

Second Report to the Faculty Senate from the ad hoc committee on General Education

November 4, 2024 (revised November 16)

Introduction

The Faculty Chair's charge to the ad hoc committee, currently comprising faculty from eleven colleges and academic units, requires several reports to the Faculty Senate. The committee delivered its first report in February 2024.

This second report focuses on:

I. The results of an anonymous survey of undergraduate academic advisors, concerning various aspects of the refreshed General Education program.¹

II. Suggestions for the Faculty Senate, concerning a preliminary discussion of models for the implementation of the Regents' Civics mandate for General Education.

III. The committee's recommended checklist of events that should precede implementation of any material changes to the refreshed Gen. Ed. program, including Civics implementation.

IV. A table showing changes in Gen. Ed. credit hours allocation, over a five-year period, across colleges. This provides context for future discussions of resource allocation, but we provide no interpretation of those data in this report.

We begin by reaffirming the committee's two assessments, in its October 7 statement to the Senate:

"A careful and successful implementation of Civics will take more time than is allowed by imposing new course requirements, with sufficient seats, for students entering in Fall, 2026; and

There is no apparent need to implement Civics on such a fast timetable."

The implementation of Civics, especially if combined with other adjustments to the refreshed General Education program, will be a major change in the undergraduate curriculum, with impacts across all the colleges. We believe that the Faculty Senate should play a constructive role in this change, ensuring that the many stakeholders affected are adequately heard and that its many complications are carefully considered.

Approved 14-1 and respectfully submitted,²

Mark Stegeman, committee chair	Matt Mugmon	Kirssa Rickman
Jennifer Ravia, committee co-vice chair	Tarnia Newton	Joellen Russell
Mae Smith, committee co-vice chair	Anna O'Leary	Roy Spece
Michelle Halla	Ethan Orr	Keith Swisher
Tania Leal	Kelly Potter	

¹ The ad hoc committee is deeply grateful to the Advising Resource Center for its steady support and cooperation in the execution of all aspects of this survey, and to all the busy advisors who spent their valuable time responding.

² The ad hoc committee approved the original report, dated November 4, by a vote of 12-1. This revision formally replaces the original. The material differences are in Section I (cf. fn. 3).

I. Anonymous Survey of Undergraduate Academic Advisors

The Advising Resource Center conducted an anonymous survey of 207 undergraduate academic advisors, comprising questions developed jointly with the ad hoc committee. The survey was open for three weeks during the Summer of 2024 and reopened for a few days during the Fall semester. The response rate was 54% (111 anonymous responses).³

This section provides a summary and partial analysis of the *quantitative* responses.

The survey also included six *free response* questions, which attracted altogether 260 written answers from the 111 survey respondents. Those answers are reproduced, verbatim, in the appendix to the report.

Participants

Some of the 111 responses to the advisors' survey were incomplete sets, and we indicate the responding sample size for each question. Of the 111, 97 self-identified their College or Unit, while 14 did not answer that question or explicitly declined to specify. This table shows the self-reported distribution of the 111 advisors across units.

College or Unit	Number of Advisors	College or Unit	Number of Advisors
CALES	13	Medicine or Pharmacy	9
CAST	4	Nursing	2
Education	1	Public Health	1
Eller (Management)	8	SBS	15
Engineering/Optical Sciences	7	Science	17
Fine Arts	3	iSchool	3
Honors	2	The A Center	7
Humanities	5	Did not specify	14

Responding to a separate question (N=104), 82% said they had taught neither UNIV 101 nor UNIV 301. Among the remaining 18%, all had taught UNIV 101 and (only) two of those had taught UNIV 301.

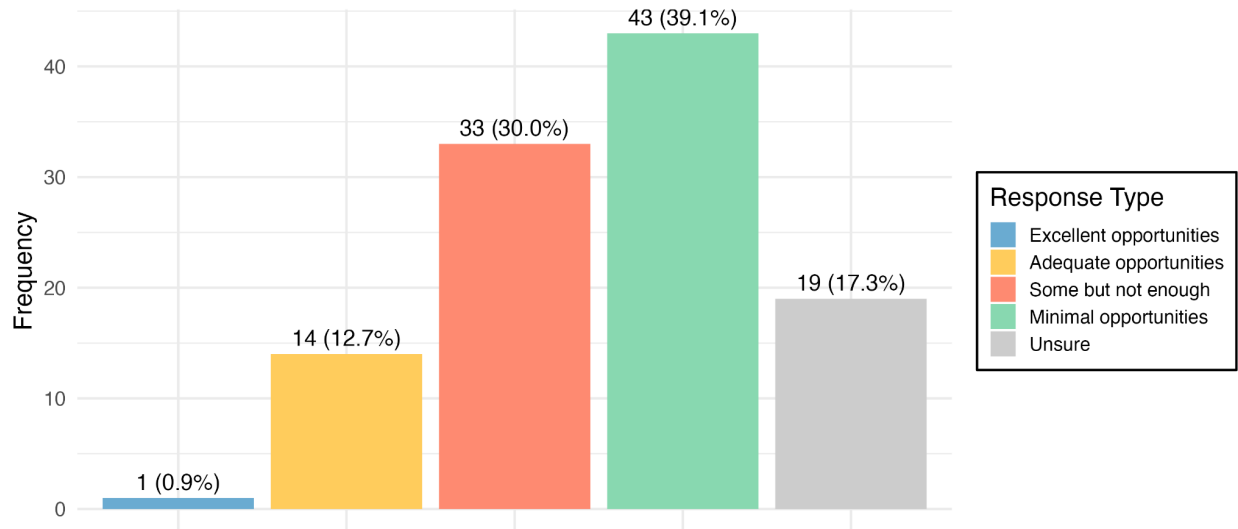
³ Two of the 111 responses arrived many days after the nominal deadline for responses but before the survey link had been shut down. The first version of this section unknowingly omitted those two responses, but they are incorporated into the present analysis, which also corrects several editing errors in the original and presents a more concise interpretation of the results.

A. Perceived opportunities for input

One question asked advisors about opportunities for input during the Refresh: *Has the G.E. Refresh process (development and implementation), over the past 4-5 years, included adequate opportunities for input from the academic advising community?*

Figure 1 presents a histogram of the responses to this question (N=110), which shows that **the modal response, from 39% of advisors, was that opportunities for input were minimal**. Another 30% said that opportunities were "Some, but not enough." Only one advisor rated the opportunities as excellent. This distribution suggests low overall satisfaction with the opportunities for input into the Refresh process.

Figure 1. Opportunities for Input into the Gen. Ed. Refresh Process

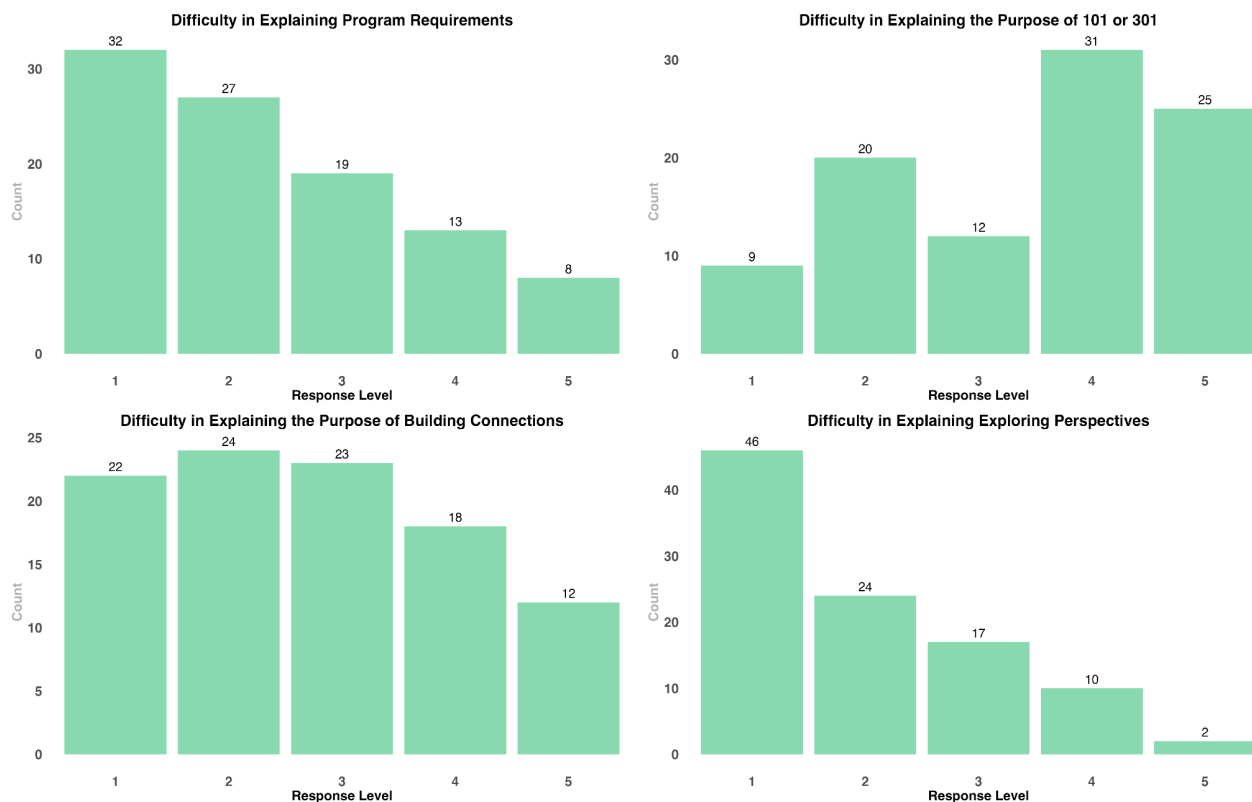


To determine whether responses were influenced by the advisor's college or unit, a linear mixed-effects model (LMM) was fitted to assess the variability in responses (treating 'College / Unit' as a random effect and excluding those who responded "Unsure"). The fixed effect estimate for the intercept, representing the adjusted mean response across all units, was 3.57 (SE = 0.11, $t = 32.3$). The random effects variance component for the college units was small ($\sigma^2 = 0.04$), indicating minimal variability between units compared to the residual variability ($\sigma^2 = 0.89$). This analysis suggests **minimal variability attributable to differences among the college units**.

B. Experience explaining requirements

Four questions asked about the experiences that advisors had when explaining various requirements of the Gen. Ed. Refresh. Specifically, advisors were asked about the difficulty in explaining: i) Program Requirements; ii) the Purpose of Courses UNIV 101/301; iii) the Purpose of Building Connections; and iv) the Differences Between the Four Kinds of Exploring Perspectives (EP) courses. Figure 2 shows the Likert-scale responses (N = 97 to 99) for these four facets.

Figure 2. Advisors' experiences explaining four aspects of the Gen. Ed. Refresh (1 = not a challenge/no difficulty, to 5 = considerable difficulty.)



Experiences Explaining Program Requirements (Fig 2., left top corner). This graph displays the distribution of advisor responses concerning the difficulty of explaining program requirements. The modal response, 32%, is "1 - No difficulty." The counts decrease as the reported difficulty increases, with 8% of the respondents reporting "5 - Considerable" difficulty. The mean response was 2.38.

Experiences Explaining the Purpose of 101 or 301 (Fig 2., right top corner). The responses indicate that explaining the purpose of the UNIV 101 and 301 courses was the greatest challenge of the four, with 58% reporting "4" or "5 – Considerable" difficulty and only 9% reporting "1 – No" difficulty". The mean response was 3.44.

Experiences Explaining the Purpose of Building Connections (Fig 2., bottom left corner). The second-greatest challenge was explaining the purpose of Building Connections (BC) courses, with 54% choosing “3” or higher. This question also produced the greatest variation in responses, with 22% reporting “1 - No difficulty”, while 12% reported “5 – Considerable” difficulty. The mean response was 2.74.

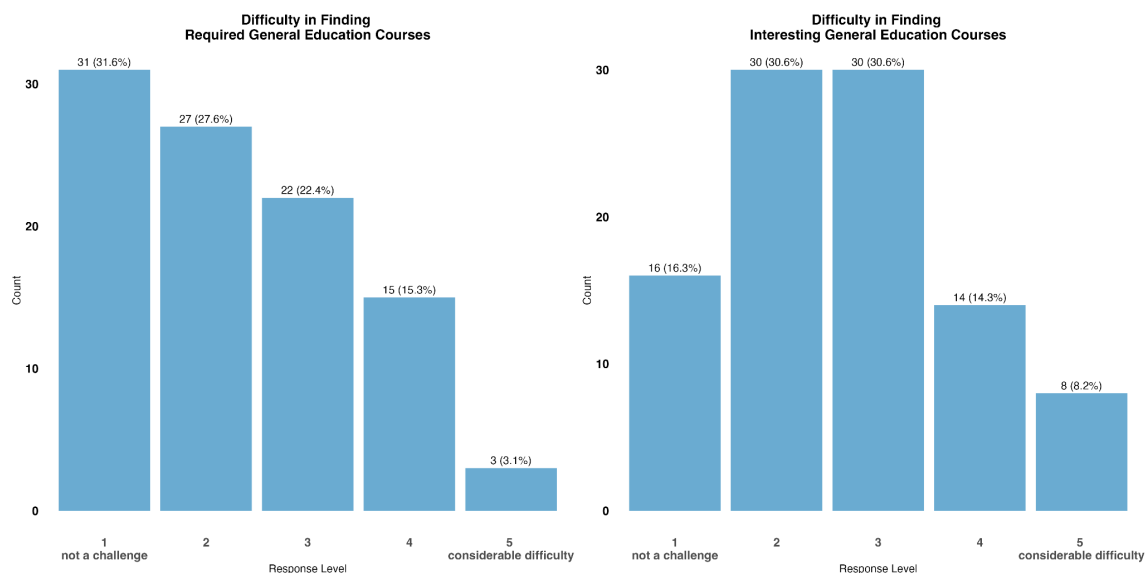
Experiences Explaining Exploring Perspectives (Fig 2., bottom right corner). The task reported to be easiest is explaining the differences between the four kinds of Exploring Perspectives (EP) courses, with 46% reporting “1 - No difficulty.” This may reflect the similarity between the four Perspectives and the three categories (TRAD/NATS/INDV) of the previous Tiers program. This experience was not uniform, however, with two advisors reporting “5 - Considerable” difficulty. The mean response was 1.97.

In summary, **the advisors’ mean reported difficulties in explaining elements of the Gen. Ed. program varied from about 2.0 for explaining the program requirements, to 2.7 for explaining the purpose of BC courses, to 3.4 for explaining the purpose of UNIV 101 or 301.** The variation in responses may reflect a training issue. Further exploration is needed within the academic advising community to understand training needs of advisors due to a decentralized system with varying caseload sizes that affects advisor training & development activities.

C. Experience finding courses for students

Two questions asked advisors about their overall experience finding courses for students *during three recent semesters* (AY 2023-24 and Fall 2024). The questions (N=98) asked about two specific difficulties: i) finding courses that meet Gen. Ed. Refresh *requirements* while satisfying students’ other academic and scheduling needs; and ii) finding Gen. Ed. Refresh courses that *students find interesting or useful*.

Figure 3. Recent Experience Finding Courses (“Required” and “of Interest to students”)



Difficulty finding required General Education courses. The responses indicate that finding required General Education courses is the less difficult task, by a wide margin. Many advisors (31%) reported "1 - not a challenge". Yet 41% reported difficulty ranging from "3" to "5," indicating that helping students find courses that satisfy the various requirements and fit their schedules is a significant issue.

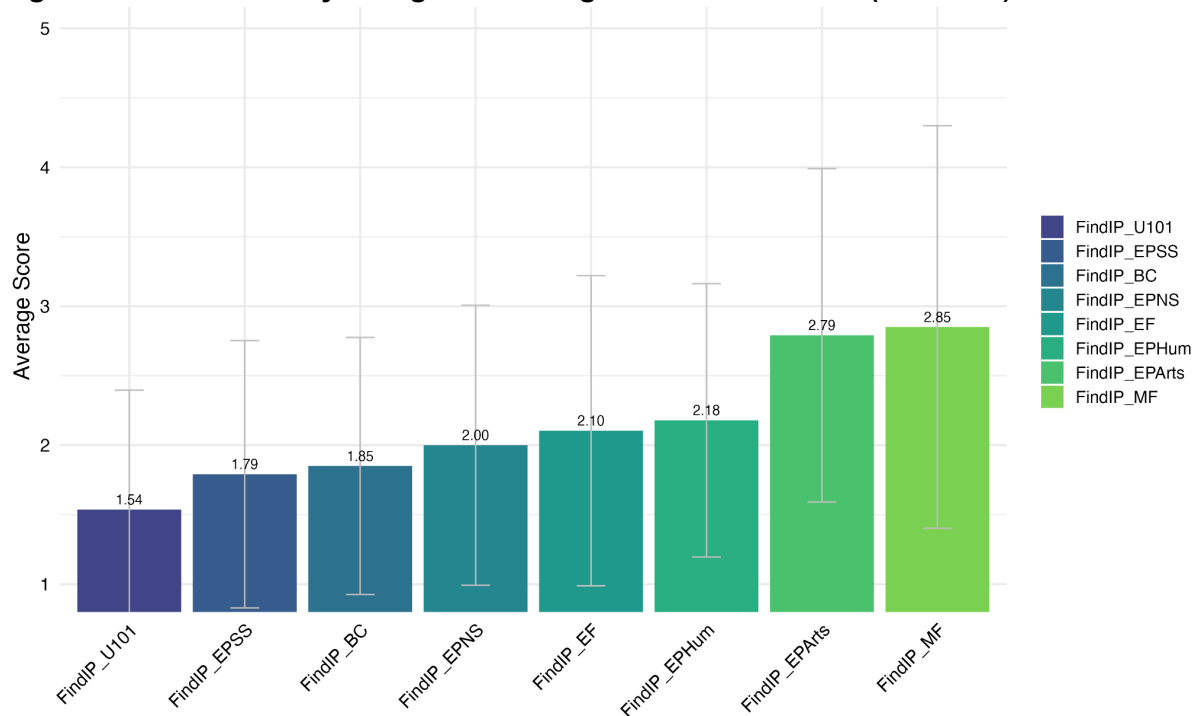
Difficulty finding General Education courses of interest to students. The reported difficulty in finding courses that *interest* students is substantially greater. Here, only 16% report "1 – not a challenge", while 53% report difficulty ranging from "3" to "5." Eight advisors had "5 – Considerable" difficulty.

These results suggest potential areas for improvement in how courses are presented or integrated into the advising process.

Experience finding in-person courses in specific categories.

Figure 4 presents the mean difficulty that advisors reported, during the same three recent semesters, when finding Gen. Ed. courses in *specific categories* and an *in-person* format. Responses are again on a scale from 1 to 5, where "1 = Minimal" difficulty and "5 = Considerable" difficulty finding courses in the various categories. The response pool is smaller (N=67), because many advisors, presumably those who advise mainly in the online program, reported that the question has "minimal applicability to my situation."

Figure 4. Mean difficulty ratings for finding In-Person courses (scale 1-5)



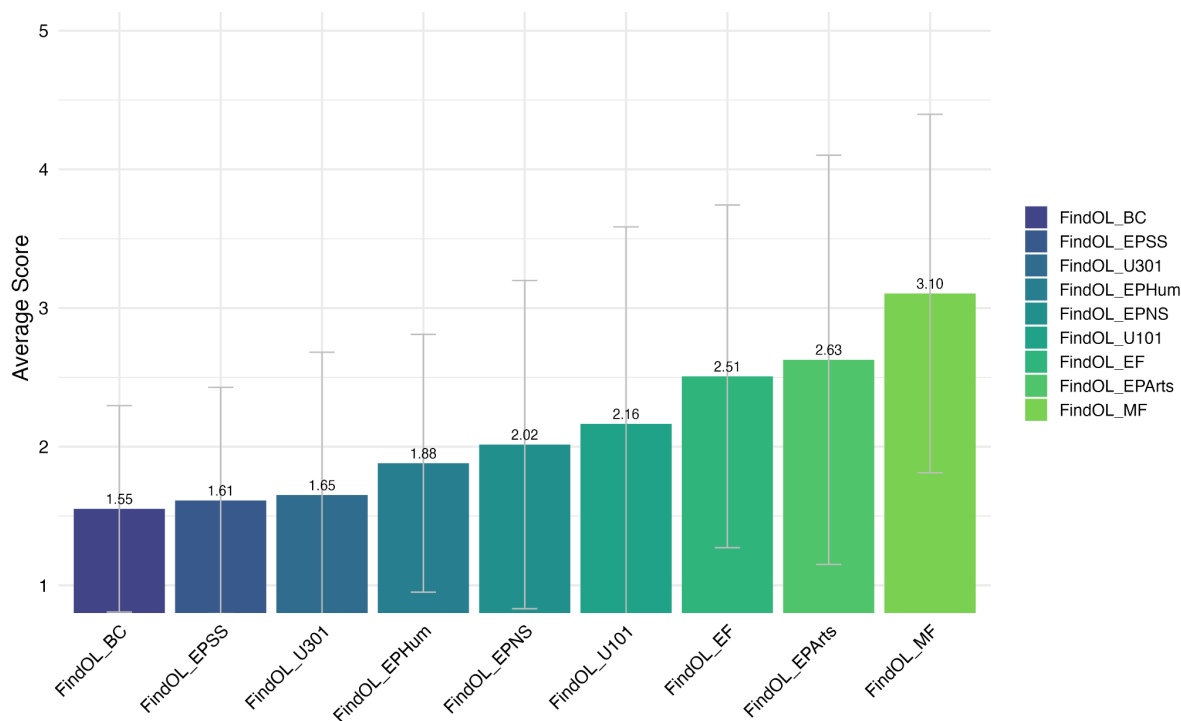
The categories are arranged in ascending order, starting from UNIV 101, with the lowest mean difficulty of 1.45, to EP – Arts and Math Foundations, with mean difficulties of 2.79 and 2.85, respectively. (UNIV 301 had not been offered in-person.⁴) The average difficulty, across all eight categories, is about 2.14. The error bars show the variability of responses within each category, with longer bars indicating greater variation across respondents.

The responses underscore the potential need for better guidance in navigating the availability of Gen. Ed. courses, or perhaps steps to provide more seats in some categories.

Experience finding online courses in specific categories.

Figure 5 analogously presents the mean difficulty that advisors reported, during the same three recent semesters, when finding Gen. Ed. courses, in specific categories and an *online* format. The response pool (N=67) happens to be the same size as for the previous question, though the respondents are different: some advisors answered both questions and others answered only one of the two questions. The response scale, from 1-5, matches that of the previous question concerning in-person courses.

Figure 5. Mean difficulty ratings for finding Online courses (scale 1-5)



⁴ The question inadvertently included UNIV 301, though it had never been taught in-person, and advisors did respond concerning the difficulty of finding an in-person section. We have excluded those data as not meaningful. Most but not all advisors chose either “1 – minimal” difficulty, perhaps indicating that they had never tried to find an in-person section of 301, or “5 – considerable” difficulty, as would be expected when no such section existed.

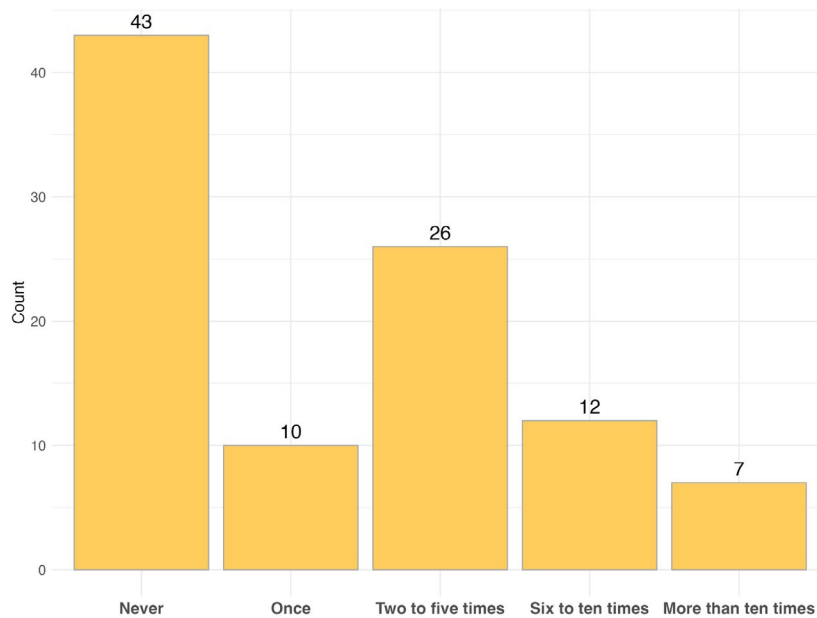
The categories are again arranged in ascending order, now starting from Building Connections, with a mean difficulty of 1.55, to EP – Arts and Math Foundations, with mean difficulties of 2.63 and 3.1, respectively. The average difficulty across all nine categories (now including UNIV 301) is about 2.12, similar to the average difficulty for in-person courses. The error bars again show the variability of responses within each category.⁵

Figures 4 and 5 show that the relative difficulty of finding a course in a specific category varies somewhat between the in-person and online formats, but EP – Arts and especially Math Foundations stand out as the most difficult in either format.⁶

Frequency of special accommodations to find seats.

To gain additional insight into the issue of seat shortages, one question asked “*During [the same three-semester period] how often, in total, could you only address a student’s needs by reaching out to colleges or departments to expand available seats or make other special accommodations?*” Figure 6 shows the distribution of responses (N=98).

Figure 6. Number of special accommodations requests for AY 2023-24 and Fall 2024.



⁵ The data for UNIV 301 may be less informative, because the sample of students who had taken that course by the time of this survey (mainly transfer students) was much smaller than for the other categories.

⁶ Figure 4 has been materially corrected from the version in the original November 4 report. For example, the original figure showed that the easiest category for finding in-person seats was EP Arts, when in fact the survey responses identified that category (as shown here) as one of the hardest.

The entire university community owes appreciation to the advisors who are willing to make such special efforts to help individual students, but the frequency of such requests underscores the general issue of seat shortages. The responses show that a majority of advisors did at least one such intervention during the three-semester period, and 19% did so at least six times.

D. Advisors' perceptions of students' valuation of courses and the number of choices.

Four questions asked advisors for their impressions of students' opinions about certain aspects of the Gen. Ed. Program. All four questions took the form: *"Based on the occasional and incomplete data provided by your interactions with students: [specific question]"*

Because we did not know how many advisors would feel able to assess *students'* opinions, they had in each case the explicit option "Unsure." We do not report how many chose "Unsure," but the sample size, for each question, reflects respondents' willingness not to choose "Unsure" and instead to report an impression.

Students' perceptions of the value of specific elements of the Gen. Ed. Program.

Figure 7 presents average advisor responses to these three specific questions:

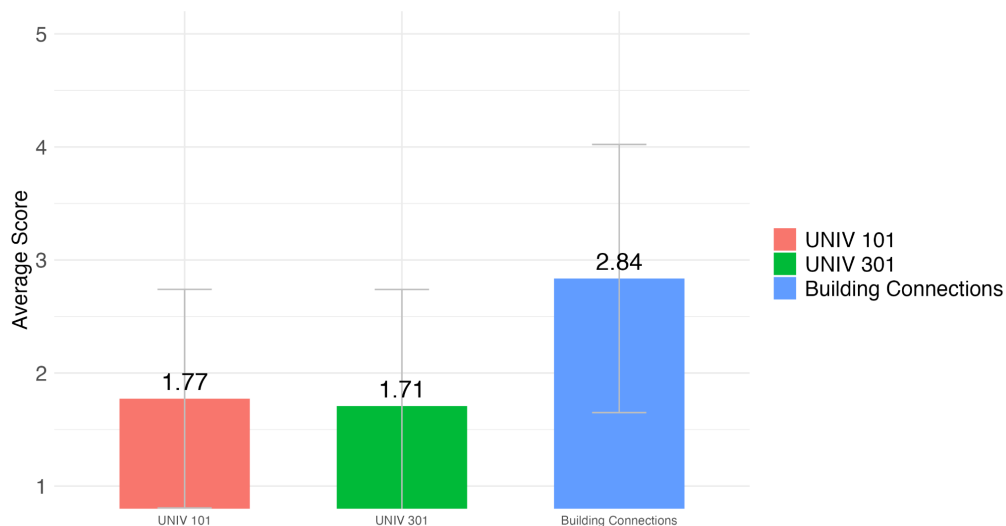
Do students find educational value in UNIV 101? (N=75)

Do students find educational value in UNIV 301? (N=48)

Aside from their general educational value, do students find that Building Connections courses have value specifically for building intellectual or disciplinary connections? (N=61)

It is notable that, except for UNIV 301 (the course taken by the fewest students), most respondents did have an impression of students' perceptions that they felt was strong enough to report.

Figure 7. Perceived Educational Value of Courses (1 = Little or No Value; 5 = Very Valuable)



Respondents used a Likert scale bounded by “1 = little or no value” and “5 = very valuable”. For UNIV 101, the modal response was “1” and 85% of those who answered chose either “1” or “2”. The mean response, as shown in Figure 7, was 1.77. For UNIV 301, the modal response was again “1” and 90% of those who answered chose either “1” or “2”. The mean response was 1.71. The error bars in the figure show the standard deviations in the responses.

While advisors’ impressions provide only an indirect signal of student opinion, the signal that students generally see little value in the 1-credit UNIV courses is strong.

For the more complex question concerning Building Connections (BC) courses, the modal response was “3” and the mean was 2.84. This mixed result concerning the perceived value of BC courses has an interesting similarity to the difficulty that advisors reported in explaining their purpose (Figure 2), where the mean difficulty was 2.71.

Students’ opinions concerning the variety of courses available.

The fourth and final question in this section asked: “*What is your perception of students’ typical attitude toward the large number of choices in the Gen. Ed. Refresh?*” Figure 8 shows the distribution of responses (N=85).

Figure 8: Perception of variety in General Education course offerings

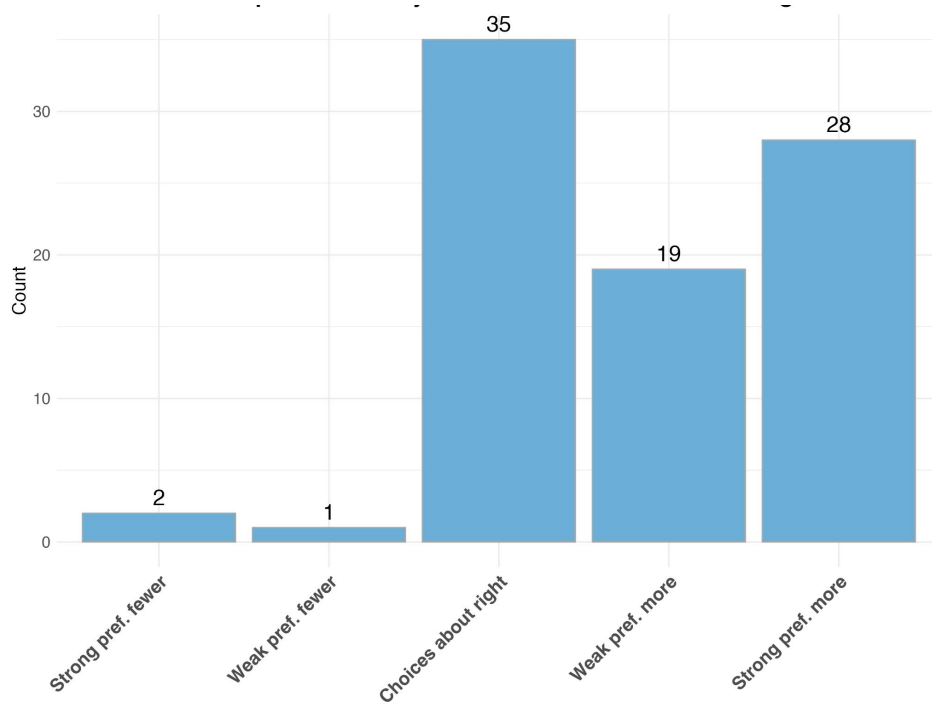


Figure 8 indicates that advisors perceive students to be somewhat satisfied, with 41% of respondents perceiving that students find the number of choices to be about right but 47% perceiving that students want more choices. The last result is striking, considering the hundreds of choices available, and it may reflect conversations in which students lament the difficulty of finding a course that aligns closely with their current interests or their major. If one goal of Gen. Ed. is to expose students to disciplines and knowledge with which they are unfamiliar, then it may be appropriate to improve communication about the goals of Gen. Ed.

II. Suggestions for a Senate discussion of Civics implementation proposals

The committee applauds the considerable effort already invested, by the Office of General Education (OGE) and the Chair of the University Wide General Education Committee (UWGEC), in the formulation of several conceptual models for the incorporation of Civics curricula into the General Education program.

We believe that an open Senate discussion of Civics curricula, including specific implementation models, would advance their development and help to clarify the relative advantages of different models. We therefore recommend that faculty leadership, working with this committee and in close communication with the Office of General Education, organize a *special Senate meeting*, to discuss (without action) alternative models for the implementation of Civics, allowing also for a general discussion of the General Education program and its possible revisions as the university proceeds through the third full academic year of implementation of the refreshed program.

To help prepare for that discussion, the ad hoc committee offers to work with faculty leadership to develop a *template for civics implementation proposals* (similar in spirit to templates for course proposals). Mapping different proposals into such a template would help to clarify the distinctive features of each proposal and provide structure to the discussion.

Proposals, including but not limited to ideas already circulating, could be mapped into the template and submitted to the faculty leadership (or the committee) in preparation for the Senate's discussion. (The ad hoc committee expects to advance at least two Civics implementation proposals itself, which will include variations on two of the four conceptual models usefully posted by OGE.) Other stakeholders could submit their own proposals, inside or outside the framework provided by OGE.

III. Suggested procedural checklist for changes to the General Education program, including Civics implementation

To inform decisions and minimize mid-course corrections and adjustments, the ad hoc committee recommends that the following five steps occur before approval of any specific plan for implementing Civics:

- a) Collection of a short list of specific Civics proposals and input on those proposals. Beyond UWGEC, OGE and its Civic Learning / Civic Knowledge working group (CLCK), the ad hoc committee, and the Senate (to which the committee reports), input should be collected from:
 - students (the committee has hired a student to begin outreach to student groups)
 - advisors (e.g., through a focus group coordinated by the Advising Resource Center)
 - the affected academic colleges and related units
 - the general faculty, through a survey following up on last year's preliminary survey of curricular offerings and interest, which the committee summarized in its first report to the Senate.
- b) Installation of a permanent Provost.
- c) Clarification of the university's budget model, specifically as it affects General Education. This refers not only to the model for AY 2025-6 but the ongoing model.
- d) Academic review of the General Education Refresh, to the extent practical given its recent implementation, and including student evaluations. (The committee suggests evaluating OGE and its curricular (e.g., UNIV) offerings by the same standards applied to any other unit that offers courses for credit to undergraduate students.)
- e) Consideration of *other* possible and simultaneous changes to the Gen. Ed. program, to: mitigate the complexity of the program, including the complexity of undergraduate advising; forestall any increase in the total units required to complete any single major; and reduce confusion and complexity across student cohorts by minimizing the frequency of program changes.

These recommendations reprise some points from the committee's written statement to the Senate on October 8. That statement provides a more detailed account and the reasoning behind some of these recommendations.

Although the curriculum approval process is formally sequential, we believe that widespread engagement early in the process, especially for a program as large and far-reaching as General Education, is likely to improve outcomes, build consensus, and may ultimately produce results more quickly than a strictly linear process. It is not our charge to advise anyone but the Senate, but earlier actors in the approval process may wish to consider soliciting a wide spectrum of input before pushing proposals forward.

IV. How the distribution of Gen. Ed. student credit hours, across colleges, has evolved over time.

The following table, constructed from data helpfully provided by OGE, shows how the relative allocation of student credit hours (SCH) devoted to General Education courses, across colleges, has evolved over the past five years. Though we offer no interpretation here, the committee believes that these data provide important context for considering the impact of potential changes in the Gen. Ed. program on revenue flows to the colleges.

The table does not account for changes in SCH arising from the introduction of UNIV 101 and UNIV 301, because the original data set does not include the SCH generated by those courses. Ultimately, however, the SCH generated by UNIV 101 and 301 will be important for understanding the potential budget impacts of possible changes in the Gen. Ed. program.

[illegible]

Appendix

This appendix provides the verbatim text of the 260 free responses to the advisors' survey, organized by question answered.⁷

Please elaborate, if desired, on the challenges of finding seats for students and on advising students on the G.E. Refresh. (39 responses)

This question didn't specify "Online Campus" vs. "Main Campus iCourses". I answered in terms of Online Campus. We really struggled with English and Math (especially Math).

Not enough Artist options. Math fills very quickly, difficulty in helping students enroll. Lots of difficulty getting correct math on schedules this orientation season. In the beginning, lots of confusion around which students must take UNIV 101/301. Ultimately, I think the new gen ed helps some students due to fewer requirements, but on the whole I don't think it changes much from our previous Gen Ed.

My students regularly have difficulty finding seats in math courses during priority registration.

The primary issues I had was finding ENGL and Math courses. Advising was told there would be no seats made available, so reaching out was not really an option.

The above question does not explicitly state "General Education" regarding having to reach out to other colleges and departments to explain available seats to accommodate more students. The Physics and Math department do not offer enough courses to meet the student demand. I often have to refer the student to Pima Community College for introductory physics courses and calculus courses to make sure the students maintain satisfactory progress in the major.

Math and Physics.

too many courses offered online or only on T/Th

I think depending on the categories, students find limits on what classes they can take. For example, many of the EP Humanist and Social Scientist classes are Tu/Th options so students have trouble finding time to fit options in, especially if they have special class programs like S4S and first-year success courses. In addition, I feel we are seeing an increase of students not wanting online courses as much, yet it feels those are usually the most widely available options, especially in the exploring perspectives.

Students I have worked with have, on occasions, struggled to understand how to find general education courses in the EP and BC categories. It does not help that students have to use the Advanced Filters and Course Attribute/Value categories to search for General Ed (EP and BC) courses. That is not intuitive to students, and since our Orientations are online, advisors find themselves explaining this 1 on 1 to each and every new student. Students consistently struggle to understand what "Building Connections" and "Exploring Perspectives" mean. These words are so general and vague.

There are very few Artist options, especially during orientation season.

Math and English do not allow overrides/exceptions and rarely add sections. Due to number of options for EP and BC, I do not ask for exceptions, even though students may not like their options.

⁷ Written declarations that the author was declining to respond have been omitted.

Before refresh, it was difficult to get MATH seats, it has remained about the same. Artist GE courses run out of seats regularly, and course availability is limited. ENGL 101/102 are about the same as far as course/seat availability. ENGL 106/107/108 are difficult to find seats for in the ONLN, DIST and GLBD campuses.

There are no longer ANY AP exams that are accepted for Artist, even ones that give Art History or Art credit. It's hard to explain to students why their AP art or AP art history don't fulfill their Artist, when that is the category with the fewest classes anyway. Additionally, there are more minimal opportunities for students to use their AP history -- once social science and humanities are filled, there lots of unused credit. There is apparently a rule where one but no more than one AP history can be used for BC, but this rule has never been formally added to any written policies as far as a I know. AP research and seminar seem like they should be BC but aren't. Students disproportionally have AP or other credit for Humanist and Social Scientist, and disproportionally don't for Artist or BC. There aren't enough Artist options, while conversely there are too many BCs--the search function turns up 200 plus options unless you put filters on and students can find it overwhelming. It's also difficult to explain exactly what a BC is -- the Exploring perspectives categories are very clear, but BC isn't, and advisors haven't had any training on how to communicate the requirement to student. Different advisors have different definitions and different ways they apply transfer credit and there isn't a lot of consistency.

AP credit has become a big challenge to deal with. Some of the credits that can fulfill GE don't do so automatically (e.g. Physics 1 exam) and I have found both students and advisors somewhat confused by the rules surrounding fulfillment of BC by appropriate AP credits. I advise as much as I can at orientation but then pull data from Analytics in July after the scores post for students and make exceptions/contact students, but the students who end up sending scores after that are really hard to catch until/unless they come in for advising - which may be too late to adjust their fall schedules if they enrolled in something that is a duplication.

Always challenging to find a variety of EPArtist options, especially in the summer sessions.

These specifically comes from Math and the Natural Science areas. Our programs are majority BS degrees so we run into capacity issues with CHEM 151, MCB 181 and ECOL 182. Students overall are more flexible with the Exploring Perspectives and Building Connection courses because they are more willing to settle for another course. As a BS heavy college, the sciences is a tension point because we have to try and fill the students schedule with other courses to get them up to full time status but we need the sciences for them to begin and make progress in their program.

Several chemistry, mcb and ecol sections are closed unless reaching out to individuals. Math sections are difficult to know who students should reach out to depending on the course

More regular session online gen eds for main campus students; so many of the online options are 7W only if fully online

My concern is that we are only offering UNIV 301 as a 7 week online course. As an advisor to students in the Kuwait Culture Scholarship program, these students are limited to a total of 3 online courses throughout their academic journey. It makes it very difficult to advise when the course is only offered online. They do not want to 'waste' an online course on a one credit gen-ed class. I ask that you consider offering an in person option for these students and other international students or learners who need in person experiences.

In regards to UNIV 101/301, it does seem punitive to have only one modality (in person for 101 and online for 301). With international students who are limited on how many online courses they can take, an online 301 causes a lot of issues with sponsors. For in person only UNIV 101, it can be hard with students who are trying to complete options remotely. We can find a good amount of online/in-person options for the other gen eds, so it would be really helpful for more flexibility with these two classes.

Finding Gen.Ed courses via: Class search- Advance filters- Course Attribute- Gen.Ed (Begins 2022) sequence is confusing to most students. I think that a small change for example removing begins 2022, would make a huge difference.

ECOL182R and MATH100, had to inquire if more seats would be made available.

ECOL 182L full but open seats in ECOL 182R or vice versa, same with MCB 181L & R and makes it very confusing for students. MATH 263 always being full towards beginning of term. CHEM 151 not having enough seats. PSIO always having contact program coordinator for enrollment if not a PSIO major wish stresses out students and PSIO 201 not listing appropriate pre-requisites to be successful in this class, which explains why failures rates in this course are extremely high.

UNIV 301 is only offered online, so that's misleading in the data collection. Students who struggle with online learning hate that. UNIV 101 is almost exclusively in person (at least for Main Campus), and some students would prefer the flexibility - particularly for a retake - to take it online. ENGL is primarily in person as well, and fills up---- quickly online; it's challenging for students who need to repeat ENGL 102 in fall, or just take it in fall generally, that there are almost never seats available. While there were plenty of online and in person options available for every GE category, students didn't always like the options.

I think trying to explain the significance of UNIT 101/301 is the most challenging. It doesn't seem like they're grasping much from that class and it's "just a grade". What are the benefits that both the student and advisor are supposed to learn? How is it applicable? Broadly speaking, we say it's to help with soft skills like communication and understanding UA services, but it's either not sticking for the student or it's being taken as a "blow off class" even though I've seen students fail both. They're going through the motions.

We utilize double dipping for several of the G.E. requirements. CHEM 151 for EP Natural Scientist, ECON 200 for Social scientist, and a BC that will double dip with a major requirement. That just leave Artist, Humanist, and 2 Building Connections and though have the most options in my opinion, so we are able to fine another class as opposed to asking for accommodations.

I think General Education classes are super important when they broaden students' interests and thinking about diverse subjects, partially so they are not so focused on one subject at the expense of other college opportunities. I still believe, after having taught it, that UNIV 101 could benefit from the added approach of explicitly being a college success course due to the number of students being admitted to the university who are not college ready. We should not make students feel obligated to take additional success courses when they already are required by Gen Ed to take UNIV 101 and could benefit even more from it than they currently do by making this objective more explicit. Currently, the quality of student experience in UNIV 101 is dependent on the role of the person teaching it and their philosophy, so as an advisor I do speak about student success more than some others who may not work in a student-serving capacity.

I sometimes reached out to the Writing Program for help with getting a student enrolled in a class they need.

When university fees are so high, students are not exactly enthusiastic to take classes that are not in their areas of interest or in their majors. They often see the GE curriculum as a cash grab or an additional barrier to their graduation. In this structure, UNIV 101 and 301 are especially hard to sell to students. More specifically to honors, we find that our students are often disappointed having to take EP Artist and Humanist courses. I believe this is because our students are mainly STEM students and don't see the value of learning about the arts and humanities. Additionally, they may be particularly resistant to these classes because arts and humanities are outside their comfort zones, and these EP courses do not offer as many honors sections.

The question above does not specify that my requests to expand available seats were about gen eds. My answer reflects literally every other required subject at the university that is incapable of meeting the capacity needed for the large amounts of students admitted each year.

Students could generally find something that would work with their schedule, but it wasn't necessarily a class in which they were strongly interested.

My concern with the GE Refresh/subsequent addition of Attributes is that it is likely going to be more of a challenge to ensure students stay on top/track of their academic goals. Back when we were in T1's & T2's, students still struggled with understanding at times. This new update feels muddy & overly complicated and I am concerned with the added requirements preventing students from meeting graduation requirements as well as putting advisors at a disadvantage in working with students. Students that I advise get the benefit of also knowing more about various health professions requirements that may fall into the different General Education categories. I think that it is important to make these recommendations just so students are aware of what they would need and how they can complete more with less. "

Introducing new attributes poses a significant challenge for departments, staff, faculty, and students. Currently, there is already a shortage of General Education courses available to students. Implementing the new attribute requirement could create substantial barriers for students and increase stress for advisors, who will need to ensure their students meet all necessary requirements.

I'm not entirely too sure as to what these questions are getting to as I've never had to ask or tell a department to offer more seats or other special accommodations...and I mean that in a way of I don't have the authority to do that and if a class isn't offered/available, then the student must find a different one.

Many departments are challenging to get a hold of or to know who the correct person is to reach out to for students to gain access to a class.

I did not ever reach out to a department. I instructed student to look for another option.

My role is a little different as an Honors Advisor, so my responses are likely not reflective of the majority of advisors.

I don't usually advise our majors on GE except for those courses that also meet our major/minor requirements, so I don't think my answers above will be particularly helpful to you.

I encourage students to try to solve the issue independently.

Please elaborate, if desired, on whether students find educational value in UNIV 101 and 301 and educational value in the BC courses specifically for building intellectual or disciplinary connections? (44 responses)

They still see it like a checklist. Many have expressed UNIV 101 as a "Waste of time." Students have moved to major before they take UNIV 301 typically.

What I have heard from students regarding UNIV 101 and 301 is that they often find these courses to be busy work and express strong dissatisfaction with being required to take them.

UNIV 301 has been a source of stress for some students, especially those who completed a significant number of their gen eds via transfer or exam credit.

UNIV 101 & 301 for transfer students or those with majority of GE completed due to AP is entirely useless with current objectives of the course.

They see them as just another hoop to jump through.

Students do not like UNIV 101 or 301. As someone who has taught the course, I find little value in the redundancy of the course. We have a great opportunity to showcase the campus community in the class but instead spend 16 weeks repeating very similar content which could be covered in 2.

Students, and myself, do not understand the purpose of UNIV 101 or 301. The requirement seems entirely unnecessary. They don't need to know why the gen ed is important. They would be better suited taking a real first-year seminar course, similar to courses offered at other institutions (see University of South Carolina's University 101 program).

Students understand that they need the courses to meet degree requirements but most do not value why they are required for the intended purpose, my hope is that they understand the value in the future.

Students seem the most excited about the Building Connections courses, and I hear the best feedback on these classes. I have students failing UNIV 101 because they get bored and think it's a busywork class.

With so many courses, Building Connections have a better chance of peaking students interest.

Students know that they have to take UNIV 101 or 301 because they are required courses. However, student feedback suggests that these courses are a waste of time and would much rather take courses related to their major.

It's really hard to convince students of the value of UNIV 101 and UNIV 301--especially when it's not required for Transfer students.

Students have a hard time now understanding the differences between EP and BC gen eds. I am not looking forward to the confusion that the attributes will bring or the conversations about needing an additional gen ed to pick up an attribute that they missed.

Students describe UNIV 101 and UNIV 301 and "busywork" and have generally been unhappy with their experiences. Students take 3 required building connections courses because they are required. No student has ever expressed that these courses were useful in any way.

Students claim that UNIV 101 & 301 are essentially the same class. Students see no difference between what EPs teach and what BCs teach. If not for the filters and checklists, I doubt they would know the difference.

I've helped my students find course in Building Connections that are applicable to their major. Many find this helpful.

Its hard to say if students are connecting to the BC course purpose. For many they are still just a box to check off. We try hard to double dip in this area with other required courses, if we can.

It is difficult to have students engage with the purpose and find value in UNIV 101.

I'm not all too sure what goes into UNIV 101 and UNIV 301 other than it is required. It'd be nice to have more advisor input to see what goes into these classes as we are the ones helping them make decisions on what types of experiences they want to have. I feel like there is a disconnect with knowing what students go through in these courses and if/how we fit into these (if at all).

An overwhelming majority of students I meet with find UNIV 101 and UNIV 301 to be a waste of time. They do not find any value in the content covered in UNIV 101 or UNIV 301 and most cannot summarize the purpose of the courses to me. I should mention that I have asked numerous students about their experience in these courses as I am more familiar with the old General Education curriculum and I wanted to know what is covered in these new courses so that I can explain them to other incoming students.

I teach UNIV 101 and it has become common rumor with first-year students that UNIV 101 and 301 are "throw-away" classes. One of your biggest challenges in UNIV 101 is getting student buy-in for the value of the course and the curriculum.

I do not hear great things about UNIV 101.

Students don't tend to report back to me about their specific feelings regarding building connections courses from a pedagogical standpoint. They usually say they like them or they don't. We do get a lot of questions about what makes a class a building connections course, so I know that is confusing to students.

I definitely hear complaints from students about UNIV 101; they don't understand the point of it. I haven't had as many students take UNIV 301 yet to get enough data to answer. I haven't specifically asked students if their BC are truly interdisciplinary or if they value that. Generally, I've heard the same complaints I always have about GE in that students don't want to do it or don't find value in it, but I don't think there are as many complaints as there was in the Tier1/2 system.

I don't believe students find value in these courses as they vary so much, especially UNIV 101/301. These courses are taught by many different professors and students have expressed how different a section can vary to their friend's section. BC courses vary quite a bit that it can be hard for students to find their value."

i have yet to hear a student say UNIV 101 was valuable - they may say it wasn't bad or they didn't mind it, but that's not the same.

I was once advising a student who is in UNIV 101. The rest of their classes were English, Math and language foundations. I started a conversation about gen-ed enrollment for Spring, and they said "What? I have to take gen-eds? I had no idea I needed to take gen-eds!" I said, "Isn't that what you are talking about in UNIV 101? Artist, Humanist, etc?" He said "I thought those were just topics for the class. I didn't realize they were gen-ed requirements." I think that story in a nutshell demonstrates the problem with UNIV 101. Especially when it is taught by professors of practice or adjuncts with no advising experience -- it isn't that they don't do a good job getting students to reflect on Artist, humanist, social scientist, etc and the university experience -- but the students aren't making the connection to their degree requirements, because that has no role in the curriculum, and often their instructor doesn't even know it. It's just abstract conversation and reflection. The students don't leave with any connections to their actual degree requirements (or even that they have them). As for Building Connections, I don't know that the university has even provided for staff and professors what the 'intellectual and disciplinary connections' of the BC classes are, so no, I don't think that's being communicated to students. If advisors and professors don't know it and can't define it, how can students? I also advised for the old gen-ed and saw a bunch of classes previously categories as Tier 2 Arts or Humanities or individual and societies or Natural Science recategorized as "Building Connections". It's not clear to me that the topics or instruction changed much in the new categorization -- other than the gen-ed categorization. They are still fundamentally social science or science or humanities classes. If we'd required the creation of new, interdisciplinary gen-eds that were also conceived, created and designed to make interdisciplinary connections, that might be a different story, but it seems to me old courses simply got repackaged and are being taught in their original discipline. I think a lot of the BCs classes are great but it's not clear to me that 'disciplinary connections' are being made, especially as the university structure means that professors are largely teaching in their college alone -- the structure by its nature discourages true interdisciplinary collaboration and connection in gen-ed (like a Psychology and English professor can't co-teach a course, for example, as they are in different colleges).

"I tend to work more heavily with first year and second year students. Regarding UNIV 101 I hear very polar differences where students enjoy UNIV 101 or on the opposite side of spectrum that they do not like it and believe it is a waste of their time. When I ask for elaboration, they seem okay with the content. The variation can come from their experience with the instructor. UNIV 301, I have not heard as much from students. They know they have to do it but I have not heard any specific feedback from students. Building Connections: based on the prompt above, students are not making these connections to intellectual or disciplinary connections. They truly see the courses as requirements they need to complete. When I work with students, I direct students to use them to their benefit of trying a different disciplinary area from their major or how to elevate and provide a different perspective than what they usually work in. This ends up falling to students wanting to take classes with their friends or a friend recommended a course as ""easy"" so they want to take it. "

It's really hard to convince students of the value of UNIV 101 and UNIV 301--especially when it's not required for Transfer students.

I taught UNIV 101, and although we talked a lot about the value of Gen Eds and I encouraged my students to use these classes to grow as scholars and individuals, they seemed to still be skeptical of General Education. I believe they found UNIV 101 to be a particular waste of time. They were especially critical of the group projects in honors UNIV 101, and I think it's good those projects have been removed from the curriculum. I believe it would be worthwhile to reframe UNIV 101 and 301 to be about more than just Gen Eds. UNIV 101 and 301 have the unique opportunity to get some really interesting ideas and activities in front of almost all U of A students. I know it's not a success course, but why not include some success topics? Students could learn how to read their ADVIPs, search for classes, and use UAccess Student Center; they could review how to send a formal email to professors and advisors; they could explore student organizations and on-campus events; they could learn how to vote if they are out-of-state or away from home; they could practice critical thinking in learning more about our university as an HSI and land grant university; they could be given assignments to do research and to learn about campus resources on their own, rather than having to reflect over and over about the same questions. I think that UNIV 101 and 301 could be valuable, but the curricula have not been given enough consideration at this point. Updating the course plans could provide students so much more learning, growth, and enjoyment.

I believe students find value in the course for what it is, specifically the topic of the course. I don't believe they necessarily see that it specifically builds intellectual or disciplinary connections.

Every student has complained that these courses do not relate to their degree and feel like a waste of time

As a major-specific advisor, rather than A Center or other general advisor, we mostly discuss degree requirements, so I don't have much cause to get feedback in advising meetings about gen eds unless a student broaches the topic first. From the feedback I have gathered, students are more interested in the courses they take because they value the content and subject matter itself, which is appropriate and I don't think that should change.

I appreciate the flexibility that the Building Connections category has for our students.

Advising and students appreciate that there are a lot of course options for BC

A high percentage of my online students are transfers, so many have fulfilled their G.E., so no need for the UNIV courses. Students are suggested to take BC that are of interest to them, so I'm certain they find value in the courses they select.

101/301 feedback is mixed. Value is dependent on instructor.

I have heard a little feedback on 101 and almost none on 301/BC.

I get almost no feedback from students about their general education classes. When I ask about their experiences in a class, the reply is usually very neutral.

Gen eds can be meaningful and a way to explore/introduce interest for a minor program.

Oftentimes, students mostly comment on whether the course was interesting, difficult, or not interesting to them in any way.

I simply haven't heard student's opinions on these classes.

I have not heard strong statements either way about UNIV 101 or 301, nor have I heard any strong (or ambivalent) statements about how they feel about the value of building connections courses.

My students have never commented on the educational value of any gen ed courses.

Please elaborate, if desired, on students' typical attitude toward the large number of choices in the G.E. Refresh. (39 responses)

Too many BCs, not enough Artist and Natural Scientist

While most categories are great, the Artist category and Natural Scientist could use more classes.

The range of available Artist courses is quite limited.

The exploring perspectives artist category could use more choices. The other categories have plenty of options.

The Artist and Humanist categories are really lacking in options

Some Gen Ed categories need more choices such as Natural Scientist and Artist categories. However, sometimes a class (especially online classes) maybe don't need to offer 300-500-700 seats. That might help drive students to some other Gen Ed courses.

especially in art and social science

EPArtist options minimal, esp in Summer

EP: Artist always seems to have the smallest number of options, and it would be great to expand the availability of options for this category.

Choices in the Artist category are insufficient, but all other categories seem to have enough variety to satisfy most students.

I see a lot of our students struggle to find EP: Artist courses that sound of interest, particularly for our STEM students.

Students want to find gen-eds that relate to their degrees. I think we need more choices in the artist and humanist category that align with science majors.

"When working with first-year students, they are initially overwhelmed seeing all of the options but once they start reviewing they appreciate having the diversity of options they can select from. This is also a similar sentiment from transfer students. Overall transfer student appreciate the diversity of options. "

more major courses - extremely helpful for students exploring majors (e.g. ECON 200, PSY 150/101)

I feel like there is too many choices (except for Artist, which is often the category students are most interested in, but has the fewest options). Students get overwhelmed. A few topics are also disproportionately represented, causing students to feel that while there are lot of options, they are all uninteresting. While it's always great to have topics of interest for students, I find advising does go better for GE when there is less choice, and it's more clearly directed. BC is the hardest to advise because it's such a big, vague category with so many different options. The EP categories are clearer and more self-explanatory, with clear connections to topic and careers. BC is vague and confusing and tends to overwhelm students with choice.

They want more choices because the current GE courses are not interesting to students. They end up taking a GE course because they have to satisfy a requirement.

They are overwhelmed by the choices until they dig deeper and see many are cross-listed. And, most have time conflicts with major STEM courses.

The amount of choices in Building Connections seems to be mildly overwhelming, but overall it seems that students benefit from having more rather than fewer choices. Additionally, I would like to see more choices for Honors Exploring Perspectives courses, and a broader range in BC, because it seems like Honors students are not able to pursue a diverse range of interests and also earn honors credits with the current offering.

It seems that a lot of students are disappointed having to take Gen Eds at all but are especially disappointed that some of the most popular classes don't have honors sections.

Students have not been strongly expressive about the new GE Refresh, one way or another. Except I have heard grumbling about the UNIV 101 by students who did not (yet) appreciate its value.

Students have no idea that things could be/were different and have not expressed opinions on the range of class choices. Further, gen eds are an incredible time suck for advising. I simply explain the requirements, give them instructions on how to search for gen eds in UAccess (which is cumbersome, by the way) for them to search on their own. I do not have the time to micro manage gen ed choices.

Students ask for more courses that are related to their STEM Major. They have a hard time understanding why they need to take courses not related to their career and academic interest i.e. arts and humanities.

Students are typically okay with the selection, they seem to find at least something they are okay with taking.

Moving departments from Psychology to ENGR, students want more GEs that will apply to their desired ENGR major

My online students have no complaints about G.E. courses thus far.

Most students can find options that work for them, but I definitely always get some complaints from students who still don't see the value in GE and can't find topics that interest them.

More is better.

Many new students feel overwhelmed by the large number of class options

Many Arizona Online students do not enroll when their enrollment period begins, and find it difficult to find an Artist class. There are few options, many of which are hip hop classes.

It depends on the categories. So many classes that students want to have exposure to are in the social scientist category, but that is the most common one students have AP credit for (and it is satisfied with one of our major requirements). This leaves students wanting more options in other categories aligned with their interests.

In the Online Campus, many students indicate frustration with the lack of choice for EP: Artist and Natural Scientist options.

I think students like to have a variety of choices for general education, as they can take the opportunity to explore a variety of interests through gen ed, in addition to occasionally matching those courses to their major interests.

I think for some categories students have a hard time finding a class that is interesting, for example EP Artist and EP Humanist areas.

I have not received any feedback about the amount of courses available for general education.

I have heard the occasional student express overwhelmed feelings at the course offerings. I think students are less likely to say anything if they are happy to see a lot of variety.

I feel like students always want more choice, especially in gen ed that is in their academic area of interest, but not always possible.

I could stand for more choices - particularly ones from the old G.E. structure. Since I am still operating in the tiers it would be nice to have some courses that were in that be cataloged into the Refresh.

Honestly the students don't really understand why we are doing a gen ed refresh. They just do them because it's part of their graduation requirements. I'm a bit concerned with the plan to add more restrictions and focus areas to gen eds, because many students see little value in them if they don't relate to their major and career.

Having a large list of options is nice as it allows them to dive deeper into what they want to learn and/or allows them to explore something new that may bridge academic and professional interests.

Please comment, if desired, on the [four existing] Attributes and the plan for implementing them [in Fall, 2006]? (64 responses)

Will these still be under the broader categories of Exploring Perspectives: x and Building Connections. If so, I suggest either dropping those categories or not introducing attributes like this. Students already bear the weight of navigating degree requirements in the context of pursuing postgrad or a career, and general education should not be difficult for them to plan independently. We introduce significant barriers to certain types of students when we make it mandatory for them to see an advisor, even though we would like to do so.

While I would love to see students take courses with these attributes, they will add considerably to my workload. Since most new Arizona Online students transfer many courses, it already takes a lot of time to make all of the gen ed course substitutions in UAccess. For each new student, it can take about 15 minutes to make the gen ed substitutions. Adding attributes may greatly increase the time I spend making substitutions. Arizona Online advisors are also frequently asked to do pre-evaluations of students' transfer work and figuring out the gen ed substitutions takes time. I would prefer to have more time to talk with my students about what they will or have learned than doing the clerical work of making all those substitutions.

When this was first presented, it took me back to the time when students had to select gen-eds with specific letters after the numbers. Ex: TRAD 160D2 vs. TRAD 160C1. It was a very confusing process for students and my concern is that this additional layer will cause more confusion for our students and they may end up choosing the wrong categories and missing categories. I like the process as it currently is. It is very straight forward. There has got to be a better way to implement the four attributes.

What is the current requirement re: attributes? I'm very unclear on the rollout.

We have a handle on the current set of requirements. Adding attributes will be very difficult. It is going to be a nightmare trying to make sure students have all of the attributes. Students will get angry and frustrated. Mistakes will be made by students and advisors because we are all human and graduation may be delayed because of these mistakes or students will have to pay more money because of the mistakes. Applying transfer credit will be frustrating.

too many details to keep track of for each individual student without an appropriate easy to use tool

This will be WAY TOO CONFUSING for students. They are already confused as it is with the new Gen Ed structure. I recommend keeping it as-is.

This is the first I am hearing about this and I don't know what it means.

This is going to be a nightmare to implement. It's already challenging enough to make sure students take the correct number and category of courses in BC & EP; I am finding students taking too many of a category they've already fulfilled just as frequently as with the Tier1/2 system. Therefore, adding 4 more requirements to track is going to compound the challenge by a lot. If we have to do it, I would advise starting with a soft launch that just labels the courses with what they have, and run data analytics on how many students are automatically fulfilling all 4 with the GE courses they choose. If most students are doing it, maybe it won't be so bad; but my guess is that they won't.

This is a poor plan to implement more requirements into gen eds. Students already don't wish to take the courses and adding more requirements creates potential barriers to a student's learning experience.

They sound good, hoping that there will be lots of availability. I am wondering how students will get these attributes if they primarily have AP credit- hopefully there will be a plan for giving attributes to transfer and test credit.

They need to be a clear way to search for the specific categories.

They are already confused with the switch from tiers to the refresh. Students have so much to keep track of already and I fear many students will not end up graduating or put more unnecessary work on advisors.

These attributes are confusing and will make advising complicated. I wonder how necessary these attributes are for the students. I believe they will look at attributes as additional complicated requirements the university is putting in their way to graduation.

There may be a lack of courses available that will meet those requirements. With no mandatory advising, students may take gen eds that don't have these attributes and be told later on they need to and point the blame at advisors. There are lots of students taking courses here and not enough advisors to be able to meet with them all to ensure they're taking the right gen eds.

There is currently enough variety in most gen ed categories so that students are generally able to find classes that are of interest, fit with their schedules, and fulfill needed GE categories. However, I am concerned that options will become more limited once the attributes are enforced. There will be fewer options, and students will be forced to choose classes that check attribute boxes rather than those courses that are of most interest.

The GE Program has become much more complex for students and advisors to understand.

The current GE structure is already complex, and students have difficulty understanding which categories they need. The attributes will only add needless complexity and the burden will be entirely on advising.

THE ATTRIBUTES WILL MAKE ACADEMIC ADVISING EVEN MORE CHALLENGING. PLEASE DO NOT INSTITUTE THE ATTRIBUTES. It's already hard enough to explain the EPs and BCs to students (especially when there are still two models in UAccess), and the ADVIPs are already long enough as it is. It will make the ADVIPs even longer if we have to add these four new attributes as well. Not to mention, the word "attribute" already means something else in UAccess. Just please don't.

The Attributes layer to gen eds is not desired, personally. It is already difficult to repeatedly explain the current gen eds Core requirements (the EP and BC) and the Universities reason for them, no matter if it is a First year or Senior.

TERRIBLE PLAN. There is way too much juggling to figure them out, students barely understand BC/EP requirements, let alone the attributes. It was difficult enough with the single diversity emphasis. I also feel like the ADVIP will look extremely messy.

Students already struggle to understand the basic EP and BC degree requirements. They struggle to understand which classes they are taking that address which category. I am not looking forward to adding the complexity of Attributes to the mix. Also, in advising we have not gotten a clear example of how attributes are likely to work in the ADVIP. I desperately want to see what this could/will look like. How do attributes work with transfer courses? What about AP/IB/CLEP exam credit? At least Diversity and World Culture offer a general idea of the types of topics/classes we might see fulfilling this attribute. But will advisors be able to make common sense substitutions to attribute requirements? I imagine students will struggle to understand what "Quantitative Reasoning" might actually mean?

Seems like the system is trying to overcomplicate. If the refresh has been working to this point implementing something new will just create more and additional confusion. Courses are still being processed to be included in the refresh so adding more requirements will be a pain.

Regarding explanations of the GE requirements, it's not too difficult right now, but honestly, I sort of dread having the "attributes" added, as I think this will be tough to explain and take up a lot of time with students. I also worry that the term "attribute" is already being used in the Advanced Filters part of the Class Search tool in a broader sense, and this may cause added confusion depending on how things are handled/presented.

Please, please don't implement the attributes. I would say the value of the gen-ed now is that the structure is pretty simple and straightforward. This is valuable for students and advisors. Adding attributes provides a needless complication. I also think the structure of an attribute, as opposed to a course category, means students won't even realize they are completing the requirement. For example, in the old system, the diversity requirement. For the most part, students completed this without even noticing, as so many gen-eds were also coded 'diversity'. The only time they noticed they was even a requirement was when they DIDN'T take a gen-ed with that attribute somehow, and had to take an additional class. Then they resented it. I think attributes would be similar: students either wouldn't notice they did them, giving them no value, or they'd resent the fact that they'd 'screwed up' and somehow not done an attribute. It would make advising more complicated, especially at key moments (such as Orientation and the first year) where students are already absorbing a huge amount of information and feeling overwhelmed. Something should be a requirement or not a requirement; an attribute is a confusing middle ground.

Might be confusing for students to keep track, advisors will need to work with students to make sure the requirement is clear. If the advisement report is able to recognize which courses are completing the attributes, it will make the process so much easier for students and advisors.

Make them easy to understand. Make them easy to search for in UAccess. An incredible amount of my advising time is spent explaining the gen ed structure/requirements and how to find them. UNIV 101 and 301 seem pointless. Further, requiring 301 to be completed AFTER the second language and math requirement seems unnecessary. Math requirements vary wildly among degree programs. Students in various programs/math levels will finish at different times. Is math and or second language coursework being used in the 301 portfolio? It just feels like the university is trying so hard to justify the existence of 101 and 301, but they do not add value and create frustrations for students.

It's just another thing we need to deal with when advising students. I already can barely explain what all the different Gen Eds are and students are already confused. I'm not looking forward to another layer of confusion and more changes to a student's Advisement Report.

It sounds like a nightmare to implement. Students will need a bingo card to ensure they are satisfying the 7 requirements while also meeting the attributes. I imagine students will take a course to meet attributes that duplicates a perspective which will cause them to need to take additional units. This seems to make it over complicated for students, especially for those who self-advise.

It overcomplicates things and will cause students to select courses that check a box, rather than selecting courses that build value for their education. Having to choose the right EP and BC courses AND make sure you are selecting the right attributes, just means students are going to pick whatever course checks off that category/attribute they need at the time they want it. They will not spend time choosing a course based on the content of the course and the educational value the course can provide to them.

Introducing new attributes poses a significant challenge for departments, staff, faculty, and students. Currently, there is already a shortage of General Education courses available to students. Implementing the new attribute requirement could create substantial barriers for students and increase stress for advisors, who will need to ensure their students meet all necessary requirements.

I'm extremely worried about how the advisement report will be able to indicate these attributes without confusing the students and making additional work for advisors. It can't be left up to advisors to verify completion of the attributes independent of the advisement report.

I think this may limit the courses available for students to take. We also need to make it very clear to the students the difference between these course are their exploring perspectives.

I think there needs to be something clear in the advisement report that automatically shows students which covers what requirements. Such as a star, hash, etc.

I think the attributes are going to confuse students immensely. Particularly when I think about the class search and how it is already "ugly" with the before 2022, after 22, the EP's and BC's, now it will have another layer with the attributes. I see a lot of students accidentally missing 1 attribute and being frustrated.

I think it will add a lot more complexity to choosing classes and making sure the requirements are being fulfilled.

I have seen very little information on this. Diversity and World Cultures seems like a less clear way of distinguishing between social science and humanities.

I have no idea how these will be enforced. It will add a lot of confusion and potentially limit choices for students. I haven't seen a list of prefiltered courses that fall in the EP/BC categories and how those break down when the attributes are added, but this would be very helpful. I know we can filter in UAccess, but a reference list would also be nice, even if it goes out of date within a year due to new courses being added.

I have mixed feelings about adding another box to check for Gen Eds. I am not sure it is needed. And what will make a course fit into Diversity?

I feel that these are all valuable if done correctly and students have enough options of courses to select from that meet these various requirements.

I don't believe students are going to spend much attention on the attributes and will focus on instead course names/subjects/classes their friends took for their choices.

I do not believe the attributes will be beneficial for students. I see an extreme likelihood where students will take too many extra GE classes because they do not plan ahead when they're trying to focus on the different perspectives and forget about attributes, and vice-versa

I anticipate there will not be enough courses meeting these additional attributes to meet student's needs.

I am very nervous about trying to keep track of the attributes that students will need unless they are already built in UAccess to pull into Advisement Reports. This will be difficult for advisors to keep track of and will need to put in extra work to make sure that documentation is made of what we tell students is still needed. For me, personally- it seems confusing at this point on how to make sure these attributes are covered by students.

I am very concerned about how we are going to implement this piece. I was not impressed with the communication to both advisors and students about the changes. I do not have much faith that good information will be communicated to advisors and students. I am worried that there will be a lot of confusion for students and will be put on advisors plates to deal with.

I am very concerned about how to articulate and track these attributes. The GE Refresh was nice because it streamlined classes and gave students a lot more options to complete their gen eds. Now it seems like we are adding another layer that will complicate what was simplified, and limit options within the gen eds for what a student can take. I am also concerned about how this will impact our ability to use AP and other exam credit to complete these gen eds since the last refresh limited what we could use to satisfy gen eds.

I am not sure how to comment strictly from an "advising viewpoint". The clustering of courses into categories is somewhat arbitrary from an advising standpoint as my role, as an advisor, is to help students add courses to satisfy requirements. From the standpoint of an advisor, the content or the categorization of the courses is irrelevant. Thus, from an advising viewpoint, I have nothing important to add. I could, however, providing some curricular input on the new categorization or how this categorization might impact different departments on campus. But, this survey appears to assume that I cannot comment about the structure of the General Education curriculum outside of my role as an advisor.

I am not aware of the plan for implementation, how this will be tracked in the Advisement Report, and whether it will restrict and limit choices in a damaging way. The prior Diversity Emphasis attribute by itself often limited options in problematic ways and so I have some fears.

I am dreading the implementation of these attributes. We struggled explaining the need for a diversity emphasis course in the prior Tier system, but fortunately since it was one attribute, most students managed to fulfill the requirement. Now that there will be four attributes with multiple requirements within each attribute, I have major concerns with students being able to keep track and complete these attributes. I think we are going to run into a situation where students complete all their categories but need to take more classes to fill their attributes, which could delay their degree completion. I also anticipate advisors also seeing negative repercussions in their relationships with students. Students will view advisors as the individuals enforcing the attributes, and when there are inevitably going to be mistakes, it could hinder that working relationship between the student and advisor. Since this is likely to come early in a student's career, we could see those impacts for a couple years. Another component I feel advisors will struggle with is the increase workload that will occur. Explaining the attributes and how they need to be found within their other requirements will take extra time away from advisors having more holistic conversations with students. It will also add small extra time issues, such as running different scenarios for classes, finding gen eds that fit remaining credits/attributes, and taking more time to read an advisement report. In addition to this, transfer credit will also be a looming issue, as it will add more time to evaluate our out-of-state students for attributes and likely will result in advisors missing details in evaluating credit. Advisors are usually advocates for gen ed programs and asking students to find educational meaning in their selection of courses. With the addition of attributes, I anticipate these conversations will happen less as the shift will be trying to help students to maximize their gen eds and make sure they don't miss anything. I anticipate we are going to see a lot of scenarios with students where they have impossible remaining requirements, such as only needing an Exploring Perspective Natural Scientist with a Diversity and World Culture attributes. I know for right now- that would be impossible to complete and the student will need additional classes.

I am concerned that implementing the attributes will put more strain on a student's experience in gen eds (more for them to worry about). If possible, I hope the attributes can double-dip with a student's other gen ed requirements so they can manage their courseload more effectively.

I am a little worried about making sure that each student not only takes the required amount of gen ed courses, but then that they also take those courses that are cross-referenced with the correct amount of these attributes. However, I am sure that if this is implemented, there will be support for advisors to ensure they are trained properly.

Hope that this Refresh simplifies requirements and not just stacking more and more on top of what is already required.

Given that students currently cannot even search for EP and BC courses without extraordinary labor from the advising community, adding attributes as planned will create costs as more resources will be needed and delay graduations as the complexity is certain to cause more errors than there already are.

From this provided list the Writing attribute I can see as a challenge. For me as an Advisor in a college that is predominantly BS programs, student tend to steer away from writing courses, even though they have major requirements that require them to take an additional writing course. This makes the Quantitative Reasoning, Diversity and World Culture areas look as if they will be less writing intensive. But based on the current Exploring Perspectives and Building Connections, there is a decent amount of writing that occurs in the courses. I recommend changing the Writing attribute to another label such as Composition (which is the wording highlighted from the American Institutions). The Quantitative Reasoning, Diversity and World Cultures works because our students come in with a base understanding of what these can mean.

From an advising viewpoint this adds needless complications to the general education requirements.

Evaluating transfer coursework is always a challenge with a new Gen Ed Refresh, it would be helpful to provide a very clear understanding of what Gen Ed transfer courses meet those categories. Do not delay articulating transfer work on the TCA guide to align with the new refresh courses. Don't roll it out until all the bugs are fixed. Take lessons learned from last Gen Ed refresh and apply.

Engineering students do not have room in their curriculum for an additional course. They will be pigeon-holed into just those courses that meet multiple graduation requirements and will likely be online due to time conflicts. ENGL/MCWA and MATH requirements already meet the spirit of the Writing and Quantitative Reasoning requirements, so why add another layer of complication?

Attributes will add confusion for students and add work for advisors. I have concerns with the ADVIP accounting for all the double uses between Attributes and Gen Eds.

As long as there are examples of what kinds of courses that fall under each category, advising will be easier.

Another change, really? Okay.

After the GE Refresh, I tend to make quite a few substitutions for the BC requirement, because it seems like no courses are given this attribute in the articulation process. I am extremely concerned that the same will be the case for the four additional Attributes in Fall 2026. In addition, I am concerned that these additional attributes will harm transfer students, by causing them to take additional courses, when they may already have Associates degrees and/or AGECS/IGETCs.

Adding four attributes makes the structure a bit complicated for students to understand everything they need to complete their gen ed requirements, but I have no concerns in implementing them from an advising viewpoint.

Adding additional steps/requirements to the gen eds places additional burden on the academic advisors to ensure these new attributes are also being met on top of all other degree requirements.

Dislike idea of making gen ed selection more complicated with introduction of attributes. Hope they are widely applied/available through different courses so students do not end up having to take additional courses (beyond 7 gen ed courses) to satisfy missing attributes.

Please comment, if desired, on any aspect of the upcoming implementation of American Institutions [in the G.E. Refresh]. (37 responses)

Will this be an additional course requirement or must be fulfilled within one of the existing areas?

This requirement going to flood certain classes. Special funding will need to be provided to units serving this requirement (due to the need for seats). However, if every unit is allowed to put forward their own version of this class it will not make any sense (e.g. Fine Arts - no hate to them, they are awesome, creating a U.S. institutions class).

Will any AP/IB/CLEP credit be able to fulfill this requirement?

Why? Can we get ABOR to push for better MATH & English prep instead? I mean all of those things should be covered in HS but on the "list" of areas I wish students were more prepared/had additional opportunities, "American Institutions" wouldn't even be in my Top 5.

It is important to know history of our country, the basic principles of our democracy and our government, constitution, founding documents, landmark cases, civic engagement, and basic economic knowledge. Once implemented, the American Institutions would have a positive effect on our society.

This sounds like propaganda BS. Why not have a required class that discusses the native land the university is sitting on that was stolen from natives? Oh yeah, that would mean actually giving a damn, which ABOR and UofA would never do.

This seems like a lot of time and money to spend on something that will ultimately just create more work for advisors. Isn't the university supposed to be cutting back spending? This seems frivolous. And, I cannot stress this enough, without value but with increasing work for advisors.

This could be helpful due to the ever-changing and volatile political landscape in the US.

I think this requirement is equally as important as the others. Students are becoming more civically engaged and are hungry to explore how this knowledge and skills can be applied in the future.

They do this in high school. Why do it again in college? I mean, I suspect its because they need reinforcement in college, but it does seem redundant.

So far the General Education Refresh seems to align with the American Institutions requirements. I do recommend changing the Writing Attribute to Composition. Composition is direct wording from American Institutions language and student can identify more with Composition then getting fixated on the "writing" piece.

Not opposed to it as long as students gain knowledge that is unbiased to contribute to society.

My hope would be to add American Institutions as an attribute or in place of one of the 3 required Building Connections courses.

Is this going to be a singular course that is required for ALL students? Or can the learning outcomes be incorporated into other history/social/etc type courses? Is this on top of all the other general education requirements? So now they will be going above and beyond the 32 units originally intended.

It is important to receive an introduction to the content that falls under ""American Institutions"" as outlined by the ABOR policy. However, I am worried that the implementation of this requirement will lead to further hegemonic thought and frame debates to make out liberalism as the only acceptable form of political thought. Communism, Socialism, Anarchism, and even Authoritarianism are alternatives that should be discussed in any survey of political thought. By implementing this requirement, you almost certainly impose the teaching of liberalism and excluding the teaching out alternative political ideologies. Additionally, will these courses discuss the multiple times the U.S. has violated its principles and laws to suppress political dissent or undermine foreign democracies to maintain its own global supremacy? Will these topics be taught to students in their ""civics"" courses? Will they taught about McCarthyism? Will they be taught about the role of the F.B.I. in the assassination of Fred Hampton? Will they read any criticisms of the liberal project such as those given by the philosopher Charles Mills? Will they be taught about these issues and alternative views, or will they be conveniently treated as exceptions to liberalism? Additionally, one criterion states that students should be taught ""basic economic knowledge to critically assess public policy options and to inform professional and personal decisions."" What is this ""basic economic knowledge""? Does that presuppose a certain conception of ""property""? If so, will there be a discuss about the different conceptions of property or will be assume that private property (i.e., private ownership of the means of production) is a fundamental natural truth like the ""laws"" of natural science? As a former philosopher of science, I can confidently state that the content taught in introductory economics courses is given far more credence than the laws we discuss in the natural sciences. In the philosophy of natural sciences, we discuss the underlying assumptions that need to be made in order for the laws to hold and we spend most of our time discussing the exceptions that should make one reconsider their objective truth. Will these civics courses do the same with the content that falls under ""basic economic knowledge? I highly doubt it."

Is this going to add 3 more units to the GE requirements? The information that has trickled down has been somewhat vague at this point.

Is it possible to infuse this requirement at an intro level into UNIV 101 and then at an exit level in UNIV 301? Additionally, could there be some sort of proficiency test or exemption for transfer students?

I'm probably one of the few respondents who will say that I both support this and hope that the requirements will be fairly tight so as not to allow for inherently "critical" approaches to the subject matter.

I would strongly recommend we allow students to include their AP credit for US History or Government to count for this requirement if possible. We are seeing a lot of this credit not get used for direct gen ed requirements which is incredibly frustrating for students.

I think this is stupid and a way to indoctrinate students.

I think this is a great idea.

I think the key is to keep this as simple as possible: two BCs instead of three, and the third one is now an American Institutions requirement. There should be a short list of classes that fulfill the requirement. Simple and straightforward. The basic structure of gen-ed will be the same (21 units, plus UNIV 101 and 301).

I think it is important to offer a lot of choices in courses to fulfill this requirement, including those in a major, and offering plenty of seats. For example, POL 210 is a requirement of all teaching majors, but it is nearly impossible to get into; there are never enough seats. If this could count for American Institutions and more seats were added (including re-adding a winter section!), it would be really helpful to our majors.

I propose that we replace UNIV 101 and 301 with a Civics requirement and call it a day.

I have concerns if this American Institutions requirement will require an additional gen ed, beyond the existing BC and EP requirements. If the American Institutions requirement can be fulfilled by certain BC courses, that would feel manageable. If the American Institutions requirement can only be fulfilled by certain courses in the Social Scientist category, that would be unfair since students only take one course in that category and it would limit options.

I feel this should have been a separate category as opposed to an attribute. That would guarantee students take the class within the categories as opposed to finding an attribute, like the other four they will need to be fulfilling. Our gen eds are already at a bare minimum with 32 units, so there arguably is room to fit in another 3 unit class.

I don't think this is necessary as entire 3-unit courses, as someone whose gen ed program included US Hist, US Govt, and Econ, and currently as an advisor who sometimes struggles to convince students to take and make an effort in their General Education classes. I don't remember those classes when I took them and at the time did not find any value in them because I did not choose them. I would love to teach a UNIV 101-type, 1-unit class about this, but we do currently offer Gen Ed choices that relate to these subjects which students should only need to take if they choose.

I am not happy about this. Students should have exposure to most of this in high school. I see it as yet another requirement from the government.

Given that there are absolutely no funding resources provided to the departments that naturally satisfy the requirement, we must either lobby to remove the requirement or demand ABOR pay for the resources to satisfy the requirement in a way that is not a total and complete embarrassment.

Every new addition is a greater burden on advisors and another potential stumbling block for students to hit their degree requirements.

Could be a good way to multiple use, such as in social scientist or humanist.

Can we just get through 4 years without a change? It's going to be tough advising so many different catalog years when there is a change in many of those years.

can this be built into other Attribute fillers - like diversity was in the tier system? If not, then can we drop 101/301 or replace a building connections?

As long as it incorporates the true history of America, including information on the original inhabitants of this country, Pre-columbus.

American Institutions should be a separate requirement. To not add more requirements, I recommend making one BC American Institutions.

All, or nearly all, Arizona High School students already have to take American History, American Government, and Economics to graduate from high school. I know this because I taught American History and Government at the high school level in Arizona. This requirement is the biggest waste of time and energy and a blatant politicization of higher education from the Arizona State Legislature and ABOR, who provide less and less state funding for our Universities and Community Colleges. But since there is no avoiding this unfunded state mandate, here are my suggestions. Replace 1 of the 3 Building Connections requirements with the American Institutions requirements. It would be the simplest way to incorporate the American Institutions requirement into the already existing General Education curriculum. Then make sure that the University approves a wide range of appropriate course options for students to take to complete the American Institutions requirement. POL 201 (American Government), American History courses, ECON 200 (Basic Economic Policy), certain Philosophy, Sociology, and many other courses should be approved to fulfill this requirement. For example, take a course like ECON 200 out of the EP: Social Scientist category and put it into the American Institutions category instead.

Again, I anticipate this will be very difficult to accommodate based on course availability and the willingness for instructors to "teach to policy". What makes sense is that it be built into UNIV 101/301 since all students are required to take that anyway.

Do you have any additional comments or suggestions concerning possible changes to the G.E. Refresh program? (37 responses)

We are just now getting used to the new GEN ED and now it seems like the wheel has once again, been reinvented. I hope it's for the better and it doesn't make life more difficult for students and advisors. To be honest, students don't care about GEN ED classes, other than ENGL which help them write and MATH, which prepares them for their future MATH courses.

Trying to get students to understand why the gened is important, via UNIV 101, is a futile effort and is the stereotypical higher education administration answer to a problem that is wholly unimportant and does not need to be solved. Student's genuinely don't care. Students would be better suited taking a first-year seminar that wholly focuses around the transition to the college environment, connection to resources, how to be successful, making personal, academic and professional connections; and understanding the campus community. I struggle in explaining to students why UNIV 101 and 301 are important, because they genuinely don't seem to add any value to the student experience.

What effect, if any, does the current trend of budget cuts have to the proposed changes? We have just received news that our UNIV 101 classes will be expanded to 2 more students each which, since they are already a significant amount of time and effort already, makes me question the necessity of that in the context of planning to change the gen ed system again altogether, which adds work at many university levels to some degree with no added compensation and may not be strictly necessary at this juncture.

I'm really sick of the continuous changes to the GE requirements, to tell the truth. We've been refreshing our courses for how long now? And it's taking longer & longer to have a course approved. It would be nice to know precisely what the process is once a course has been proposed. More communication, please!

There needs to be a better standard for how units apply AP credit to General Education courses. Without consistent application of AP credit across different units, some students receive greater benefits than others. The application of AP course credit to General Education requirements must be uniform to ensure fairness.

There are considerable inconsistencies within the current GE structure, especially pertaining to test credit and transfer credit and how they are applied to the GE categories. There is an over abundance of courses that satisfy EP Social Scientist and hardly any that satisfy building connections. High achieving students with AP credit are at a disadvantage (especially compared to transfer students) because AP credit has been severely constrained, with no room for advisor discretion. Most AP History exams are awarded only 1 building connections, and multiple EP Social Science and EP humanist. This is VERY difficult to explain to students who have multiple AP exams. Especially considering that the majority of GE history courses are within the building connections category. Because there is more room for advisor discretion for transfer courses, transfer students often have an easier/more flexible route to satisfying GEs with incoming credit. For example, I worked with an incoming new student on selecting an EP Artist course. She was passionate about taking a dance class, but none of the physical dance classes are offered for EP Artist. Therefore, she is unable to take that course and have it apply to her EP Artist. However, if she took a dance course outside of the UA and transferred the course, it could be applied to her EP Artist. How is this fair? Why would a new UA student have less flexibility in GE than a transfer student? It only incentivizes students to take courses outside of the UA. And, as I mentioned previously, the high achieving students that worked so hard in high school to receive AP credit often see the majority of it not applying to any degree requirements. Because of the complexity and limitations of GE it takes up a good portion of the time I spend with students in advising appointments. Time that could be better spent discussing career goals, campus involvement, resources, etc.

The process to get classes added to new gen ed system takes too long and too cumbersome. There are departments that want to add classes to the new general education system (EP and BC categories), but still haven't been able to. Maybe those departments missed original deadlines or made mistakes, but not having your classes in new gen ed system has been a death knell to certain departments/classes. Simplify that process to get classes added to New Gen Ed. Please (re)empower advisors to make appropriate substitutions for New Gen Ed (EP and BC) categories. For example, if a student starts in a science heavy major at UArizona and completes PSIO 201, CHEM 141, ECOL 182R, and ENV5 200 we shouldn't force them to take an EP: Natural Scientist course, just because none of those courses are officially designated EP: NS. They have clearly already completed the spirit of the EP: NS requirement. Let the student move on to other areas of their degree. This is a big issue I have with New Gen Ed system; the lack of advisor flexibility to make common sense substitutions. Help us move students forward and progress toward graduation. Lastly, do not bother with attributes. Just scrap them as a part of the New General Education curriculum. Students already have a difficult enough time understanding the degree requirements as they currently exist. We have about a 50% graduation rate at the University of Arizona. That is deplorably bad. We need to be making every effort to make our degree requirements as clear and simple as possible. We need to be spending more time and energy helping students with reducing the tremendous financial burden of attending the University. We have a large financial deficit we are all facing due to a variety of mismanagement and poor leadership over the years under President Robbins, former Provost Folks, and I'm sure others in Higher Administration. We are likely going to face programs and majors being shut down, and more staff and faculty losing their jobs. I don't see how attributes are going to make us money, or help more students graduate, or improve the quality of the degrees we already provide. Don't waste more time and energy on Attributes. Spend more time and energy helping students graduate. Spend the money on helping students complete math requirements instead!"

If we could stop the attributes from happening, it would be wonderful. Let's stick with what we have and continue to improve it instead of changing everything up in a few years. This was expensive, confusing, frustrating, and did not offer huge returns. It also wasted a bunch of time and money when time and money could have been spent on improving the old system. The new system is fine. Change is really hard when advisors have to manage curricular changes every year and then on top of that had a whole system refresh with new courses, course numbering, and course searching tools. Some advisors must advise off of 8 different advisement reports for one major across 4 catalog years due to the refresh and curricular changes within the major. On top of that, many advisors advise for multiple plans/majors.

We need to increase the number of transferred courses that automatically articulate into the gen eds. I know this is a lot of labor and will take a lot of time,

This isn't a helpful comment, but this is all so ridiculous. I'd rather we have students be required to choose a minor unrelated to their major of study than do Gen Eds. This just feels like old white men fumbling the bag on how to have diversity but not have diversity at the same time, like everything these days.

The main issues with the GE refresh is that the curriculum differs across the 3 public universities so transferring is hard. All the AZ universities should have the same system. Secondly, the articulation of GE courses from CCs to the UA don't always align with the same category at the UA. For example, a course can be categorized as humanist at the CC level and then the course is transferred in as humanist to the UA, but the equivalent course at the UA is categorized as a BC here, so we can't use it as a BC here. Additionally, it's nearly impossible to use all of the AP credit that students bring in. They pay a lot of money for those tests! There needs to be a system to allow more use of AP credit since that is the expectation of the parents and students coming in with the credit.

The attributes will be confusing for students, so perhaps if you want building connections to have different attributes, we could divide each building connections course into sections for ease of selection of students and advisors.

Simplify! Simplify! Simplify! Ditch the matrix. Require "x" of each "EP/BC" and broaden the use (actually approve the use) of Gen Ed fulfillments.

Please provide a thorough pedagogical explanation of the new Attributes, and talking points so that advisors can adequately address student concerns/questions.

Please keep in mind that advisors didn't stop having to advise for the old gen-ed when the new one was implemented, as many students were and still are in that system. That means all advisors have to advise for multiple versions of their degrees -- and if the major or college itself added any changes, then more versions still. With new changes coming, that means some advisors in our college of SBS for example will be advising for 5 or more versions of their major (in SBS for example: old gen-ed, new gen-ed, new SBS core, new major changes...now, American institutes and attributes) And if you're advising for multiple majors....that's 5 plus checklists you are working with for each major. This complexity results in confusion for students who talk to their friends who may be a different version/requirement, for example. Please keep these implementation issues in mind and advocate for minimal updates and simple changes!

Please do not require the Attributes. Please work with the Advising Community (we were not consulted about the Gen Ed Refresh model). I'd also still really like to request an update to the text on the ADVIPs when programs have a "required" Gen Ed (like how Engineering requires CHEM 151 or how Economics requires ECON 200). Also, I think more AP credits should count as BCs; many students have AP credit that is not being applied to their requirements.

One issue that was really difficult for advisors across the university was Building Connections. It was not explained very clearly and we had very vague guidelines for what could be used. It felt like a scramble and I would really urge getting this information into advisor's hands months before it goes into effect so we can try to work out some of the kinks and trouble shoot ahead of orientation season.

Overall, I like the new G.E. structure better than the Tier1/Tier2 system - it requires fewer overall courses, and students like that they don't have to take as many science courses (although I feel like they should have 2 instead of 1!). It's just as easy to explain, if not easier. I think offering some in-person evening UNIV 301 courses would be a welcome addition for students who struggle with online learning.

More honors sections of all gen eds, specifically exploring perspectives, would be great.

Make UNIV 101 more practical.

I'm not sure if it's possible, but I believe that students would be more excited to take Gen Eds if there was more overlap between major and minor coursework and Gen Eds (CHEM 151, for example, is so practical for so many programs and applies to multiple requirements).

I'd love to see a financial literacy or critical reasoning component. I would love to see UNIV 101 be less about the value of general education, and more a study skills, prepare for college, connect with resources kind of class. Maybe that is something already covered, but I hope that is something students are getting! More, Intro to College rather than Intro to Gen Ed.

I would love if there were a more comprehensive website where students could find out more information on the courses offered and the requirements for the GE system.

I think I covered it. Thank you for this opportunity to provide feedback!

I really like the new gen ed curriculum and feel it was necessary to update it. Even though this has created some complications with advising, they have been few and easily solvable. I do find the attributes to be an unnecessary addition to the curriculum students will not understand and may create barriers for them.

I cannot express what an absolute administrative nightmare the GE Office created when they decided the search filter was the best way to search for these classes. The waste of time and money that goes into explaining how to even find these classes is far below the standard we once held ourselves to. Adjusting course prefixes and numbering so there is a consistent pattern for each category must be a priority.

I believe that the implementation of additional attributes is a giant mistake and places a huge burden on the advising community that no one ever considers when implementation changes. Not only did we launch the new Gen Eds, which was not ideal to deal with, but you're hoping to implement even further changes. What the university doesn't understand is that each year there are curriculum change, advisors have to advise new students in a new catalog. At present moment, for one major, I'm working 3-4 different catalogs. This means that a student in the same major who started last year has different requirements than a students who is in the same major starting this year. At this point, it's as though the UA only cares about finances, which I understand is a disaster, but that choices made at the top that implement advisors, students, and faculty are of no concern to them. I'm vehemently against the implementation of these new attributes and would encourage you to look at the additional work that's constantly being placed on advisors with no compensation to support them.

I believe that general education should be used to create well rounded individuals and while also allowing students to explore other areas of interest. We are putting so many restrictions/requirements onto it that it is becoming less exploratory, and more of a burden.

I am quite concerned about the civics requirement for the General Education curriculum. Instead, I would feel more comfortable requiring students to take a course in political theory, which could includes discuss about the broad spectrum of actual political thought. Why should student's only be exposed to Marx though Teen Vogue or TikTok? Why not allow them to learn about Marx, Lock, Rawls, and Foucault from our fantastic faculty in Anthropology, Gender and Women's Studies, Sociology, and Philosophy? Maybe if students were taught a broad range of acceptable political thought we might see less intolerance on campus? But what do I know, I am just an Academic Advisor.

I acknowledge that ABOR policy requires ""each university will have a set of general education requirements..." but it would be beneficial to either expand or incorporate major courses into fulfilling this requirement. As I am reading the ABOR policy and American Institutions requirements, students have some of these courses also embedded within their majors courses. It is important that as an institution we ensure our faculty are developing and being held to fulfilling these requirements as well. I have had an experience with a student who dropped a course because after going through the course for two weeks, the instructor was not teaching from an unbiased perspective. In the students words they instructor was teaching the course and was not allowing space for students to voice different opinions from that of the instructor. The students ended up dropping the course.

For ease of explanation to students and not creating unnecessary barriers to graduation, I would encourage any changes to be as simple as possible. Also think from an incoming student perspective how attributes can be earned thru test and transfer credit. Some students come in with a lot of dual enrollment type credits and I would hate to see them have to retake everything to get attributes.

Doesn't really matter, if ABOR wants it, they'll get it and we (advisors) have to enforce it.

Classes that require students be a member of a specific major should not be part of Gen Eds (there is one BSM course in this category that I know of). I would love to see more artist and humanist courses incorporated since this orientation cycle came with a lot of comments from students about lack of ""interesting"" classes in the artist area in particular. "

Can you please make sure that the Attributes will be automatically pulled in the ADVIP so Advisors don't have to manually make these adjustments?

Be consistent in gen eds and if adding more attributes make sure they're easy to navigate for students with little room for error.

1. The students need an person option available of UNIV 301. 2. The attributes need to simple and not add a complex layer to the gen-ed refresh. Students already are frustrated that they have to take gen-ed courses instead of focusing on major requirements and it is important that the attributes are seamlessly woven into the current structure. 3. Consider increasing the units of UNIV 101 to 3 total units to satisfy the American Institutes requirement. 4. Create a class for transfer students who don't take UNIV 101/301, but could satisfy the American Institutes requirement with a course or a workshop or an evaluation of a transfer credit. 5. Please continue to survey advising and let us be apart of the process as we are the ones delivering this information to the students and navigating their challenges.

Thank you for all the work you have done.