMU, while one quarter have graduate degrees, and 15 percent have both undergraduate and graduate degrees from the institution.

A majority of alumni report that CMU did meet their expectations to a "great extent." Few alumni report that the education they received at CMU was "very challenging," although one half give the institution a four on a five-point scale measuring how challenging they feel they feel their education was.

Eighty-five percent of alumni of CMU's undergraduate programs completed all, most, or some of their General Education Program at CMU. By and large, these alumni tell interviews that the General Education Program has had a positive impact on their skills and abilities, especially when it comes to understanding social life and the ability to look at an issue from a variety of different perspectives.

Their overall evaluation of the General Education Program is also positive, with 12 percent of these alumni rating the program as "very positive" and another 65 percent

¹¹ The one respondent who believes that less emphasis should be placed on writing or on speaking was deleted from this analysis so that the chi-square statistic could be interpreted.

“positive.” Less than five percent of alumni give the program any kind of negative mark. When asked with an open-ended question format to discuss the major strengths of the program, more than one third of alumni focus on the variety and diversity of courses.

Alumni of the General Education Program are most likely to tell interviewers that more emphasis should be placed on the ability to communicate through writing and through speaking—with almost two thirds of these alumni endorsing this point of view. About one half of alumni also believe that more emphasis should be placed on the ability to look at an issue from a variety of different perspectives and on the understanding of different cultures; the remaining one half believe that the emphasis should stay about the same as it has been.

About 60 percent of alumni report that it is a “good idea” to add a foreign language requirement to General Education, and more than 85 percent support adding an information management requirement. Almost 90 percent of these alumni believe it is a “bad idea” to require all students to take the same courses as part of their General Education Program.

For the most part, alumni who received their degrees between 1985 and 1994 have comparable views about General Education to those who received their degrees between 1995 and 2003. However, graduates from the earlier years are more likely than those in the more recent cohort to believe that more emphasis should be placed on both written and oral communication skills.

APPENDIX A

Interview Schedule

Q:HELLO

Hello. May I speak with _____? My name is _____, and I'm calling from the Center for Applied Research at CMU. You should have received a postcard from us telling you about the study we're doing of alumni attitudes towards CMU. This is NOT a fund-raising call. (Would this be a good time to talk?)

Hello. May I speak with _____? I'm calling from the Center for Applied Research at CMU to finish the interview that we began earlier.

Q:IRB

I want to assure you that all of your responses will remain confidential. Your participation in this project is totally voluntary. If you have NO OPINION or don't want to answer any particular question, just tell me and we'll move on.

Q:DEGREES

To start, what degrees have you received from CMU-- undergraduate only, graduate only, or both undergraduate and graduate?

- 1 UNDERGRADUATE ONLY
- 2 GRADUATE ONLY
- 3 BOTH UNDERGRADUATE AND GRADUATE
- 4 not a CMU graduate (interview will end)

Q:TRANSFER

Did you begin your undergraduate program at CMU as a freshman, a sophomore, a junior, or a senior?

- 1 FRESHMAN
- 2 SOPHOMORE
- 3 JUNIOR
- 4 SENIOR
- 5 refusal

Q:SPORTS

People have many different experiences after leaving CMU. Please tell me which of the following things you have done in the years since graduating from CMU. Just tell me YES or NO.

Attended a CMU sporting event either off campus or on campus

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:CAMPEVNT

Attended other events on campus

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:SPOKESTU

Made a presentation to a group of CMU students

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:ALUMEVNT

Attended a CMU alumni event off campus

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:DONATE

Donated money to CMU

| | |
|---|------------|
| 1 | YES |
| 2 | NO |
| 3 | don't know |
| 4 | refusal |

Q:CARSERV

Used the Career Services office on campus

| | |
|---|------------|
| 1 | YES |
| 2 | NO |
| 3 | don't know |
| 4 | refusal |

Q:CMULIB

Used the CMU library

| | |
|---|------------|
| 1 | YES |
| 2 | NO |
| 3 | don't know |
| 4 | refusal |

Q:OTHSERV

Used other services at CMU

| | |
|---|------------|
| 1 | YES |
| 2 | NO |
| 3 | don't know |
| 4 | refusal |

Q:RATEALUM

Generally speaking, how would you rate the ways in which CMU serves the needs of its alumni--excellent, good, fair, or poor?

- 1 EXCELLENT
- 2 GOOD
- 3 FAIR
- 4 POOR
- 5 don't know
- 6 refusal

Q:JOBSTAT

These next questions focus on your employment since receiving your most recent CMU degree.

Are you currently employed full time, employed part time, or not employed?

- 1 EMPLOYED FULL TIME
- 2 EMPLOYED PART TIME
- 3 NOT EMPLOYED
- 4 refusal

Q:BEFORE

Have you been employed at any time since receiving your most recent CMU degree?

- 1 YES
- 2 NO
- 3 refusal
- 4

Q:LOOKJOB

Have you looked for a job or changed jobs since receiving your last CMU degree?

- 1 YES
- 2 NO
- 3 refusal

Q:GETJOB

The next questions ask you the extent to which your CMU education has helped you in a variety of ways. Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal."

To what extent has your CMU education helped you get a job?

| | |
|---|--------------|
| 1 | NOT AT ALL |
| 2 | |
| 3 | |
| 4 | |
| 5 | A GREAT DEAL |
| 6 | don't know |
| 7 | refusal |

Q:DOJOB

To what extent has your CMU education helped you perform well on the job?
(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

| | |
|---|--------------|
| 1 | NOT AT ALL |
| 2 | |
| 3 | |
| 4 | |
| 5 | A GREAT DEAL |
| 6 | don't know |
| 7 | refusal |

Q:DOJOB2

The next questions ask you the extent to which your CMU education has helped you in a variety of ways. Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal."

To what extent has your CMU education helped you perform well on the job?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know
- 7 refusal

Q:KEEPJOB

To what extent has your CMU education helped you keep a job?

(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know
- 7 refusal

Q:ADVJOB

To what extent has your CMU education helped you advance in your career?

(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know
- 7 refusal

Q:CHANGOPP

To what extent has your CMU education helped you adjust to changing opportunities in the job market?

(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know
- 7 refusal

Q:FUTADV

To what extent do you think your CMU education will help you advance in your career in the future?
(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know
- 7 refusal

Q:FINANC

To what extent do you think your CMU education has helped you with financial aspects of life--like managing your finances and investments or starting a business?
(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know
- 7 refusal

Q:CIVINVOL

Now, please focus on your ENTIRE CMU experience--not only your courses but also your involvement with campus life, your living arrangements, and your other college experiences.

To what extent do you think your CMU experience has contributed to your involvement in civic and community affairs? Please answer in terms of that same scale (that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

| | |
|---|--------------|
| 1 | NOT AT ALL |
| 2 | |
| 3 | |
| 4 | |
| 5 | A GREAT DEAL |
| 6 | don't know |
| 7 | refusal |

Q:INTERPER

To what extent do you think your CMU experience has contributed to your success in forming relations with people?(Please answer in terms of a scale that ranges from 1 to 5, with 1 being "not at all" and 5 being "a great deal.")

| | |
|---|--------------|
| 1 | NOT AT ALL |
| 2 | |
| 3 | |
| 4 | |
| 5 | A GREAT DEAL |
| 6 | don't know |
| 7 | refusal |

Q:GENED

The next series of questions focuses on the General Education Program at CMU. That is the program consisting of competency requirements in written English, oral English, and mathematics and 30 hours of courses taken from various groups such as the humanities, the natural sciences, and the social sciences.

Q:MCHGENED

How much of your General Education program did you complete at CMU rather than at another institution--all of it, most of it, some of it, hardly any of it, or none of it?

- 1 ALL OF IT AT CMU
- 2 MOST OF IT AT CMU
- 3 SOME OF IT AT CMU
- 4 HARDLY ANY OF IT AT CMU
- 5 NONE OF IT AT CMU
- 6 don't remember
- 7 refusal

Q:WRITING

Now, I am going to ask you whether General Education had a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on various aspects of your life.

How about your ability to communicate in writing?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your ability to communicate in writing?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:SPEAKING

(How about) your ability to communicate through speaking--that is, your oral English skills?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your ability to communicate through speaking?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:QUANTMAT

(How about) your ability to make sense of quantitative material? By that I mean your ability to make sense of material that is expressed in terms of numbers. (Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your ability to make sense of quantitative material?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:APLIT

(How about) your appreciation of literature and the arts? (Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your appreciation of literature and the arts?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:SCI

(How about) your understanding of the sciences?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your understanding of the sciences?)

- | | |
|---|-----------------------|
| 1 | VERY POSITIVE EFFECT |
| 2 | POSITIVE EFFECT |
| 3 | NO EFFECT |
| 4 | NEGATIVE EFFECT |
| 5 | VERY NEGATIVE EFFECT |
| 6 | don't know/no opinion |
| 7 | refusal |

Q:GROUPS

(How about) your understanding of social life--that is, people, groups, and institutions?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your understanding of people, groups, and institutions?)

- | | |
|---|-----------------------|
| 1 | VERY POSITIVE EFFECT |
| 2 | POSITIVE EFFECT |
| 3 | NO EFFECT |
| 4 | NEGATIVE EFFECT |
| 5 | VERY NEGATIVE EFFECT |
| 6 | don't know/no opinion |
| 7 | refusal |

Q:DIFPER

(How about) your ability to look at an issue from a variety of different perspectives?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your ability to look at an issue from a variety of different perspectives?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:DIFCUL

(How about) your understanding of different cultures?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your understanding of different cultures?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:TNKTRH

(How about) your ability to think things through clearly?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your ability to think things through clearly?)

- 1 VERY POSITIVE EFFECT
- 2 POSITIVE EFFECT
- 3 NO EFFECT
- 4 NEGATIVE EFFECT
- 5 VERY NEGATIVE EFFECT
- 6 don't know/no opinion
- 7 refusal

Q:LIFELONG

(How about) your development of interests that have lasted throughout the years?

(Did General Education have a very positive effect, a positive effect, no effect, a negative effect, or a very negative effect on your development of interests that have lasted throughout the years?)

- | | |
|---|-----------------------|
| 1 | VERY POSITIVE EFFECT |
| 2 | POSITIVE EFFECT |
| 3 | NO EFFECT |
| 4 | NEGATIVE EFFECT |
| 5 | VERY NEGATIVE EFFECT |
| 6 | don't know/no opinion |
| 7 | refusal |

Q:MJSTRONG

What would you say is the major strength of CMU's general education program?

Q:MJWEAK

What would you say is the major weakness of CMU's general education program?

Q:FUTWRIT

We are interested in alumni's views about how General Education should be shaped in the future. Think about the amount of emphasis that the General Education Program should place on the ability to communicate in writing.

Do you think there should be more emphasis or less emphasis on the ability to communicate in writing or should it stay about the same as it was when you were a student?

- | | |
|---|---------------|
| 1 | MORE EMPHASIS |
| 2 | LESS EMPHASIS |
| 3 | STAY THE SAME |
| 4 | don't know |
| 5 | refusal |

Q:FUTSPEAK

How about the ability to communicate through speaking?

(Do you think there should be more emphasis or less emphasis on the ability to communicate through speaking or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTQUANT

(How about) the ability to make sense of quantitative material--material that is expressed in numbers?

(Should there be more emphasis or less emphasis on the ability to make sense of quantitative material or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTLIT

(How about) the appreciation of literature and the arts?

(Should there be more emphasis or less emphasis on the appreciation of literature and the arts or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTSCI

(How about) the understanding of the sciences?

(Should there be more emphasis or less emphasis on the understanding of the sciences or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTSOC

(How about) the understanding of social life--people, groups, and institutions?

(Should there be more emphasis or less emphasis on the understanding of social life or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTDIF

(How about) the ability to look at an issue from a variety of different perspectives?

(Should there be more emphasis or less emphasis on the ability to look at an issue from a variety of different perspectives or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTCULT

(How about) the understanding of different cultures?

(Should there be more emphasis or less emphasis on the understanding of different cultures or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:FUTTHNK

(How about) the ability to think things through clearly?

(Should there be more emphasis or less emphasis on the ability to think things through clearly or should it stay about the same as it was when you were a student?)

- 1 MORE EMPHASIS
- 2 LESS EMPHASIS
- 3 STAY THE SAME
- 4 don't know
- 5 refusal

Q:GENEDSAT

How would you describe your overall impression of the General Education Program at CMU--very positive, positive, neutral, negative, or very negative?

- 1 VERY POSITIVE
- 2 POSTITIVE
- 3 NEUTRAL
- 4 NEGATIVE
- 5 VERY NEGATIVE
- 6 don't know
- 7 refusal

Q:CHNGFORL

Discussions are currently taking place on campus about possible ways of changing the General Education Program. For each change I read, please tell me if you think it is a good idea or a bad idea. If you have no opinion, just tell me and we'll move on.

Adding a foreign language requirement for all undergraduates.

Is that a good idea, a bad idea, or have you no opinion.

- 1 GOOD IDEA
- 2 BAD IDEA
- 3 NO OPINION
- 4 refusal

Q:CHNGINFO

Adding an information management requirement--that is, a requirement that focuses on learning to retrieve and evaluate information using computers.

(Is that a good idea, a bad idea, or have you no opinion?)

- 1 GOOD IDEA
- 2 BAD IDEA
- 3 NO OPINION
- 4 refusal

Q:CHNGSAME

Requiring all students to take the same courses rather than the current system where students have choices from within lists in particular areas like the sciences or the humanities.

(Is that a good idea, a bad idea, or have you no opinion.)

- 1 GOOD IDEA
- 2 BAD IDEA
- 3 NO OPINION
- 4 refusal

Q:CHNGMORE

Requiring students to take more hours of General Education.

(Is that a good idea, a bad idea, or have you no opinion.)

- | | |
|---|------------|
| 1 | GOOD IDEA |
| 2 | BAD IDEA |
| 3 | NO OPINION |
| 4 | refusal |

Q:CHNGLESS

Requiring students to take fewer hours of General Education.

(Is that a good idea, a bad idea, or have you no opinion.)

- | | |
|---|------------|
| 1 | GOOD IDEA |
| 2 | BAD IDEA |
| 3 | NO OPINION |
| 4 | refusal |

Q:CHALLENG

Now, we would like you to think about your entire experience at CMU.

Think of a scale that ranges from 1 to 5, with 1 being "not at all challenging" and 5 being "very challenging."

How challenging to you was the education you received while attending CMU?

- | | |
|---|------------------------|
| 1 | NOT AT ALL CHALLENGING |
| 2 | |
| 3 | |
| 4 | |
| 5 | VERY CHALLENGING |
| 6 | don't know |
| 7 | refusal |

Q:EXPECT

To what extent did CMU meet your expectations--to a great extent, somewhat, not too much, or not at all?

- | | |
|---|--------------|
| 1 | GREAT EXTENT |
| 2 | SOMEWHAT |
| 3 | NOT TOO MUCH |
| 4 | NOT AT ALL |
| 5 | don't know |
| 6 | refusal |

Q:NOEXPECT

In what ways did CMU NOT meet your expectations?

Q:DONEDIF

Now, please just answer in your own words.

Based upon what you now know, what ONE thing would YOU have done differently when attending CMU?

Q:CMUDIF

Based upon what you now know, what ONE THING would you have wanted CMU to have done differently while you were attending CMU?

Q:WHYCMU

Why did you choose CMU as the place to earn your degree?

Q:PAPER

Think back to the writing that you did during your last year when you were at CMU.

Would you say that you did a great deal of writing of papers over 6 to 8 pages, some writing, not too much writing, or no writing of papers over 6 to 8 pages?

- 1 GREAT DEAL OF WRITING
- 2 SOME WRITING
- 3 NOT TOO MUCH WRITING
- 4 NO WRITING
- 5 don't remember
- 6 refusal

Q:MORESCHL

Have you enrolled in a graduate program since completing your most recent CMU degree?

- 1 YES
- 2 NO
- 3 refusal

Q:MORESCL2

Have you enrolled in another graduate program since completing your most recent CMU degree?

- 1 YES
- 2 NO
- 3 refusal

Q:SCHLINT

Are you interested in enrolling in a graduate program in the future?

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:NOWSCHL

Are you currently enrolled in a graduate program?

- 1 YES
- 2 NO
- 3 refusal

Q:WHCHNOW

Which degree are you currently pursuing?

- 1 MASTER'S DEGREE
- 2 PHD (doctoral degree)
- 3 LAW/MEDICAL DEGREE
- 4 OTHER
- 5 not pursuing a degree/non-degree student
- 6 don't know
- 7 refusal

Q:FLDNOW

What is your major area of study in your graduate program?

Q:COLLNOW

Which university are you currently attending?

- 1 CMU
- 2 Michigan State University
- 3 Western Michigan University
- 4 University of Michigan
- 5 Other
- 6 Refusal

Q:ADVDEGR

Have you already received an advanced degree - that is, a degree beyond your undergraduate degree?

- 1 YES
- 2 NO
- 3 refusal

Q:WHCHDONE

Which degree have you received?

- 1 MASTER'S DEGREE
- 2 PHD (doctoral degree)
- 3 LAW/MEDICAL DEGREE
- 4 OTHER
- 5 not pursuing a degree/non-degree student
- 6 don't know
- 7 refusal

Q:FLDDONE

What was your major area of study in graduate school?

Q:COLLDONE

From which university did you receive your advanced degree?

- 1 CMU
- 2 Michigan State University
- 3 Western Michigan University
- 4 University of Michigan
- 5 Other
- 6 Refusal

Q:MARITAL

These last questions are used for summary purposes only. All information is confidential and is used for research purposes only.

What is your marital status--never married, married, separated, divorced, or widowed?

- 1 NEVER MARRIED
- 2 MARRIED
- 3 SEPARATED
- 4 DIVORCED
- 5 WIDOWED
- 6 living with partner (volunteered)
- 7 refusal

Q: INVOLV

Think of a scale that ranges from 1 to 5, with 1 being "not at all involved" and 5 being "very involved."

How involved would you say you are in civic and community affairs?

- 1 NOT AT ALL INVOLVED
- 2
- 3
- 4
- 5 VERY INVOLVED
- 6 don't know
- 7 refusal

Q: CLOSEJOB

How closely related is your major field of study to your current or most recent job--very closely related, somewhat related, not too related, or not at all related?

- 1 VERY CLOSELY RELATED
- 2 SOMEWHAT RELATED
- 3 NOT TOO RELATED
- 4 NOT AT ALL RELATED
- 5 have not had a job (volunteered)
- 6 don't know
- 7 refusal

Q: INCOME

Finally, I am going to read you five broad categories. Please tell me the category that best describes your yearly income from your main job.

- 1 CATEGORY A: LESS THAN \$25,000
- 2 CATEGORY B: \$25,000 UP TO \$50,000
- 3 CATEGORY C: \$50,000 UP TO \$75,000
- 4 CATEGORY D: \$75,000 UP TO \$100,000
- 5 CATEGORY E: \$100,000 UP TO \$150,000
- 6 CATEGORY F: \$150,000 OR MORE
- 7 refusal

Q:COMMENT

That's all the questions I have for you. Is there anything that you would like to add?

Q:THANKS

Thanks very much for your time. Have a pleasant [evening] [afternoon].

Q:NOTQAL

Thanks very much for your time. We have now completed our study.

Q:END

Thanks very much for your time. We need to interview alumni who have completed one or more degree from CMU.

APPENDIX B

Open Ended Responses

What would you say is the major strength of CMU's general education program?

Variety, diversity

N = 89

| | |
|--|----|
| ++ Text units 6-7: | |
| 17 MJSTRONG variety | 6 |
| 16 MJSTRONG the amount of material it covers and encompasses (the wide variety of courses) is a good experience for students to be exposed to | 7 |
| ++ Text units 9-10: | |
| 20 MJSTRONG the diversity and selection | 9 |
| 19 MJSTRONG it gives you a wide variety of multiple areas | 10 |
| ++ Text units 14-15: | |
| 29 MJSTRONG diversity of knowledge | 14 |
| 38 MJSTRONG exposing him to a number of experiences | 15 |
| ++ Text units 17-18: | |
| 39 MJSTRONG diversity in classes (really enjoyed Chinese religion class) | 17 |
| 42 MJSTRONG the variety of people | 18 |
| ++ Text units 25-25: | |
| 51 MJSTRONG variety of courses | 25 |
| ++ Text units 27-27: | |
| 58 MJSTRONG the variety in multiple areas | 27 |
| ++ Text units 34-35: | |
| 67 MJSTRONG just the opportunities to be exposed to so many different fields, it helps students who are undecided, I had that experience and it helped me try new things | 34 |
| 68 MJSTRONG sample a variety of courses | 35 |
| ++ Text units 38-38: | |
| 73 MJSTRONG the small campus, diversity and the professors were very good | 38 |
| ++ Text units 41-41: | |
| 81 MJSTRONG gives you perspective on a lot of things broadly focused | 41 |
| ++ Text units 43-43: | |
| 85 MJSTRONG CMU offers a lot of real life cultural get along with everybody) experiences, more of a humanity approach to things | 43 |
| ++ Text units 46-46: | |
| 89 MJSTRONG gives an opportunity to look over a lot of different things, good variety | 46 |
| ++ Text units 52-54: | |
| 101 MJSTRONG variety of things offered | 52 |
| 103 MJSTRONG variety | 53 |
| 104 MJSTRONG variety of classes | 54 |
| ++ Text units 58-60: | |
| 114 MJSTRONG variety of courses offered in each group, ability to make choices | 58 |
| 113 MJSTRONG Diversity in learning | 59 |
| 119 MJSTRONG variety of classes | 60 |
| ++ Text units 62-63: | |
| 111 MJSTRONG well rounded... good variety | 62 |
| 123 MJSTRONG relationships you make and the diversity in the relationships. | 63 |
| ++ Text units 67-69: | |
| 128 MJSTRONG broad spectrum of cultures covered however with the | |

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| quantitative elements could be more strongly encouraged | 67 |
| 129 MJSTRONG the variety of classes | 68 |
| 131 MJSTRONG variety and well rounded | 69 |
| ++ Text units 72-73: | |
| 134 MJSTRONG the variety and availability of the classes | 72 |
| 137 MJSTRONG variety of offerings | 73 |
| ++ Text units 79-79: | |
| 144 MJSTRONG A well rounded diverse group of people | 79 |
| ++ Text units 83-83: | |
| 155 MJSTRONG variety of classes | 83 |
| ++ Text units 95-95: | |
| 171 MJSTRONG variety of classes | 95 |
| ++ Text units 97-97: | |
| 179 MJSTRONG variety | 97 |
| ++ Text units 99-100: | |
| 182 MJSTRONG offering of different courses. lots of choices. | 99 |
| 183 MJSTRONG diversity of courses | 100 |
| ++ Text units 104-104: | |
| 188 MJSTRONG It's diverse and accessible to those that may not be starting at the top | 104 |
| ++ Text units 106-108: | |
| 190 MJSTRONG diversity | 106 |
| 192 MJSTRONG has a good variety of classes offered and strong in humanities | 107 |
| 191 MJSTRONG it provides a variety of topics that you wouldn't normally pick on own. | 108 |
| ++ Text units 111-111: | |
| 195 MJSTRONG the fact that there were at least choices that were of some interest to the student, not forced to be science or math oriented. for example, personal finance. armchair chemistry. any other chemistry or lab class would have been boring. | 111 |
| ++ Text units 113-118: | |
| 200 MJSTRONG the variety of exposure to different issues/topics | 113 |
| 204 MJSTRONG diversity of classes | 114 |
| 205 MJSTRONG variety different types of classes, broaden beyond focused major | 115 |
| 206 MJSTRONG I think its' nice that students are exposed to a variety of different things they normally wouldn't be exposed to | 116 |
| 208 MJSTRONG the variety of things that I would have never taken had I not had to | 117 |
| 212 MJSTRONG variety of classes offered | 118 |
| ++ Text units 123-123: | |
| 220 MJSTRONG the cultural diversity | 123 |
| ++ Text units 125-125: | |
| 221 MJSTRONG the variety of the courses that are offered and expected, helps broaden the scope for students | 125 |
| ++ Text units 129-129: | |
| 229 MJSTRONG flexibility that it allowed as far as class choices. several options to fulfill a portion of that program. no forced classes | 129 |
| ++ Text units 141-141: | |
| 247 MJSTRONG variety of selection for each category | 141 |
| ++ Text units 145-147: | |
| 261 MJSTRONG variety | 145 |
| 264 MJSTRONG The variety of classes offered | 146 |
| 265 MJSTRONG opens up a variety of avenues, opens up the world where many may not have been able to experience until university education | 147 |
| ++ Text units 150-150: | |

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| 268 MJSTRONG giving diverse exposure | 150 |
| ++ Text units 153-153: | |
| 274 MJSTRONG wide variety of courses to choose from | 153 |
| ++ Text units 155-156: | |
| 278 MJSTRONG How varied it is, the diversity of course offerings | 155 |
| 279 MJSTRONG I think the diversity on campus is a strength | 156 |
| ++ Text units 158-158: | |
| 282 MJSTRONG variety of classes to choose from | 158 |
| ++ Text units 160-160: | |
| 286 MJSTRONG it was extremely varied, there is a lot of choice | 160 |
| ++ Text units 163-168: | |
| 291 MJSTRONG variety of classes | 163 |
| 292 MJSTRONG there is a wide variety of classes that are required | 164 |
| 294 MJSTRONG the different perspectives, ways of understanding from other perspectives rather than just from what your own cultural/socio-economic background would take | 165 |
| 295 MJSTRONG variety of choices | 166 |
| 293 MJSTRONG gave the choice to pick from a variety of classes in different areas | 167 |
| 300 MJSTRONG variety | 168 |
| ++ Text units 170-171: | |
| 305 MJSTRONG good education at central. variety of classes offered | 170 |
| 307 MJSTRONG good variety | 171 |
| ++ Text units 173-173: | |
| 308 MJSTRONG variety of classes | 173 |
| ++ Text units 179-179: | |
| 318 MJSTRONG it's a nice mix of various fields of endeavor. not too heavy in any part. area | 179 |
| ++ Text units 182-182: | |
| 320 MJSTRONG gives students an idea of different disciplines, gives a wider variety of coursework | 182 |
| ++ Text units 186-186: | |
| 324 MJSTRONG diverse and there are mandates from different categories | 186 |
| ++ Text units 188-190: | |
| 329 MJSTRONG variety of classes that it offers, different levels of classes based on how you test in | 188 |
| 331 MJSTRONG diversification of studies | 189 |
| 333 MJSTRONG thinks it does a good job at introducing students to a variety of different subjects | 190 |
| ++ Text units 192-193: | |
| 335 MJSTRONG choices in each category and the wide variety | 192 |
| 336 MJSTRONG large variety of classes | 193 |
| ++ Text units 198-198: | |
| 342 MJSTRONG has a very diverse culture | 198 |
| ++ Text units 200-201: | |
| 344 MJSTRONG The variety of different courses | 200 |
| 345 MJSTRONG variety of classes | 201 |
| ++ Text units 207-207: | |
| 358 MJSTRONG variety of courses | 207 |
| ++ Text units 209-209: | |
| 361 MJSTRONG gives choices to people who are undecided | 209 |
| ++ Text units 213-213: | |
| 365 MJSTRONG diversity of classes within each group | 213 |
| ++ Text units 215-215: | |
| 370 MJSTRONG wide variety of classes | 215 |
| ++ Text units 222-222: | |

| | |
|--|-----|
| 382 MJSTRONG diverse education | 222 |
| ++ Text units 224-224: | |
| 384 MJSTRONG The variety of courses that you have to take | 224 |
| ++ Text units 226-228: | |
| 387 MJSTRONG The diversity of classes | 226 |
| 390 MJSTRONG the variety of courses offered | 227 |
| 392 MJSTRONG the variety of classes to choose from | 228 |
| ++ Text units 230-230: | |
| 395 MJSTRONG the wide variety and the different aspect that can be applied to the career | 230 |

Well-rounded, broad

N = 35

| | | |
|------------------------|--|-----|
| ++ Text units 2-3: | | |
| 7 MJSTRONG | you get a well rounded education. | 2 |
| 9 MJSTRONG | gives students broad base for their education | 3 |
| ++ Text units 5-5: | | |
| 13 MJSTRONG | broadness give you little taste of everything. | 5 |
| ++ Text units 21-22: | | |
| 46 MJSTRONG | broadens your knowledge | 21 |
| 48 MJSTRONG | opens students' eyes to greater possibilities and it expands their world views | 22 |
| ++ Text units 24-24: | | |
| 49 MJSTRONG | opens students' eyes to what's outside of their worlds (she came from a small community) | 24 |
| ++ Text units 29-29: | | |
| 59 MJSTRONG | it provides a well rounded education | 29 |
| ++ Text units 36-37: | | |
| 70 MJSTRONG | well rounded | 36 |
| 71 MJSTRONG | well-rounded and helps undecided students find areas of interest | 37 |
| ++ Text units 44-44: | | |
| 88 MJSTRONG | creates well rounded students | 44 |
| ++ Text units 62-62: | | |
| 111 MJSTRONG | well rounded... good variety | 62 |
| ++ Text units 69-69: | | |
| 131 MJSTRONG | variety and well rounded | 69 |
| ++ Text units 79-79: | | |
| 144 MJSTRONG | A well rounded diverse group of people | 79 |
| ++ Text units 81-81: | | |
| 148 MJSTRONG | I think it's a well rounded programs. It's important for students to take more classes to learn other subjects. | 81 |
| ++ Text units 91-91: | | |
| 167 MJSTRONG | its pretty well rounded | 91 |
| ++ Text units 110-110: | | |
| 196 MJSTRONG | the well-roundedness, such as the focus on writing skills. made a difference to her, one can tell the differences between someone with a college education and not by their writing skills | 110 |
| ++ Text units 115-115: | | |
| 205 MJSTRONG | variety different types of classes, broaden beyond focused major | 115 |
| ++ Text units 125-126: | | |
| 221 MJSTRONG | the variety of the courses that are offered and expected, helps broaden the scope for students | 125 |
| 224 MJSTRONG | Well-rounded | 126 |
| ++ Text units 138-138: | | |
| 244 MJSTRONG | exposes you to other classes you wouldn't have taken | 138 |
| ++ Text units 147-149: | | |
| 265 MJSTRONG | opens up a variety of avenues, opens up the world where many may not have been able to experience until university education | 147 |
| 266 MJSTRONG | Gives you a well-rounded look at many things you probably wouldn't have looked at otherwise | 148 |
| 269 MJSTRONG | a broad offering of many courses and exposure to arts and sciences and literature | 149 |
| ++ Text units 161-161: | | |

| | |
|---|-----|
| 290 MJSTRONG broad range of topics | 161 |
| ++ Text units 169-169: | |
| 301 MJSTRONG forces people to look at things they normally wouldn't and open their minds a little | 169 |
| ++ Text units 174-174: | |
| 310 MJSTRONG forces you to learn about things you might not have experienced | 174 |
| ++ Text units 180-180: | |
| 317 MJSTRONG studying areas beyond your major interest | 180 |
| ++ Text units 182-182: | |
| 320 MJSTRONG gives students an idea of different disciplines, gives a wider variety of coursework | 182 |
| ++ Text units 196-196: | |
| 341 MJSTRONG well roundedness. | 196 |
| ++ Text units 202-202: | |
| 349 MJSTRONG very well rounded | 202 |
| ++ Text units 208-208: | |
| 357 MJSTRONG it was a well rounded program so it develops you as a well rounded person | 208 |
| ++ Text units 211-211: | |
| 363 MJSTRONG They make you take classes that you wouldn't really expect take, make you well rounded | 211 |
| ++ Text units 219-221: | |
| 376 MJSTRONG well rounded | 219 |
| 377 MJSTRONG making you a rounded student, forces you to learn things that you otherwise wouldn't -- if only for future conversations | 220 |
| 379 MJSTRONG it forces people to take classes they normally wouldn't take | 221 |

Instructors

N = 25

| | |
|--|-----|
| ++ Text units 26-26: 54 MJSTRONG great professors, did not have many requirements at that time, it was a two year undergrad certificate program that is no longer in existence | 26 |
| ++ Text units 30-30: 56 MJSTRONG good instructors in the classroom | 30 |
| ++ Text units 38-38: 73 MJSTRONG the small campus, diversity and the professors were very good | 38 |
| 97 MJSTRONG good instructors and the courses were good | 48 |
| ++ Text units 51-51: 99 MJSTRONG the wide variety of instructors and their talents | 51 |
| ++ Text units 66-66: 126 MJSTRONG it's the instructors and services that they offer, that's why I continued my masters at CMU. It's a good school | 66 |
| ++ Text units 82-82: 150 MJSTRONG the good instructors; because answers about effects of GE program depend on whether or not the professors were good | 82 |
| ++ Text units 84-84: 154 MJSTRONG The professors | 84 |
| ++ Text units 102-103: 185 MJSTRONG the smaller size of the classes and that the courses were taught by professors instead of teacher's aides or grad assistants | 102 |
| 187 MJSTRONG the quality of instruction | 103 |
| ++ Text units 119-120: 213 MJSTRONG smaller classes and the ability to have professors teach the classes | 119 |
| 215 MJSTRONG Quality instruction with a personal touch | 120 |
| ++ Text units 124-124: 217 MJSTRONG accessibility of the professors | 124 |
| ++ Text units 134-134: 239 MJSTRONG The teachers | 134 |
| ++ Text units 143-143: 257 MJSTRONG good professors | 143 |
| ++ Text units 159-159: 283 MJSTRONG The quality instruction of English, journalism, and communication was really great I felt like I was getting some instruction from thoughtful and intelligent professors. | 159 |
| ++ Text units 162-162: 289 MJSTRONG Some of the classes are more intimate and you could actually build relationships with professors | 162 |
| ++ Text units 176-178: 313 MJSTRONG quality of professors | 176 |
| 315 MJSTRONG the instructors | 177 |
| 316 MJSTRONG the teachers | 178 |
| ++ Text units 199-199: 343 MJSTRONG professors | 199 |
| ++ Text units 216-217: 371 MJSTRONG Faculty | 216 |
| 372 MJSTRONG instructors are very knowledgeable and helpful | 217 |
| ++ Text units 233-234: 400 MJSTRONG the professors | 233 |
| 399 MJSTRONG interpersonal relationship professors had with students | 234 |

Specific area or course

N = 16

| | |
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| ++ Text units 1-1: 5 MJSTRONG when I was at the multicultural history component. or appreciation classes, those really opened my eyes. As you move up the ladders, you really need to listen to mature options | 1 |
| ++ Text units 50-50: 96 MJSTRONG math and science | 59 |
| ++ Text units 70-70: 130 MJSTRONG writing skills | 70 |
| ++ Text units 74-74: 136 MJSTRONG The math program was very well. Taught me a great deal how to learn math. Lots of tutors were available to help me with math. | 74 |
| ++ Text units 89-90: 161 MJSTRONG the social science classes | 89 |
| 164 MJSTRONG the math the oral and the written English | 90 |
| ++ Text units 107-107: 192 MJSTRONG has a good variety of classes offered and strong in humanities | 107 |
| ++ Text units 110-111: 196 MJSTRONG the well-roundedness, such as the focus on writing skills. made a difference to her, one can tell the differences between someone with a college education and not by their writing skills | 110 |
| 195 MJSTRONG the fact that there were at least choices that were of some interest to the student, not forced to be science or math oriented. for example, personal finance. armchair chemistry. any other chemistry or lab class would have been boring. | 111 |
| ++ Text units 128-128: 225 MJSTRONG everything but the sciences | 128 |
| ++ Text units 132-132: 237 MJSTRONG development of communication. | 132 |
| ++ Text units 135-135: 240 MJSTRONG cultural section of classes | 135 |
| ++ Text units 144-144: 262 MJSTRONG school of business | 144 |
| ++ Text units 149-149: 269 MJSTRONG a broad offering of many courses and exposure to arts and sciences and literature | 149 |
| ++ Text units 159-159: 283 MJSTRONG The quality instruction of English, journalism, and communication was really great I felt like I was getting some instruction from thoughtful and intelligent professors. | 159 |
| ++ Text units 212-212: 359 MJSTRONG I like that people are writing more | 212 |

Other
N = 106

| | | |
|----------------------|---|----|
| ++ Text units 4-4: | | |
| 12 MJSTRONG | most of the classes were available in the summer | 4 |
| ++ Text units 8-8: | | |
| 18 MJSTRONG | availability | 8 |
| ++ Text units 11-13: | | |
| 22 MJSTRONG | prepares you for getting ready for your course of study you're most interested. I would take the electives that went with my degree | 11 |
| 23 MJSTRONG | the smallness and student contact with professors | 12 |
| 26 MJSTRONG | being able to get those classes out of the way and learning basic stuff i.e. writing papers for other classes related to field | 13 |
| ++ Text units 16-16: | | |
| 41 MJSTRONG | Ability of the advisors to work with students | 16 |
| ++ Text units 19-20: | | |
| 43 MJSTRONG | no answer | 19 |
| 44 MJSTRONG | none | 20 |
| ++ Text units 23-23: | | |
| 55 MJSTRONG | I don't think there's much there. a lot of the classes are pretty much useless for the rest of the world when I got to be a teacher, I found most of the education, most of the material wasn't very pertinent and we regurgitated what the profs thought | 23 |
| ++ Text units 26-26: | | |
| 54 MJSTRONG | great professors, did not have many requirements at that time, it was a two year undergrad certificate program that is no longer in existence | 26 |
| ++ Text units 28-28: | | |
| 60 MJSTRONG | no strength | 28 |
| ++ Text units 31-34: | | |
| 61 MJSTRONG | none | 31 |
| 65 MJSTRONG | no answer | 32 |
| 66 MJSTRONG | preparing students for the 'real world' | 33 |
| 67 MJSTRONG | just the opportunities to be exposed to so many different fields, it helps students who are undecided, I had that experience and it helped me try new things | 34 |
| ++ Text units 37-40: | | |
| 71 MJSTRONG | well-rounded and helps undecided students find areas of interest | 37 |
| 73 MJSTRONG | the small campus, diversity and the professors were very good | 38 |
| 75 MJSTRONG | the smaller classes | 39 |
| 77 MJSTRONG | no answer | 40 |
| ++ Text units 42-42: | | |
| 84 MJSTRONG | getting people to try new things | 42 |
| ++ Text units 45-45: | | |
| 92 MJSTRONG | smaller class sizes, better student to teacher ratio | 45 |
| ++ Text units 47-49: | | |
| 91 MJSTRONG | don't know | 47 |
| 97 MJSTRONG | good instructors and the courses were good | 48 |
| 98 MJSTRONG | no strengths | 49 |
| ++ Text units 55-58: | | |
| 105 MJSTRONG | just learning about different things, it's a good program but more emphasis needs to be on what a person's major is | 55 |
| 106 MJSTRONG | it was a smaller environment which made it easier to | |

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| talk to profs | 56 |
| 107 MJSTRONG Their library and support for the program | 57 |
| 114 MJSTRONG variety of courses offered in each group, ability to make choices | 58 |
| ++ Text units 61-61: | |
| 116 MJSTRONG no comment | 61 |
| ++ Text units 63-67: | |
| 123 MJSTRONG relationships you make and the diversity in the relationships. | 63 |
| 124 MJSTRONG no strengths | 64 |
| 125 MJSTRONG allows young adults to experience various aspects of life to determine what they want to do with there lives, offers great opportunities | 65 |
| 126 MJSTRONG it's the instructors and services that they offer, that's why I continued my masters at CMU. It's a good school | 66 |
| 128 MJSTRONG broad spectrum of cultures covered however with the quantitative elements could be more strongly encouraged | 67 |
| ++ Text units 71-72: | |
| 133 MJSTRONG no opinion | 71 |
| 134 MJSTRONG the variety and availability of the classes | 72 |
| ++ Text units 74-78: | |
| 136 MJSTRONG The math program was very well. Taught me a great deal how to learn math. Lots of tutors were available to help me with math. | 74 |
| 142 MJSTRONG no comment | 75 |
| 141 MJSTRONG just the context that you make, the people that were working with her were positive | 76 |
| 139 MJSTRONG being able to take honors classes for these gave smaller classes and more attentive faculty; got to know every teacher he had and this was helpful and enjoyable and seems special to CMU | 77 |
| 143 MJSTRONG it is a good education program | 78 |
| ++ Text units 80-81: | |
| 146 MJSTRONG it's a really strong program, Central has a pretty small class size even compared with other universities. that' the best aspect of my education there | 80 |
| 148 MJSTRONG I think it's a well rounded programs. It's important for students to take more classes to learn other subjects. | 81 |
| ++ Text units 85-88: | |
| 156 MJSTRONG as I recall, I thought the abilities and social opportunities are excellent, lots of different clubs and social gatherings | 85 |
| 157 MJSTRONG didn't view it positively | 86 |
| 158 MJSTRONG no answer | 87 |
| 159 MJSTRONG The interaction discussions in higher level courses | 88 |
| ++ Text units 92-94: | |
| 166 MJSTRONG no strengths | 92 |
| 170 MJSTRONG it's known for education | 93 |
| 172 MJSTRONG No answer | 94 |
| ++ Text units 96-96: | |
| 176 MJSTRONG no answer | 96 |
| ++ Text units 98-98: | |
| 180 MJSTRONG No opinion | 98 |
| ++ Text units 101-102: | |
| 186 MJSTRONG nothing | 101 |
| 185 MJSTRONG the smaller size of the classes and that the courses were taught by professors instead of teacher's aides or grad assistants | 102 |
| ++ Text units 104-105: | |
| 188 MJSTRONG It's diverse and accessible to those that may not be starting at the top | 104 |

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| 189 MJSTRONG a sense of accomplishment | 105 |
| ++ Text units 109-110: | |
| 194 MJSTRONG the patience to complete projects even though you may not be interested in them | 109 |
| 196 MJSTRONG the well-roundedness, such as the focus on writing skills. made a difference to her, one can tell the differences between someone with a college education and not by their writing skills | 110 |
| ++ Text units 112-112: | |
| 197 MJSTRONG I'm not sure | 112 |
| ++ Text units 119-119: | |
| 213 MJSTRONG smaller classes and the ability to have professors teach the classes | 119 |
| ++ Text units 121-122: | |
| 216 MJSTRONG very thorough | 121 |
| 219 MJSTRONG No opinion | 122 |
| ++ Text units 127-131: | |
| 222 MJSTRONG convenience liked that there were multiple locations to take it at | 127 |
| 225 MJSTRONG everything but the sciences | 128 |
| 229 MJSTRONG flexibility that it allowed as far as class choices. several options to fulfill a portion of that program. no forced classes | 129 |
| 227 MJSTRONG no response | 130 |
| 232 MJSTRONG interact in different fields that you're in with others. | 131 |
| ++ Text units 133-133: | |
| 238 MJSTRONG nothing | 133 |
| ++ Text units 136-137: | |
| 241 MJSTRONG Convenience | 136 |
| 243 MJSTRONG nothing | 137 |
| ++ Text units 139-140: | |
| 245 MJSTRONG The different sites that they have for people that work and have families | 139 |
| 246 MJSTRONG overall it's a good program | 140 |
| ++ Text units 142-142: | |
| 253 MJSTRONG don't know | 142 |
| ++ Text units 151-152: | |
| 271 MJSTRONG I think it was small enough so you felt apart of everything | 151 |
| 273 MJSTRONG The specific classes and degrees that were offered | 152 |
| ++ Text units 154-154: | |
| 275 MJSTRONG it provided me the ability to succeed in the work place | 154 |
| ++ Text units 157-157: | |
| 281 MJSTRONG no opinion | 157 |
| ++ Text units 162-162: | |
| 289 MJSTRONG Some of the classes are more intimate and you could actually build relationships with professors | 162 |
| ++ Text units 170-170: | |
| 305 MJSTRONG good education at central. variety of classes offered | 170 |
| ++ Text units 172-172: | |
| 309 MJSTRONG the basic, foundational education | 172 |
| ++ Text units 175-175: | |
| 311 MJSTRONG presentations that we were required to do | 175 |
| ++ Text units 179-179: | |
| 318 MJSTRONG it's a nice mix of various fields of endeavor. not too heavy in any part. area | 179 |
| ++ Text units 181-181: | |
| 319 MJSTRONG it allows the student to choose which areas of | |

| | |
|--|-----|
| interest they would most like to pursue | 181 |
| ++ Text units 183-185: | |
| 321 MJSTRONG Gives you a good basic education for a degree | 183 |
| 322 MJSTRONG no answer | 184 |
| 323 MJSTRONG very flexible | 185 |
| ++ Text units 187-187: | |
| 328 MJSTRONG it's a good foundation | 187 |
| ++ Text units 191-191: | |
| 334 MJSTRONG complete package of education | 191 |
| ++ Text units 194-195: | |
| 337 MJSTRONG accessibility | 194 |
| 339 MJSTRONG no answer | 195 |
| ++ Text units 197-197: | |
| 340 MJSTRONG The class sizes were large, but not overwhelming ... | |
| good for discussion | 197 |
| ++ Text units 203-206: | |
| 351 MJSTRONG no answer | 203 |
| 352 MJSTRONG Don't remember | 204 |
| 356 MJSTRONG flexibility | 205 |
| 355 MJSTRONG that it was short and allowed students to get into | |
| degree right away | 206 |
| ++ Text units 210-210: | |
| 360 MJSTRONG don't know | 210 |
| ++ Text units 214-214: | |
| 366 MJSTRONG flexible hours | 214 |
| ++ Text units 218-218: | |
| 373 MJSTRONG Don't know | 218 |
| ++ Text units 223-223: | |
| 383 MJSTRONG I thought there was good one on one attention in your | |
| classes | 223 |
| ++ Text units 225-225: | |
| 386 MJSTRONG no answer | 225 |
| ++ Text units 229-232: | |
| 393 MJSTRONG not sure | 229 |
| 395 MJSTRONG the wide variety and the different aspect that can be | |
| applied to the career | 230 |
| 396 MJSTRONG partying | 231 |
| 401 MJSTRONG the additional experiences gained beyond the high | |
| school mainly social skills | 232 |
| ++ Text units 235-236: | |
| 404 MJSTRONG help grow up | 235 |
| 405 MJSTRONG no response | 236 |

What would you say is the major weakness of CMU's general education program?

No weakness or Positive comment

N = 33

| | | |
|------------------------|---|-----|
| ++ Text units 7-8: | | |
| 16 MJWEAK | no weakness | 7 |
| 20 MJWEAK | I don't know if I can see a weakness | 8 |
| ++ Text units 12-12: | | |
| 26 MJWEAK | none | 12 |
| ++ Text units 15-15: | | |
| 38 MJWEAK | can't think of anything | 15 |
| ++ Text units 27-27: | | |
| 58 MJWEAK | nothing | 27 |
| ++ Text units 35-35: | | |
| 67 MJWEAK | I can't think of one right now | 35 |
| ++ Text units 49-49: | | |
| 97 MJWEAK | none | 49 |
| ++ Text units 52-53: | | |
| 101 MJWEAK | none | 52 |
| 103 MJWEAK | none | 53 |
| ++ Text units 56-56: | | |
| 107 MJWEAK | Didn't see any weakness | 56 |
| ++ Text units 61-61: | | |
| 123 MJWEAK | nothing | 61 |
| ++ Text units 69-69: | | |
| 133 MJWEAK | no weakness | 69 |
| ++ Text units 71-71: | | |
| 137 MJWEAK | nothing | 71 |
| ++ Text units 86-86: | | |
| 161 MJWEAK | nothing | 86 |
| ++ Text units 102-102: | | |
| 192 MJWEAK | nothing | 102 |
| ++ Text units 106-108: | | |
| 195 MJWEAK | don't know of any off hand | 106 |
| 197 MJWEAK | I don't really think there's a weakness | 107 |
| 200 MJWEAK | none really | 108 |
| ++ Text units 110-111: | | |
| 205 MJWEAK | no weakness | 110 |
| 206 MJWEAK | none, it's pretty good | 111 |
| ++ Text units 114-116: | | |
| 213 MJWEAK | none in particular, seems to fit for all people | 114 |
| 215 MJWEAK | no weakness | 115 |
| 216 MJWEAK | didn't find any | 116 |
| ++ Text units 127-127: | | |
| 238 MJWEAK | nothing | 127 |
| ++ Text units 130-130: | | |
| 241 MJWEAK | Wouldn't say it had any at all | 130 |
| ++ Text units 143-143: | | |
| 269 MJWEAK | there are none | 143 |
| ++ Text units 145-145: | | |
| 271 MJWEAK | nothing | 145 |
| ++ Text units 152-152: | | |
| 283 MJWEAK | nothing that I can recall. | 152 |
| ++ Text units 163-163: | | |
| 305 MJWEAK | none | 163 |

| | | |
|------------------------|--|-----|
| ++ Text units 171-171: | | |
| 320 MJWEAK | none | 171 |
| ++ Text units 176-177: | | |
| 328 MJWEAK | nothing negative, met expectations of what a general | |
| ed program should be | | 176 |
| 329 MJWEAK | didn't experience any weaknesses | 177 |
| ++ Text units 203-203: | | |
| 370 MJWEAK | none | 203 |

Particular academic area

N = 27

*** No Definition

+++++

+++ ON-LINE DOCUMENT: MJWEAK

+++ Retrieval for this document: 27 units out of 222, = 12%

++ Text units 9-9:

19 MJWEAK didn't have the cultural courses that was missing 9

++ Text units 34-34:

66 MJWEAK math department (when she was here) was almost all foreign professors who spoke English as a secondary language 34

++ Text units 38-38:

71 MJWEAK math and science requirements weren't that helpful for students not going into those areas 38

++ Text units 44-44:

85 MJWEAK Was in a couple classes where teachers kept switching, and the new teachers gave good grades even though he didn't understand the material, especially in visual basics classes 44

++ Text units 50-50:

96 MJWEAK humanities and social sciences 50

++ Text units 57-57:

114 MJWEAK culture aspect was lacking, not much exposure 57

++ Text units 59-59:

119 MJWEAK not taking higher math 59

++ Text units 65-65:

128 MJWEAK lacking in quantitative elements and sciences need to be encouraged more 65

++ Text units 72-72:

136 MJWEAK The special education program was no organized. The program was weakly put together. 72

++ Text units 78-78:

148 MJWEAK The writing levels of students were not up to par 78

++ Text units 84-84:

158 MJWEAK more sales training, should have a few business classes. teach kids the skills they really need. 84

++ Text units 93-93:

179 MJWEAK not too diverse 93

++ Text units 96-96:

183 MJWEAK not requiring a foreign language 96

++ Text units 98-98:

185 MJWEAK could have been more challenging, more emphasis on writing skills 98

++ Text units 121-121:

224 MJWEAK Better science 121

++ Text units 123-124:

225 MJWEAK sciences 123

229 MJWEAK not enough emphasis on writing 124

++ Text units 126-126:

237 MJWEAK math. more math curriculum 126

++ Text units 129-129:

240 MJWEAK the writing courses 129

++ Text units 134-135:

246 MJWEAK too many UP courses freshman year in -ologies 134

247 MJWEAK limit within foreign languages possible not enough 135

++ Text units 155-155:

| | | |
|------------------------|---|-----|
| 289 MJWEAK | Not a very strong art department | 155 |
| ++ Text units 159-159: | | |
| 295 MJWEAK | had to take a science | 159 |
| ++ Text units 165-165: | | |
| 309 MJWEAK | the lack of different instructors for the required special education courses | 165 |
| ++ Text units 174-174: | | |
| 323 MJWEAK | didn't have much focus on mathematics | 174 |
| ++ Text units 209-209: | | |
| 380 MJWEAK | should have more emphasis in math or writing | 209 |
| ++ Text units 219-219: | | |
| 400 MJWEAK | doesn't teach you enough about leadership | 219 |

Not relevant or Not Interested

N = 26

| | | |
|------------------------|--|-----|
| ++ Text units 4-4: | | |
| 12 MJWEAK | some of the classes had very little impact on what I'm doing now and didn't seem to have any effect on what I was doing then | 4 |
| ++ Text units 10-10: | | |
| 22 MJWEAK | it's been 10 years, but I know that there were some that were requirements, some of them didn't really apply to my degree and some of that put me off | 10 |
| ++ Text units 17-17: | | |
| 39 MJWEAK | fact that it's required even if you don't want to study certain things | 17 |
| ++ Text units 20-21: | | |
| 44 MJWEAK | making take courses that have nothing to do with the degree we're taking | 20 |
| 46 MJWEAK | lot of classes I never used again | 21 |
| ++ Text units 25-25: | | |
| 51 MJWEAK | about the same answer the variety because some of them that were required were not an interest to him | 25 |
| ++ Text units 29-29: | | |
| 59 MJWEAK | sometimes there weren't classes in specific classes that interested me | 29 |
| ++ Text units 36-36: | | |
| 68 MJWEAK | if you know what you want to do than you shouldn't have to take these courses it's a waste | 36 |
| ++ Text units 42-42: | | |
| 81 MJWEAK | you're going to classes that are not of your particular interest and taught by some of the lower-level professors, it makes them less than impressive or enjoyable | 42 |
| ++ Text units 45-45: | | |
| 88 MJWEAK | dictates students taking course they may enter with a neg, attitude bc they don't need it, don't want to take it | 45 |
| ++ Text units 58-58: | | |
| 113 MJWEAK | Some categories have lack of application to certain careers | 58 |
| ++ Text units 62-62: | | |
| 124 MJWEAK | unrelated to my major useless | 62 |
| ++ Text units 74-74: | | |
| 141 MJWEAK | They not be of interest to the student and the student is forced to take them | 74 |
| ++ Text units 87-87: | | |
| 164 MJWEAK | too much requirements, just need math, oral and written English and then allowed to take classes they are interested in | 87 |
| ++ Text units 112-112: | | |
| 208 MJWEAK | there's things I had no interest in that I had to take, I would have liked to take something I was more interested in | 112 |
| ++ Text units 154-154: | | |
| 290 MJWEAK | some of the classes are pointless | 154 |
| ++ Text units 157-157: | | |
| 292 MJWEAK | some of the classes not interested in | 157 |
| ++ Text units 162-162: | | |
| 301 MJWEAK | lack of interesting course options | 162 |
| ++ Text units 167-167: | | |
| 310 MJWEAK | taking courses you're not interested in | 167 |
| ++ Text units 179-179: | | |
| 333 MJWEAK | Should be a little more flexible. Some of the classes | |

| | |
|--|-----|
| you have no interest in but you must choose them. | 179 |
| ++ Text units 193-193: | |
| 356 MJWEAK requirements that may or may not pertain to final degrees | 193 |
| ++ Text units 195-195: | |
| 358 MJWEAK requirements that had no relation to major course work | 195 |
| ++ Text units 197-198: | |
| 361 MJWEAK waste of time if courses have nothing to do with major area of study | 197 |
| 360 MJWEAK I felt took a couple of courses that were a waste of my money. They didn't have anything to do with my degree | 198 |
| ++ Text units 201-201: | |
| 365 MJWEAK classes that are not valuable to your degree | 201 |
| ++ Text units 211-211: | |
| 384 MJWEAK it's so varied it sometimes doesn't have anything to do with your major | 211 |

Large class size – impersonal

N = 13

| | | |
|------------------------|---|-----|
| ++ Text units 11-11: | | |
| 23 MJWEAK | large classes where there is a lack of the contact with professors | 11 |
| ++ Text units 80-81: | | |
| 155 MJWEAK | classes seemed to be larger and no one experience with teacher | 80 |
| 154 MJWEAK | Large class size for classes offered | 81 |
| ++ Text units 85-85: | | |
| 159 MJWEAK | The impersonal nature of lower level (huge) classes, to many instructors put down the Christian god in front of classes and make fun of the American flag and make fun of America, still thinks that is happening today, the philosophy is not to teach grammar from a grammar book and she thinks that is bunk | 85 |
| ++ Text units 100-100: | | |
| 188 MJWEAK | Size of classes and classrooms, very large classes | 100 |
| ++ Text units 141-141: | | |
| 265 MJWEAK | sometimes the classes were large, feel a bit intimidating at first. | 141 |
| ++ Text units 147-147: | | |
| 274 MJWEAK | classes were too large (not enough personal attention) | 147 |
| ++ Text units 158-158: | | |
| 294 MJWEAK | some of the classes were so large that you were just a number, where there was not real personal contact | 158 |
| ++ Text units 160-160: | | |
| 293 MJWEAK | need smaller classes, better way to present the material | 160 |
| ++ Text units 168-168: | | |
| 313 MJWEAK | class size... too big | 168 |
| ++ Text units 178-178: | | |
| 331 MJWEAK | class size | 178 |
| ++ Text units 196-196: | | |
| 357 MJWEAK | become a number, large class sizes | 196 |
| ++ Text units 210-210: | | |
| 383 MJWEAK | some of the classes were to big. They should have made them smaller. People could get more attention | 210 |

Too many requirements – courses
N = 13

| | | |
|------------------------|---|-----|
| ++ Text units 5-6: | | |
| 13 MJWEAK | it took for ever because of the high number of requirements and getting into the class. | 5 |
| 17 MJWEAK | quantity of requirements, too many | 6 |
| ++ Text units 13-13: | | |
| 29 MJWEAK | a lot of classes | 13 |
| ++ Text units 43-43: | | |
| 84 MJWEAK | takes a long time and can take away from major courses | 43 |
| ++ Text units 87-89: | | |
| 164 MJWEAK | too much requirements, just need math, oral and written English and then allowed to take classes they are interested in | 87 |
| 167 MJWEAK | Took a long time to get through, took a long time to get to your major | 88 |
| 166 MJWEAK | needed to do the general education twice to get a masters in teaching so she left because they didn't transfer over. | 89 |
| ++ Text units 131-131: | | |
| 243 MJWEAK | too much time required | 131 |
| ++ Text units 150-150: | | |
| 281 MJWEAK | Too much time consuming. Wanted to start Ed major right away | 150 |
| ++ Text units 161-161: | | |
| 300 MJWEAK | so many hours to take when I knew I wanted to do business | 161 |
| ++ Text units 164-164: | | |
| 307 MJWEAK | too many classes | 164 |
| ++ Text units 213-214: | | |
| 387 MJWEAK | there was a lot of requirements for education, and there was so many more classes that it came to a lot more money and time | 213 |
| 390 MJWEAK | takes too long to completer | 214 |

Instructors

N = 12

| | | |
|------------------------|--|-----|
| ++ Text units 14-14: | | |
| 30 MJWEAK | instructors | 14 |
| ++ Text units 39-39: | | |
| 73 MJWEAK | some of the professors- it really depends upon which profs you have | 39 |
| ++ Text units 42-42: | | |
| 81 MJWEAK | you're going to classes that are not of your particular interest and taught by some of the lower-level professors, it makes them less than impressive or enjoyable | 42 |
| ++ Text units 44-44: | | |
| 85 MJWEAK | Was in a couple classes where teachers kept switching, and the new teachers gave good grades even though he didn't understand the material, especially in visual basics classes | 44 |
| ++ Text units 60-60: | | |
| 116 MJWEAK | more prevalent than the strengths, they had some television...a professor named "shaking sheel" eh was pathetic. I don't think there are anything close to the problems that are at a big university though | 60 |
| ++ Text units 79-79: | | |
| 150 MJWEAK | the bad instructors; if you weren't interested in the class it was up to the instructor to "make or break it" | 79 |
| ++ Text units 90-90: | | |
| 170 MJWEAK | professors that have not been in the field for a very long time | 90 |
| ++ Text units 125-125: | | |
| 227 MJWEAK | some of the instructors seemed not quite qualified | 125 |
| ++ Text units 151-151: | | |
| 282 MJWEAK | A few professors were below average (at that time). | 151 |
| ++ Text units 175-175: | | |
| 324 MJWEAK | only a few teachers and the better teachers do the higher level classes | 175 |
| ++ Text units 180-180: | | |
| 334 MJWEAK | some professors can't be understood (English isn't very good) | 180 |
| ++ Text units 200-200: | | |
| 359 MJWEAK | inflexible faculty | 200 |

Not enough choices or Flexibility

N = 11

| | | |
|------------------------|---|-----|
| ++ Text units 16-16: | | |
| 41 MJWEAK | Don't offer a wide enough range of classes in a semester | 16 |
| ++ Text units 67-67: | | |
| 131 MJWEAK | limited choices | 67 |
| ++ Text units 103-103: | | |
| 191 MJWEAK | went to an off campus, there were times that he needed a class in a category that was hard to find, especially humanities. more variety | 103 |
| ++ Text units 109-109: | | |
| 204 MJWEAK | diversity of the programs spread themselves too thin, made it hard to choose and there was a lack of availability | 109 |
| ++ Text units 142-142: | | |
| 266 MJWEAK | Not offering a lot of UP classes in the evening | 142 |
| ++ Text units 166-166: | | |
| 308 MJWEAK | scheduling was very difficult. accessibility of classes | 166 |
| ++ Text units 169-169: | | |
| 317 MJWEAK | not enough choices | 169 |
| ++ Text units 179-179: | | |
| 333 MJWEAK | Should be a little more flexible. Some of the classes you have no interest in but you must choose them. | 179 |
| ++ Text units 187-187: | | |
| 343 MJWEAK | course listings | 187 |
| ++ Text units 207-208: | | |
| 377 MJWEAK | 8 am classes! -- offer more of a variety within the arts | 207 |
| 379 MJWEAK | limited variety of classes | 208 |

Counseling & or Advising
N = 4

| | | |
|------------------------|---|-----|
| ++ Text units 41-41: | | |
| 77 MJWEAK | career counseling prior to graduation, no enough of | |
| it. was not aware of | | 41 |
| ++ Text units 146-146: | | |
| 273 MJWEAK | not a lot of direction from counselors | 146 |
| ++ Text units 149-149: | | |
| 278 MJWEAK | Not well enough explained by advisors | 149 |
| ++ Text units 218-218: | | |
| 401 MJWEAK | their understanding of the real world and post | |
| graduate placement | | 218 |

Other
N = 99

| | | |
|----------------------|--|----|
| ++ Text units 1-1: | | |
| 5 MJWEAK | the inability for the class knowledge to be used practically. the lack of out of classroom experience that matches the knowledge. that takes on a whole new philosophy of education and commitment of faculty and the student. | 1 |
| ++ Text units 3-3: | | |
| 9 MJWEAK | a few classes were just too easy (below college level) | 3 |
| ++ Text units 5-5: | | |
| 13 MJWEAK | it took for ever because of the high number of requirements and getting into the class. | 5 |
| ++ Text units 18-19: | | |
| 42 MJWEAK | I don't know | 18 |
| 43 MJWEAK | no answer | 19 |
| ++ Text units 22-24: | | |
| 48 MJWEAK | teaching students to apply their learning to their careers | 22 |
| 55 MJWEAK | education program itself | 23 |
| 49 MJWEAK | some classes were very difficult (shouldn't be that difficult as UP's) | 24 |
| ++ Text units 26-26: | | |
| 54 MJWEAK | Refer to last answer | 26 |
| ++ Text units 28-28: | | |
| 60 MJWEAK | no reason to take the classes. just a waste of money | 28 |
| ++ Text units 30-33: | | |
| 56 MJWEAK | producing too many teachers for the job market | 30 |
| 61 MJWEAK | not preparing teachers need to start them in to the classroom as freshman | 31 |
| 63 MJWEAK | too many hoops to jump through | 32 |
| 65 MJWEAK | no answer | 33 |
| ++ Text units 37-37: | | |
| 70 MJWEAK | no opinion | 37 |
| ++ Text units 40-40: | | |
| 75 MJWEAK | not enough majors offered | 40 |
| ++ Text units 43-43: | | |
| 84 MJWEAK | takes a long time and can take away from major courses | 43 |
| ++ Text units 46-48: | | |
| 92 MJWEAK | no answer | 46 |
| 89 MJWEAK | no opinion | 47 |
| 91 MJWEAK | don't know | 48 |
| ++ Text units 51-51: | | |
| 99 MJWEAK | no answer | 51 |
| ++ Text units 54-55: | | |
| 104 MJWEAK | too broad sometimes | 54 |
| 105 MJWEAK | when I was going there, some of the classes were helpful and some could have been a bit better, I have no complaints, I did graduate | 55 |
| ++ Text units 60-60: | | |
| 116 MJWEAK | more prevalent than the strengths, they had some television...a professor named "shaking sheel" eh was pathetic. I don't think there are anything close to the problems that are at a big university though | 60 |
| ++ Text units 63-64: | | |
| 125 MJWEAK | lack of real world type experiences and some lack of | |

| | |
|---|-----|
| professionals coming into the school and offering real world types of education | 63 |
| 126 MJWEAK right now, I don't see that. I wish they had more opportunity for the people who DO want to look elsewhere on extended learning campuses. | 64 |
| ++ Text units 66-66: | |
| 129 MJWEAK no answer | 66 |
| ++ Text units 68-68: | |
| 130 MJWEAK group participation... wasn't always positive to work in groups | 68 |
| ++ Text units 70-70: | |
| 134 MJWEAK no answer | 70 |
| ++ Text units 73-73: | |
| 142 MJWEAK no comment | 73 |
| ++ Text units 75-77: | |
| 139 MJWEAK no response | 75 |
| 143 MJWEAK not very well known. not a top school for higher education | 76 |
| 146 MJWEAK it's not necessarily highly regarded when compared with MSU or U of M and that's not fair | 77 |
| ++ Text units 82-85: | |
| 156 MJWEAK real life experience was lacking. there was a tendency to teach from the book instead of real world experience | 82 |
| 157 MJWEAK the ability to relate it to the students and pulling them in. Also it's ability to invoke interaction and communication | 83 |
| 158 MJWEAK more sales training, should have a few business classes. teach kids the skills they really need. | 84 |
| 159 MJWEAK The impersonal nature of lower level (huge) classes, to many instructors put down the Christian god in front of classes and make fun of the American flag and make fun of America, still thinks that is happening today, the philosophy is not to teach grammar from a grammar book and she thinks that is bunk | 85 |
| ++ Text units 91-92: | |
| 172 MJWEAK Classes were dull and uninteresting | 91 |
| 176 MJWEAK no answer | 92 |
| ++ Text units 94-95: | |
| 180 MJWEAK Was not challenging | 94 |
| 182 MJWEAK no answer | 95 |
| ++ Text units 97-99: | |
| 186 MJWEAK don't know | 97 |
| 185 MJWEAK could have been more challenging, more emphasis on writing skills | 98 |
| 187 MJWEAK distance for her | 99 |
| ++ Text units 101-101: | |
| 190 MJWEAK direction, not much direction | 101 |
| ++ Text units 104-105: | |
| 194 MJWEAK the lack of culturally diverse people | 104 |
| 196 MJWEAK the lack of actually using what you've learned in some of the classes in the specifics of real life | 105 |
| ++ Text units 109-109: | |
| 204 MJWEAK diversity of the programs spread themselves too thin, made it hard to choose and there was a lack of availability | 109 |
| ++ Text units 113-113: | |
| 212 MJWEAK don't know | 113 |
| ++ Text units 117-120: | |
| 219 MJWEAK No opinion | 117 |
| 220 MJWEAK don't know | 118 |

| | | |
|------------------------|--|-----|
| 217 MJWEAK | unnecessarily broad | 119 |
| 221 MJWEAK | nothing | 120 |
| ++ Text units 122-122: | | |
| 222 MJWEAK | doesn't seem to be quite as well recognized | 122 |
| ++ Text units 128-128: | | |
| 239 MJWEAK | No response | 128 |
| ++ Text units 132-134: | | |
| 244 MJWEAK | price | 132 |
| 245 MJWEAK | You really don't see real college life at off-sites | 133 |
| 246 MJWEAK | too many UP courses freshman year in -ologies | 134 |
| ++ Text units 136-140: | | |
| 251 MJWEAK | nothing to compare it to | 136 |
| 253 MJWEAK | don't remember | 137 |
| 257 MJWEAK | no comment | 138 |
| 262 MJWEAK | the people are processing cattle, not caring about individual | 139 |
| 264 MJWEAK | No response | 140 |
| ++ Text units 144-144: | | |
| 268 MJWEAK | keeps a focus from major area of study | 144 |
| ++ Text units 148-148: | | |
| 275 MJWEAK | internships | 148 |
| ++ Text units 150-150: | | |
| 281 MJWEAK | Too much time consuming. Wanted to start Ed major right away | 150 |
| ++ Text units 153-153: | | |
| 286 MJWEAK | No opinion | 153 |
| ++ Text units 156-156: | | |
| 291 MJWEAK | needs to be more applicable to the real world | 156 |
| ++ Text units 160-160: | | |
| 293 MJWEAK | need smaller classes, better way to present the material | 160 |
| ++ Text units 170-170: | | |
| 319 MJWEAK | the course material was "fluffy" -- more politically driven than topically driven | 170 |
| ++ Text units 172-173: | | |
| 321 MJWEAK | not sure | 172 |
| 322 MJWEAK | no answer | 173 |
| ++ Text units 181-186: | | |
| 336 MJWEAK | certain UP requirements that are unnecessary | 181 |
| 337 MJWEAK | communication from off campus | 182 |
| 339 MJWEAK | no answer | 183 |
| 341 MJWEAK | some of the most popular ones are hard to get into based on credit amount for scheduling | 184 |
| 340 MJWEAK | The large auditorium lect. classes offered more chances for cheating | 185 |
| 342 MJWEAK | there up classes, classes are supposed to generate a well rounded person. was older and set in his ways and it did not help. thought there were narrow views | 186 |
| ++ Text units 188-192: | | |
| 344 MJWEAK | no response | 188 |
| 345 MJWEAK | students were not the main interest of the administration. The were building the reputation at the expense of the students | 189 |
| 349 MJWEAK | not all of the courses count toward your degree | 190 |
| 351 MJWEAK | no answer | 191 |
| 352 MJWEAK | Don't remember | 192 |
| ++ Text units 194-194: | | |

| | | |
|------------------------|---|-----|
| 355 MJWEAK | didn't covered things in depth for understanding | 194 |
| ++ Text units 198-199: | | |
| 360 MJWEAK | I felt took a couple of courses that were a waste of my money. They didn't have anything to do with my degree | 198 |
| 363 MJWEAK | it is a bit of distraction when you are trying to start your major | 199 |
| ++ Text units 202-202: | | |
| 366 MJWEAK | no answer | 202 |
| ++ Text units 204-206: | | |
| 371 MJWEAK | Education offices in Ronan are not consistent or friendly | 204 |
| 372 MJWEAK | don't remember | 205 |
| 373 MJWEAK | Don't know | 206 |
| ++ Text units 212-213: | | |
| 386 MJWEAK | no answer | 212 |
| 387 MJWEAK | there was a lot of requirements for education, and there was so many more classes that it came to a lot more money and time | 213 |
| ++ Text units 215-218: | | |
| 393 MJWEAK | cost | 215 |
| 395 MJWEAK | not know | 216 |
| 396 MJWEAK | placement, lack of | 217 |
| 401 MJWEAK | their understanding of the real world and post graduate placement | 218 |
| ++ Text units 220-222: | | |
| 399 MJWEAK | no assistance with finding job after graduation | 220 |
| 404 MJWEAK | should have helped figure out what to do before start | 221 |
| 405 MJWEAK | no response | 222 |