

Abstract

This paper examines the concerns of the Core of Common Studies at Marquette University and how it specifically pertains to the College of Arts & Sciences. Through a mixed-method study, this project identifies the growing issues that students face in trying to determine their major, engage in their coursework, and gain experiences through work with their community. By looking into current students' perspectives, it has become apparent that the Core of Common Studies requires too many credit hours and not enough of a diverse course offering. These requirements prevent students from becoming engaged in their academics and applying this knowledge into other aspects of their life. When looking into other universities' general requirements, it is evident that Marquette University can mimic certain setups to help students receive an enriching education and allow them to take courses they are interested in.

Keywords: Core of Common Studies, College of Arts & Sciences, college major obstacles, course requirements

A Marginally Small Room For Error: A Call for Change of Marquette's College of Arts & Sciences' Core of Common Studies

Introduction

Students struggle every year, trying to pack in the right amount of classes into their schedule so that they can graduate on time. Marquette University, like most colleges, requires students to take a certain amount and type of classes in order to graduate. In most cases, these general education classes are created to fulfill a goal of forming students who are well-rounded individuals in all aspects of knowledge. But this increase of requirements can hinder a student's engagement in their academic life if they are too straining. This can lead to students' inability to locate a major and engage in their coursework and community.

Background Information

I entered into my freshman year of college as a writing intensive English major in the College of Arts & Sciences, but did not want to limit my options when choosing a career path. I dabbled in the idea of following through with a journalism career, but ended up disliking the interviewing process and short, concise reports I had to write. I strived to find another discipline to tack onto my English major to develop a well-rounded field of knowledge, but fell short. I wanted to add marketing as a major, but soon found that I could not double major in English and marketing; the core requirements for the different colleges were too different and unless I wanted to attend Marquette for a year or two more, I would not be able to fit in all the courses. Because of my limitations, I decided to double major in a subject within my college, psychology, and minor in marketing. Currently, I'm content with my career path and think that my education path

will allow me to be well rounded through mathematical, writing, and analytical intellectual aspects. But my failed attempt made me aware of the problems within the Core of Common Studies for the College of Arts & Sciences.

Research Questions and Sub Questions

Because of the obstacles I had to overcome, I wanted to look more into other students' reactions in dealing with the Core of Common Studies for the College of Arts & Sciences. I did not think that I was the only student experiencing this problem in trying to fulfill all of the Core requirements while still trying to explore my options for my career choice. I knew that if there were fewer stringent requirements, I would have an easier time in finding courses that peaked my interest and helped fulfill the area of knowledge that Marquette wants students to become familiar with. If this path was smoother and students were less preoccupied with such a class heavy load, students would have more time for out of class experiences and learning.

This thought process combined with my research into other institutions, students' thoughts, and an Academic group's discussion, formed my main research question: How can the Core of Common Studies for the College of Arts & Sciences be altered to shape Marquette students' education experience in a more beneficial way?

Under this main question, many other sub questions would need to be answered, such as:

- What are the current benefits and drawbacks of the Core of Common Studies?
- Do students have time to take classes that interest them?
- Do students have time for outside experiences beyond the course-based material, like community service, student organizations, and employment?

- What course requirements can be altered to allow students to become more engaged in their learning environment?

To develop a well-rounded research project that answered these questions, I examined perspectives from students, administrators, and other universities. Through these different methods, I was able to observe how different individuals across campus believed the purpose of the Core was and how they thought it could be altered.

Research Methods

Throughout this project, I conducted my research in a mixed-method approach. I gathered data through a qualitative means, as well as quantitative. The process did not flow naturally, but after each different method was conducted, I knew what I was missing in the current research method and was able to logically think what area I should look into next.

I began this project by writing a narrative inquiry about the path I took in finding my major and the decisions I had to make along the way. I was able to pinpoint the obstacles that I had to overcome and if there were practical solutions that would improve the overall college experience. On top of this, I had to recognize if these problems were solely mine or if other students on Marquette's campus were feeling the same. I concluded that the Core of Common Studies for the College of Arts & Sciences is more extensive than other colleges on campus.

At the beginning of my research, I decided to delve deeper into Marquette's requirements and the formation of the Core of Common Studies. By looking into Marquette's website, I found the number of credit requirements, the difference between the colleges within Marquette, and the dual credit options. I then looked at the

committee reports and minutes of the Core Review Committee. I took note of the objectives and goals they wished to achieve through this formation and the process they outlined in order to change the Core. I wanted to get a faculty member's input on the Core of Common Studies, in order to find out the purpose of the curriculum and to see what expectations Marquette aims to meet by instituting this particular curriculum throughout the campus. I interviewed Dr. Michael Monahan, the coordinator of the Core of Common Studies for Marquette University. Although he does not specialize in the College of Arts & Sciences, he was able to give me an overall sense of how Marquette's Core worked.

To get an informed group's opinion on the College of Arts & Sciences' Core, I began collecting observational field notes of a Marquette University Student Government's Academic Committee meeting. The meeting informed me on what legislation they were trying to pass, majors and minors they wanted to incorporate into the university, and most importantly, the benefits and disadvantages to the Core of Common Studies for the College of Arts & Sciences. From this, I was able to formally acquire the knowledge that other students were upset with certain aspects of the core. Although the group identified the advantages of the core, like allowing students to gain knowledge in a variety of aspects before they settled on a major, they collectively noted disadvantages to the core for Arts & Sciences majors. The group found certain course requirements difficult to meet with their combination of majors and minors. Their discussion gave me grounds to think of the advantages to changing the Core requirements and how Marquette University would be able to keep their Mission Statement intact.

In order to find out if the Core was an obstacle to other students on Marquette's campus, I conducted a survey on SurveyMonkey.com. I outlined ten questions in order to obtain the demographics of the students, the effects of the Core on their education, and the possible alterations they wished to see. I first sent out my survey on Facebook and through email, asking friends to share my survey, but I wasn't getting enough participants. I decided to walk through the dining halls and the AMU to get students to take the survey that weren't directly related to me and to obtain a range of demographics.

To obtain an in-depth look into a student's thoughts and ideas, I interviewed Sam, the head of the Academics committee. Sam gave me insight on how long this process would be and how much work would have to go into the change by students and faculty. He explained to me a few of the consequences that could occur in changing the Core of Common Studies in the College of Arts & Sciences. But he was also able to outline the beneficial aspects to this change in the Core and how it would affect students in the long run. Sam brainstormed a few ideas of possible changes in the requirements by adding in core requirements and courses and removing those requirements that seemed impractical. I compared these findings with Marquette's Jesuit Mission and Father Pilarz's speech that was given at his 2011 Inauguration.

I wanted to analyze the Core accurately to find out if Marquette's Core was similar to other college's Core and general studies. I compared Marquette University's Core of Common Studies to various other colleges. I decided to analyze another Jesuit University's Core, Loyola University, a college that we aim to compete with, University of Wisconsin-Madison, and a college that we aspire to be, Georgetown University. By

comparing Marquette to these three universities, it became apparent what the Core of Common Studies includes, what it is missing, and what it should improve on.

Through these methods of collection, my revising sessions with Dr. Godbee, and my peer review writing workshops, I was able to condense my research into the following paper. I would not have been able to carry out this ethnographic project without the help of my Advanced Composition class, the people I interviewed, and the participants that took my survey.

Research Findings

Introduction to the Core

I decided to conduct research on the Core of Common Studies for both the university and the College of Arts & Sciences. In reading reports by the Core Curriculum Review Committee of 2003, I found the process and objectives that went into solidifying the core curriculum. Marquette University's purpose for the Core is to create well rounded individuals who will be able to apply the knowledge they learn in college to their outside surroundings. Dr. Michael Monahan, the coordinator for the university's Core of Common Studies, states that "the function of the Core is to have Marquette graduates be well-rounded and fully educated in a very rich sense of education, where education is not just about having a catalog of facts, but education is about cultivating a certain kind of character and a kind of attitude toward learning as such." The Core is meant to engage the student and allow them to learn objectives they will keep with them after graduation.

When designing the core curriculum, Marquette emphasized that the Core of a "Jesuit university must be cohesive, discipline-inclusive, appropriately structured, and properly responsive to the contemporary human situation" (Review Minutes 2003).

Marquette isolated nine knowledge areas that would help students meet their learning objectives; rhetoric, mathematical reasoning, individual and social behavior, diverse cultures, literature, histories of cultures and societies, science and nature, human nature and ethics, and theology. Fifty-one courses had been approved for the core curriculum in the fall of 2003. Although Marquette set a universal Core of Common Studies that each student would need to follow, they allowed the separate colleges to add onto the list of requirements. (Review Minutes 2003) According to Dr. Monahan, the purpose of giving the individual colleges' the ability to make their own core is to allow the student to learn material that is more relevant to their major; "what a particular college is trying to do is trying to add courses that shape its students in a way that they think better fulfills the mission of their college" (Monahan Interview). Each college has a specific area of learning that the students enrolled are majoring in, but because the College of Arts & Sciences has two separate major areas, the humanities and the sciences, it is hard to cater a curriculum to both these sets of majors. Dr. Monahan acknowledges this problem, "the College of Arts & Sciences, in so far as it encompasses so many different fields of studies and it has such a broader catalog of kinds of students and kinds of courses, it ends up being one of the more burdensome of the Cores among the different colleges" (Monahan Interview).

The core curriculum is constantly under reevaluation by the Review Committee and each college and major has a separate board head. Currently Marquette University is in a reassessment year, where the Core, as well as the courses for each specific major, is being reviewed for effectiveness. The Review Committee's report states that the teachers and courses would assure that "students not only have the capacity to find information

but also the ability to evaluate, synthesize, and apply information in a variety of contexts” (Review Minutes 2003). Although I do not doubt that students are able to do this, I do doubt that the Core of Common Studies is the main reason students are able to do this, let alone apply these skills to the best of their abilities.

Proposals by an Organized Group

I decided to talk to my friend, Sam, who is involved in Marquette University Student government. He had made it known to me that he is one of the leaders of the academic committee and in the next meeting the core curriculum was going to be discussed. Thursday, February 2nd at 7:30pm I attended the weekly academic committee meeting. The committee was made up of six board members with four of them being women and two of them being men. Out of the six, all of the members were in the College of Arts & Sciences. The leaders of this academic committee meeting are all from the College of Arts & Sciences, as well as this, the College of Arts & Sciences is the biggest and most populated college on Marquette’s campus. I believe that this shows the popularity of the College of Arts & Sciences as the most represented college, which means that changes to this college affect a large majority of the student body.

The meeting informed me that changing Core legislation is a bureaucratic mess, in which approval from multiple faculty members need to be obtained and paperwork adding and eliminating courses is a long and drawn out process. The committee members brought up multiple grievances about the Core of Common Studies and shared their problems coming from different sectors of the college, like the biology, English, mathematics, and political science sectors. This application of students from various

major backgrounds addresses that the Core seems to be a problem for students from different majors within the College of Arts & Sciences.

A specific problem addressed was the requirement of three philosophy and three theology courses for the students enrolled in the College of Arts & Sciences. Every member on the committee agreed that the philosophy and theology requirements should be made equal to that of Marquette's standard Core of Common Studies. If the Core was equivalent to that of Marquette's, the College of Arts & Sciences would be able to pick up another core requirement in a different subject, focus their money on their remaining requirements, or expand their offered course list.

If a group of six students seemed this passionate about the changes needed for the Core in the College of Arts & Sciences, I wondered how many other students were frustrated on campus. The committee was well informed on the politics of changing legislation and seemed to analyze the costs and benefits, if they were still willing to sign petitions and continue to talk to faculty members, what would happen with a movement by a mass of students? If the changes in the Core did occur, many more students would be able to cross college major and minor and be able to graduate on time instead of staying at Marquette an extra year or two. With this, students would have significantly lower debt and be able to attend a graduate school, which is good in the current economic climate where a bachelor's degree is equivalent to a high school degree. A university's purpose is to educate the youth and prepare them for a better future, should Marquette not be noting areas to improve and alter?

Academic policies need to be reviewed if student organizations are posing important questions to issues involving the Core of Common Studies. Because a group of

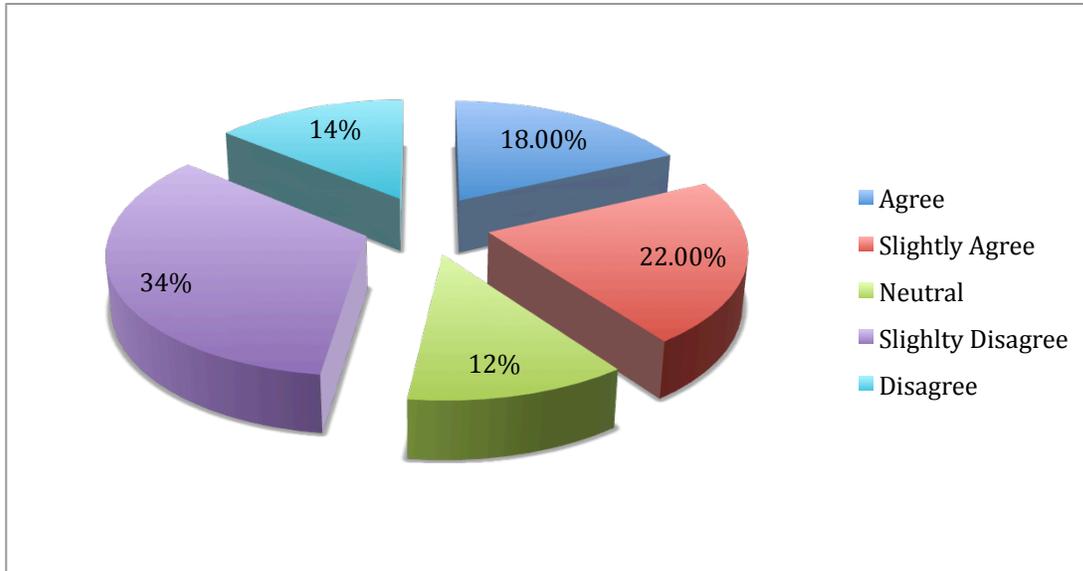
six individuals seemed so passionate about a problem concerning the curriculum, I wondered how many other students across campus felt this same exact way.

An Overview of Students' Thoughts

I decided that in order to get a broader view of how students felt about the Core of Common Studies in the College of Arts & Sciences, I needed to distribute a survey to students across campus in the college. I used www.surveymonkey.com to formulate a survey that would gather brief demographics and ask the students about what they thought was beneficial and disadvantageous about the Core and what they thought should be altered, if anything at all. (See Appendix A)

My survey reached 50 students enrolled in the College of Arts & Sciences, 23 men and 27 women. Most of these students were majoring in English, psychology, or biological sciences. When the participants were asked if they agreed or disagreed with the Core of Common Studies in the College of Arts & Sciences, the majority was split between slightly agree and slightly disagree. Eleven of the students slightly agreed and seventeen of the students slightly disagreed. Although the discrepancy was small between these numbers, it shows that the core requirements are a source of conflict between students in the college. (Kjos Survey)

Table 1. Students' Agreement of the Requirements for the Core of Common Studies



(See Appendix B for more graphs)

The participants were then surveyed about why they agreed or disagreed with the Core of Common Studies. A number of students outlined why they thought that the Core of Common Studies was beneficial to the college. These students wrote responses like, “I believe that engaging in subject areas outside of one's major makes students more knowledgeable and as such, better citizens capable of analyzing and understanding a changing world,” and “I enjoy being able to learn about a variety of different things. I've found out I'm interested in things I never would have considered before.” These students' answers correlated with Marquette's purpose of having the Core being implemented throughout the campus. The Core seems to be beneficial by allowing students to explore different topics, in which they would not have experienced by following their major's education path. But more students seemed to see the benefits of Marquette's Core, but disagreed with the College of Arts & Sciences' Core. Students found the courses they needed to take interesting, but believed the requirements to be too heavy; “I understand the need for a broad based liberal arts background, but I feel it is completely unnecessary

to require us to take three theologies and philosophies, when the rest of the colleges only have to take two of each.” Although students acknowledge the beneficial aspects of the Core, they did not quite agree with the set of requirements. (Kjos Survey)

The majority of students responded with specific problems they encountered or requirements they would like to see altered. The major consensus of the students was to decrease the philosophy and theology requirements; “Same amount of credits required but an option to do a minor in one or the other. So instead of doing three and three, do six in one subject and get a minor. Give me the option. Make a philosophy of the Catholic Church and a philosophy of God a requirement within philosophy to cover theology. And in theology different theological perspectives of human nature and ethics to cover philosophy.” This student acknowledges the credit hours, but does not agree that they are being beneficial to the students having to fulfill them. Many students I surveyed wanted a more diverse course listing as well, claiming that, “the College of Arts & Sciences needs to provide more diverse classes-possible a Buddhist theology class, or a Muslim theology class? I would be very interested in taking one of these...but instead I'm restricted to mainly Christian-focused classes.” If the requirements of the Core are to stay, then more classes that are applicable to students need to be implemented. (Kjos Survey)

The split response in whether students liked the Core of Common Studies and if it was beneficial to their major shows that there is a problem with the current academic requirements for the College of Arts & Sciences. A bigger majority of students should enjoy what they are learning and be able to integrate their Core experience with their major learning path; this does not match up with Marquette’s mission to engage the whole person.

Conflicting Views Across Marquette

I decided to interview Sam, the leader of the MUSG Academics committee, about his own personal opinion on the Core and what changes he thought the administrators should make. Sam, like many Marquette students I have talked to, seemed to note the benefits of having a Core of Common Studies, which shows that a core should be incorporated into any university's requirements due to its ability to create a well rounded student. Sam was supportive of the Core's purpose, "It kind of forced me to take courses that have definitely broadened my view." He explained that the Core was beneficial, but only if it continued to have a broad range appeal, which the upper division classes needed to fulfill the third course requirement for the theology and philosophy of the Core did not.

The loss of the widespread appeal pushes students into the thought process that they need to take classes just to fulfill a course requirement. At this point, students become less hardworking in their classes and less interested. This loss of interest seems to negate Marquette's Jesuit Mission. The Jesuit Mission Statement states that Marquette strives for excellence, "We believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind" (Marquette's Mission). I believe the Core of Common Studies is intended to fulfill this part of the statement and by requiring a variety courses from diverse subjects, students are able to become more well rounded, but if students have the burden of completing too many course requirements they will be less likely to be engaged and attentive to the class and receive the full worth; Sam states, "if you're not getting anything out of the class, it's not part of the Mission at all."

The Jesuit Mission statement also takes note of service students should be actively involved in, “We expect all members of the Marquette community, whatever their faith traditions, to give concrete expression to their beliefs by giving of themselves in service to those in need” (Marquette’s Mission). Marquette aims to propel students into this thinking and hope that they form a morally good young adult who wishes to change the world, but there is no possible way a student can have time to perform service on top of his schoolwork, organizations, and work. As a student, Sam is able to identify with the common problem of being overburdened, “There’s so many clubs and stuff that Marquette touts all the time...But a lot of kids don’t have the time, between school and work, they come back and they have two to three hours of homework every night, let alone studying for tests.” Students are not able to experience the full range of college if they don’t have time to explore, whether it is finding a new club to be involved in, seeking an internship that will propel their career, or having a discussion about a class with a fellow student, these experiences aren’t being made and a fundamental part of college is being missed.

Father Pilarz mentioned this constant questioning of Marquette students’ experiences in his 2011 Inauguration Speech. Pilarz notes the challenges that students meet when trying to perform well academically and gain outside experience:

As you’ve heard referenced earlier, in April of 2010, the Superior General of the Jesuits challenged educators from around the world to re-found Jesuit higher education. He wants us to do that in the context of what he described as “the globalization of superficiality.” He fears that our students and, in fact, all of us are losing the ability to engage with the real. And he is convinced that

the antidote is “depth of thought and imagination.” And in our tradition, depth of thought and imagination must involve “a profound engagement with the real.” In his words, “Picture in your mind, the thousands of graduates we send forth from our Jesuit universities every year. How many of those who leave our institutions do so with both professional competence and the experience of having, in some way during their time with us, a depth of engagement with reality that transforms them at their deepest core?” That is a question that should keep us up at night at Marquette. (Pilarz Speech)

This passage coincides with the overwhelming student responses that the current Core of Common Studies does not exactly reflect Marquette’s goals. A reassessment of Marquette’s goals and how they can be obtained needs to occur. Marquette graduates need to have the academic knowledge that they learn through engagement in coursework, as well as the outside of the classroom experience they may gain from community service or student organizations. When reviewing and revising the Core requirements, a other colleges’ general requirements should be viewed and compared to Marquette’s Core of Common Studies.

Marquette’s Comparison to Other Colleges

When choosing a college, Marquette University and Loyola University Chicago’s ideals and characteristics seemed to parallel each other. I decided to check on Loyola’s website and scan through the core requirements for Arts & Sciences majors. I found that compared to Marquette’s 128-credit requirement for graduation, Loyola students only need 120 credits; that’s a three-course difference that could affect a student taking summer classes. As well as this, through Loyola’s College of Arts & Sciences a student

was only required to take 45 hours of core credits, while Marquette students must take 48 credit hours. Loyola also allows students the choice in applying four of their Core classes to any knowledge area, such as science, philosophy, or math, after they have completed two courses in each area. The student has to take two courses in language, science, philosophy, and theology, but they can choose which area of knowledge that they'd like to complete their remaining Core credits in. (Loyola University Core Curriculum)

Loyola students receive a benefit from following through with their specific majors and minors. Each major and minor counts toward a specific discipline in the Core of Common Studies; an English major would not be required to fulfill the literature discipline and psychology majors would not be required to fulfill the social and human behaviors topic. If I were to major in English and minor in psychology at Loyola University, I would only have to fulfill 33 credits through the Core of Common Studies and would not be restricted by a list to fulfill the requirements. Although Marquette and Loyola exhibit these key differences, they both possess the same accreditation rating and standard of teaching from the North Central Association of Colleges and Schools Commission on Institutes of Higher Education. (Loyola University Core and Your Major or Minor)

Comparing Marquette University to University of Wisconsin-Madison allowed me to see how the Core Curriculum matched up with a college that Marquette competes with. Both of these universities are well known and are within a few hours from each other. These two universities seem to both have a competitive general studies program. University of Wisconsin-Madison requires the students enrolled in their College of Letters & Science to complete a total of 45 credit hours. Students at Madison must take

their courses ranging in an area of communications, quantitative reasoning, ethnic studies, humanities, social sciences, and other sciences. The areas of knowledge at the University of Wisconsin-Madison seem to match up to those at Marquette, but Madison is not a religious college so they do not require a specific number of theology and philosophy courses. (University of Wisconsin-Madison Undergraduate Catalog 2011-2013)

I next looked into Georgetown University. Every college should aspire to better their standards and produce well-rounded, successful individuals. Georgetown surprisingly did not require that many general education requirements. Students enrolled in their humanities college needed to take twelve courses, two from each of the six knowledge areas. The courses were split between theology, philosophy, humanities & writing, history, math & science, and social science. These areas matched up with Marquette's Core of Common Studies, but only required students to take two courses instead of three from certain areas. This allows students more breathing room to explore their interests at a better pace. (Georgetown College Undergraduate Bulletin)

In all three of these universities, 120 credits was the minimum amount required for graduation, which differs from Marquette's 128 credits. Although eight credits seem miniscule, it can be the determining factor for a student's graduation year. This credit difference between Loyola University Chicago, Georgetown University, University of Wisconsin-Madison, and Marquette University can affect a student's ability to graduate and the pathway he takes with his courses to get to the graduation point. If a student is trying to fit in all their classes, in order to graduate on time, they might take classes that

aren't really beneficial to their learning environment as long as those courses fulfill a requirement.

Proposal

A few changes that need to be considered as the university is going under a credit assessment review, would be to broaden the courses offered for the Core of Common Studies, make the course requirements equivalent to that of the university's, and create courses in the Core that can be dually applied to two areas in the Core, such as a course that incorporates both theology and diverse cultures. The courses should start to become an interesting elective or a class that will form a base for a career. Students should want to take the courses and start to see it as a way to broaden their knowledge, not just an obstacle to overcome in order to graduate. "I think that's another problem with the Core of Common Studies is you shouldn't necessarily have to take a course to fulfill a specific requirement," Sam explains. Many more courses should apply to the Core of Common Studies and their purpose should be to better the students and create an environment that will foster learning.

Students that would benefit from these changes are students that are ambitious and strive to perform at their best; these cuts and changes will not be put into motion for students to slack off. It will allow students to become more capable of cross college majoring and minoring and will also give them more time to devote to organizations. Sam states, "Let's relook at some of those standards and get kind of back to the Core, and I mean, you will start to make better people." Hopefully during the current credit assessment year, problems will be located and administrators will notice the explicit

benefits to changes in the Core of Common Studies and not focus on the slight losses that will occur in the way of cutting requirements.

Goals

During the review of the Core, I would like Marquette University to reassess their goals and how to achieve them. I believe that Marquette would benefit from looking at Loyola University Chicago's Core requirement for their College of Arts & Sciences. The purpose of Marquette's Core has the right intent in trying to develop well-rounded individuals, but more room needs to be implemented for students to grow. The current credit requirement would be more applicable if students were able to choose what area a number of these courses were applied to. If Marquette was able to level the course requirements for each of the seven knowledge areas to two courses, they would be able to allow students to delegate where the remainder of their courses were spent, in theology, math, science, English, or philosophy. This would allow students to have a better ability in achieving a minor they wish to pursue or even to be more engaged in course material they find interesting.

A few alternative options would include changing the Core depending on each major at Marquette University. Every individual major would have a certain goal and the department head would create the core requirements for the major. Another option would be to separate the College of Arts & Sciences' requirements. Students who are majoring in fields in the Arts would have different core requirements than those majoring in fields in the Sciences. This would allow the college to separate the two main disciplines and set courses that would better help these students become well-rounded individuals and work toward their major. The final alternative would be to broaden the course listings for the

Core of Common Studies or better advertise courses that can be applied to the core requirements. Students should be engaged in the courses they are taking and gaining knowledge that they will apply in their everyday lives. In order to achieve this, Marquette needs to allow more courses to count for the Core of Common Studies.

Conclusion

I hope that through this research project, I will have raised awareness of the issues concerning the Core of Common Studies for the College of Arts & Sciences, and possibly the whole campus. There are definite strengths to the Core and the purpose has the right intent in trying to form well-rounded individuals who will engage in their academics and community, but I believe that the process in achieving these goals needs to be reassessed. I hope that students will be able to relate to this essay and take action in talking to administrators about their concerns. As well as this, I hope administrators note a few of these concerns and see the possible benefits to altering the Core of Common Studies in the College of Arts & Sciences to better improve student experience. Marquette University aims to engage students and help them become individuals knowledgeable in all areas. Although this is a hard goal to meet, it is possible through a few alterations that could be implemented.

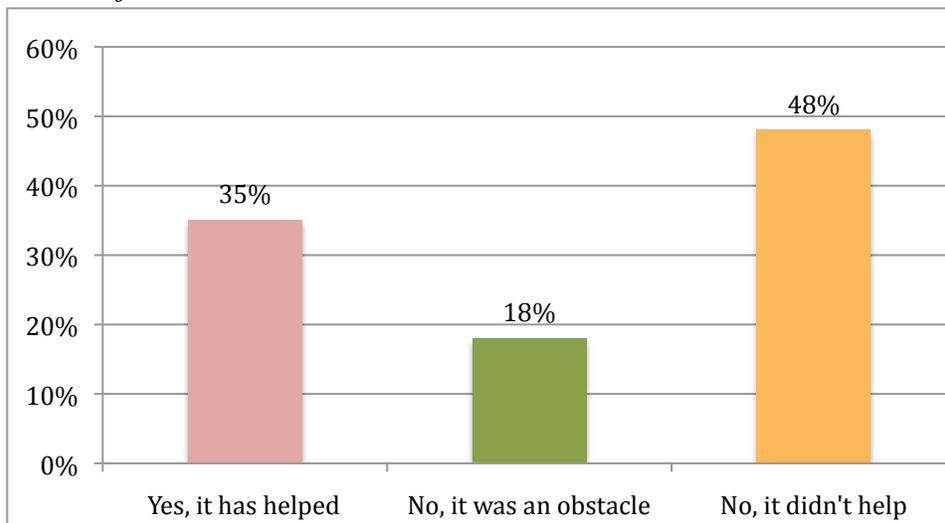
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1. How old are you?
18 19 20 21 22
2. What is your gender?
Male Female
3. What is your major?
4. How much do you agree or disagree with requirements in the Core of Common Studies for the College of Arts & Sciences?
Agree Slightly Agree Neutral Slightly Disagree Disagree
5. Why do you feel this way about the Core of Common Studies for the College of Arts & Sciences?
6. What would you like to change about the Core of Common Studies for the College of Arts & Sciences?
7. Do you think that the philosophy and theology requirements should be dropped down to two classes each for the Core of Common Studies for the College of Arts & Sciences?
Yes Neutral No
8. Has the Core of Common Studies been an obstacle in pursuing your major or multiple majors/minors?
Yes No
9. Has the Core of Common Studies helped you in finding your major?
Yes, it has helped. No, it was an obstacle. No, it didn't help.

Appendix B
Survey Graphs

Graph 1. How Effective the Core of Common Studies has been in Helping Students find Their Major



Graph 2. Students' Thoughts on Dropping the Philosophy and Theology Down to Two Courses

