



On October 5th the honors freshman seminar class went through a two-week course component on social justice. Around 175 students are a part of the honors freshman seminar and students participated in surveys before the course component and after the component to help measure the interest level and benefits of a component in social justice. The survey was arranged by the Student Government Association's Secretary of Diversity Affairs Hall and Student Body President Spialek. It was administered by various Honors Freshman Seminar teachers. The survey included the option of providing a name so that Survey One and Survey Two could be matched to measure improvement. The social justice component covered a variety of social justice issues and was designed to build knowledge and awareness of world issues and the options students have on campus to respond to those issues. The following are the compiled and abbreviated results of the survey. For the full survey results please email SGADiversity@ilstu.edu.

Survey Number One:

*Administered before students went through the social justice component.
182 Honors Freshman Seminar students were surveyed.*

Have social justice issues been addressed in any of your classes so far at Illinois State University?

Respondents who answered "Not covered in class":	112
Respondents who answered "Covered in class":	70

How important do you feel it is to address issues of social justice in an educational curriculum?

Respondents who answered "Not important":	4
Respondents who answered "Somewhat important":	104
Respondents who answered "Very important":	74

How much interest do you have in learning and applying issues of social justice?

Respondents who answered "No interest":	22
Respondents who answered "Somewhat interested":	119
Respondents who answered "Very interested":	41

If asked to define the term "Social Justice," how confident are you in your ability to do so?

Respondents who answered "Not confident":	39
Respondents who answered "Somewhat confident":	123
Respondents who answered "Very confident":	20

Survey Number Two:

*Administered after students went through the two-week social justice component.
171 Honors Freshman Seminar students were surveyed.*

Do you feel the last two weeks has given you a better idea of what social justice is and why it is important?

Respondents who answered "No":	5
Respondents who answered "Somewhat":	33
Respondents who answered "Yes":	133

Do you feel the two-week social justice component has been a beneficial experience?

Respondents who answered "Not beneficial":	9
Respondents who answered "Very Beneficial":	113
Respondents who answered "No Opinion":	49

Are you more likely to be engaged in social justice opportunities after taking this social justice component?

Respondents who answered "No":	7
Respondents who answered "Maybe":	86
Respondents who answered "Yes":	78



Survey Number Two (Continued)

*Administered after students went through the two-week social justice component.
171 Honors Freshman Seminar students were surveyed.*

Would you be interested in a semester-long class that focused exclusively on social justice?

Respondents who answered “Not interested”:	52
Respondents who answered “Maybe interested”:	87
Respondents who answered “Very interested”:	32

At the conclusion of “Survey Two” students were provided with the following open-ended statement:

“Please provide feedback on the benefits and potential outcomes of addressing social justice issue as a class topic early in your college career:”

The following are some of the responses:

- By having these things told to us early in our college career, we are more likely to take advantage earlier.
- Maybe a mandatory class.
- It gives me a chance to get more involved over the next few years.
- I think it was beneficial and an outcome may be that people might join groups.
- I feel that I have experience with dealing with social justice, so it gets old hearing about it.
- It is important to be educated in these issues.
- Social justice is more important than everyone makes it seem.
- Social justice issues are important to talk about.
- The subject prepares us for helping others in our lives.
- I had no idea what social justice consisted of, so becoming aware of these that affect others was really eye opening.
- I am more likely to get involved with something.
- I think it helped keep my opinions open about diversity because I am going to be a teacher and I really need that.
- I felt I knew a pretty good amount of what was covered beforehand, I did learn new things though.
- Many people go through life uneducated about social justice and it’s importance...this is very beneficial.
- Social justice is a topic that society needs to be more sensitive towards.
- Creates good discussion among Honors Students
- It made me realize that I need to get more involved
- I am already aware of these issues
- This is something everyone should know about, but this was probably not the right class to address the issue in. A Social Justice class is definitely better, and as an honors program student we are already active in our community.
- Social justice is awesome.
- Personally, I didn’t think it was an interesting topic.
- I think this would be a waste of time for students who don’t want to get involved.
- They will be more compassionate for others
- It raises awareness for students to become more involved.
- I didn’t really know anything about it. Now I’m glad I learned about it. I feel like I want to help out more after learning about this issue.
- It is a neat way to find something you’re personally passionate about and want to get involved to help.
- Addresses topics not usually talked about.
- I believe that addressing this early on will make it easier to become involved and make a lasting impression.
- Important subject to approach, definitely worthwhile.
- It should be addressed in ENG 101 or COM 110 (one of the required courses) so that everyone is exposed to it.
- I’ll volunteer for something.
- I would like to be knowledgeable enough, that if I ever find myself in a position to change the community, I can do something helpful and beneficial.

The responses that were selected were specifically chosen so that a variety of opinions would be represented. There were two predominant themes that resonated in a majority of responses. These themes included 1) the desire to have this information early in their college career and 2) that as a result of this component they are more likely to be involved/engaged in campus activities responding to social justice issues.