



***General Education Summary
2021-2022***



General Education 2021-2022 Summary

UNO's general education curriculum is designed so that each graduate possesses certain academic skills, experiences the breadth of a liberal education, and develops an appreciation for the diversity that exists in the nation and world. General education is that part of university education outside the major and is shared by all students regardless of professional interests and specific academic program because it provides a grounding in essential skills, perspectives, and habits of mind necessary to navigate the world's most complex problems successfully and responsibly. This document provides a summary of General Education enrollments, assessment, and curriculum activities from the previous academic year, as well as highlighting some initiatives upcoming in 2022-2023.

Highlights:

1. **ENROLLMENTS AND COURSE OFFERINGS:** Overall headcount in General Education courses from Summer 2021 through Spring 2022 was [45,932 across a total of 249 courses offered](#). The General Education Committee expects approved courses will be offered regularly and encourages units unable to consistently do so to consider removing courses from the General Education curriculum. The table below reflects the number of approved General Education courses in each college that have not been offered for 2+ years.

Number of General Education Courses Not Offered for 2+ Years							
	Total	CAS	CBA	CFAM	CEHHS	CPACS	IS&T
# Courses	16	13	2	1	0	0	0

2. **ASSESSMENT:** Courses fulfilling General Education requirements in Humanities Fine Arts were on the assessment cycle this past year. Additionally, courses that were on probation for not completing assessment requirements during the previous academic year were also on the assessment cycle once again.

Although lower than hoped, approximately 57% of courses on the cycle completed assessment requirements. **Courses fulfilling Humanities/Fine Arts requirements that did not complete assessment requirements will be placed on a one-year probation and given the opportunity to complete the assessment requirement during the 2022-2023 academic year. Courses on probation during 2021-2022 that have still not completed assessment requirements will have until Jan 1, 2023 to either submit a complete assessment report with data, or a detailed plan for how data will be collected by the end of the Spring 2023 semester. Courses that do not submit a report, or a detailed plan, by Jan 1, 2023 may be removed from the General Education curriculum**

Total Number of Courses on 2021-2022 General Education Assessment Cycle and Status							
Note: This includes courses on probation for not completing assessment requirements during the 2020-2021 cycle							
	Total	CAS	CBA	CFAM	CEHHS	CPACS	IS&T
Total Courses on Cycle	122	79	4	27	3	8	1
Assessment Complete	69	41	2	15	3	8	0
Assessment Incomplete	53	38	2	12	0	0	1

Looking ahead to the 2022-2023 academic year, those courses fulfilling a U.S. Diversity or Global Diversity requirement will be on the General Education assessment cycle. Additionally, those courses that did not submit assessment information during 2021-2022 will be on probation and will be placed back on the assessment cycle for the upcoming year. A full list of all courses on the [2022-2023 assessment cycle can be found here](#).

3. CURRICULUM: As part of its founding charge, UNO's General Education committee [initiated a conversation across campus](#) in 2021-2022 about the future of UNO's General Education curriculum to determine if there are ways to make the curriculum more coherent, relevant, and flexible. There will be continued conversations and initiatives during the upcoming year with a goal to explore potential alternative models for campus consideration. Given the ongoing focus on revising the General Education curriculum, the committee will extend the moratorium on new course approvals through the 2022-2023 academic year unless there are extenuating circumstances that necessitate more immediate course review.

Sincerely,

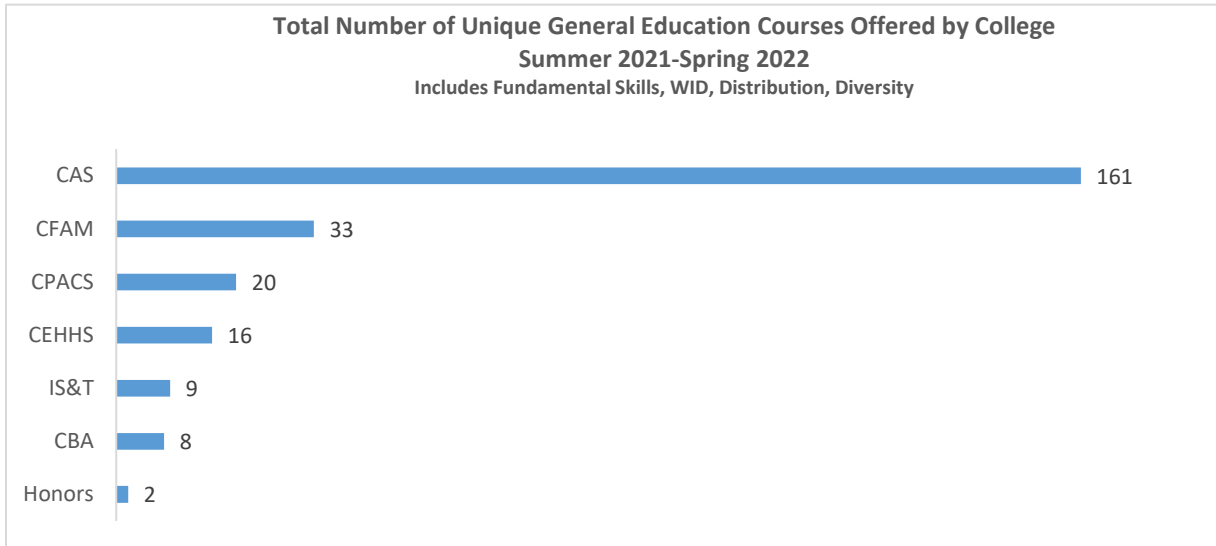
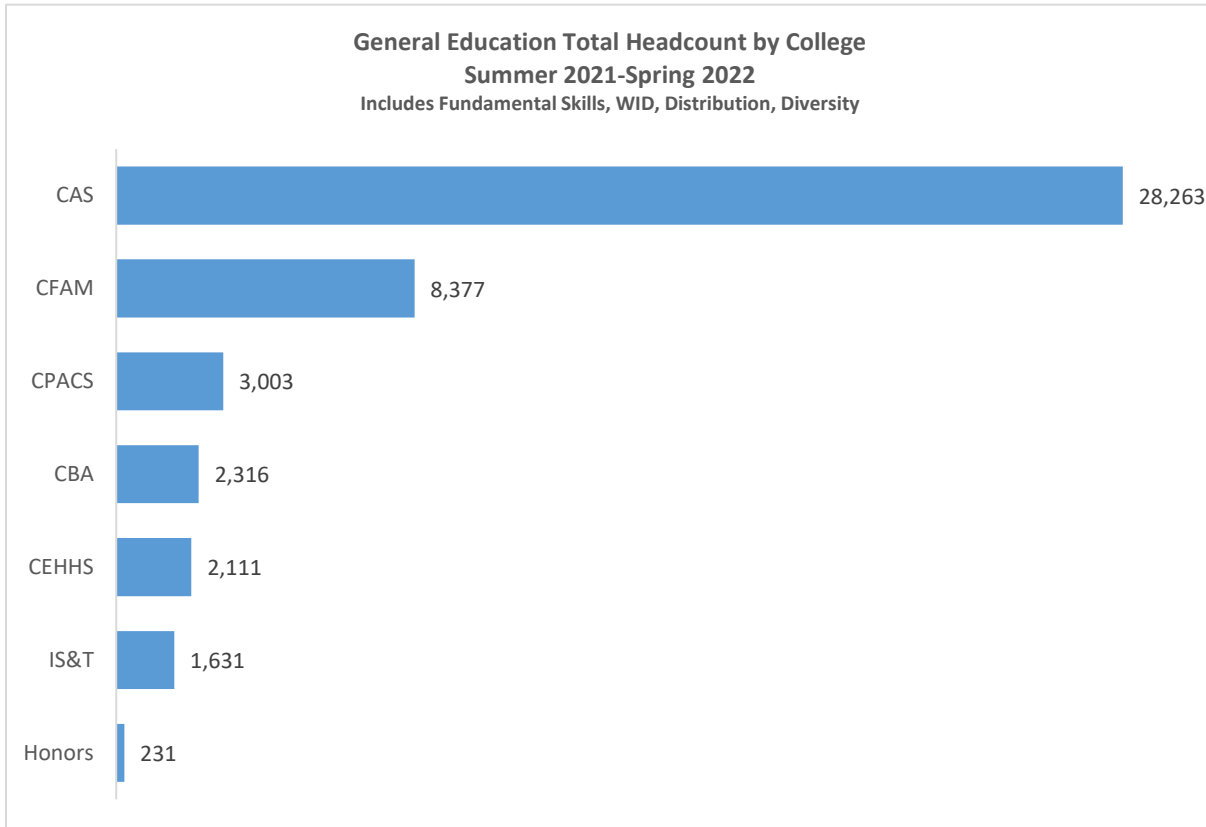
A handwritten signature in black ink, appearing to read 'Matthew Tracy', with a stylized flourish at the end.

Matthew Tracy, Ph.D.
Director of General Education &
Dual Enrollment

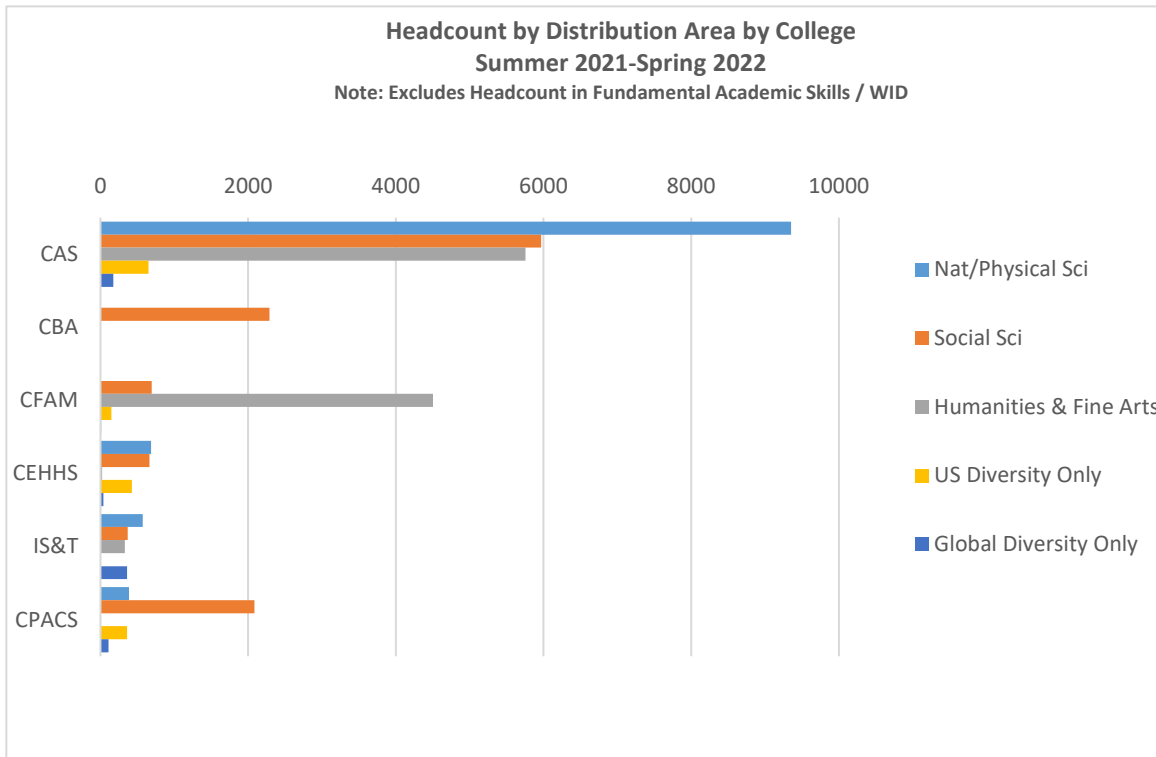
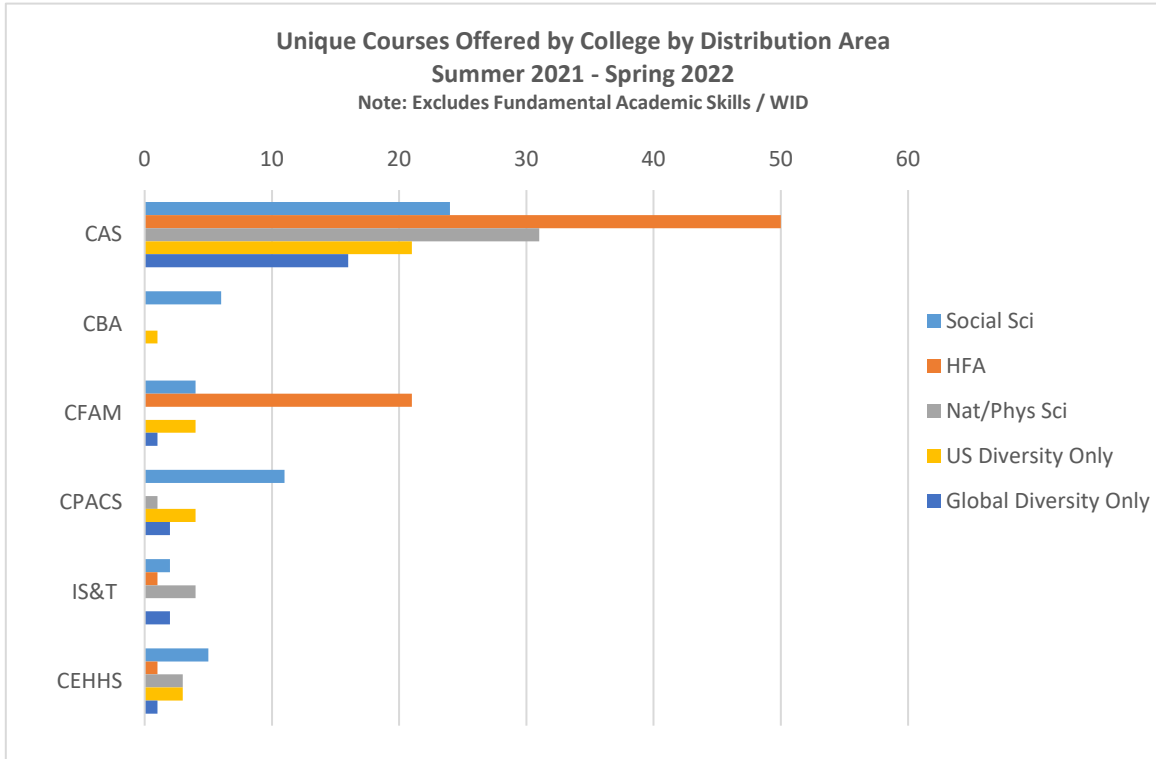
Table of Contents

Enrollments and Courses [5](#)
 General Education Headcount and Courses by College [5](#)
 Distribution Headcount by College and Course [7](#)
 Social Science [7](#)
 Humanities/Fine Arts [8](#)
 Natural/Physical Science [9](#)
 Diversity [10](#)
 Courses not Offered for 2+ Years [11](#)
Assessment [12](#)
 Courses not Completing Assessment Requirements [13](#)
 Courses at Risk of Removal from General Education for Lack of Assessment [14](#)
 Humanities/Fine Arts Assessment Results [15](#)
 Natural/Physical Science Assessment Results [15](#)
 Social Science Assessment Results [16](#)
General Education Curricular Reform Status and Resources [17](#)

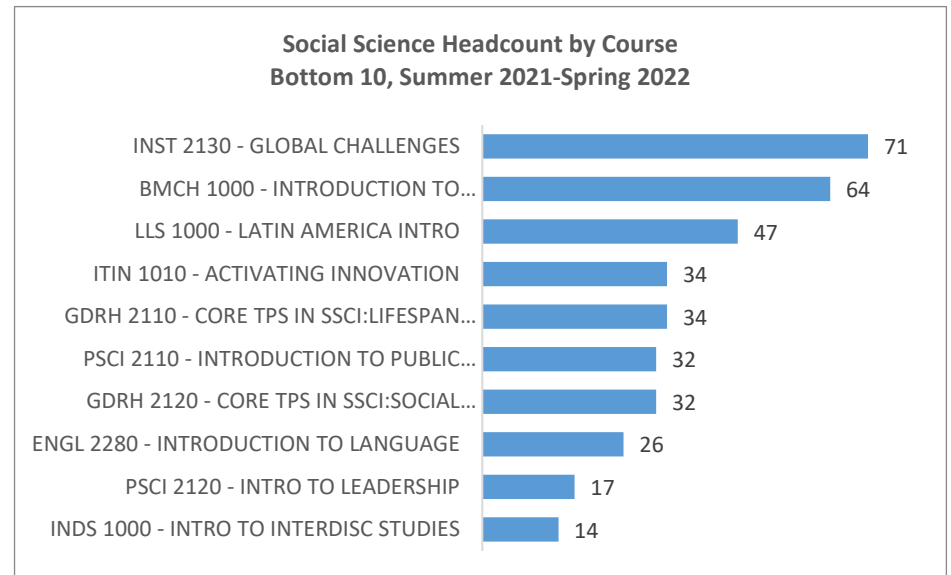
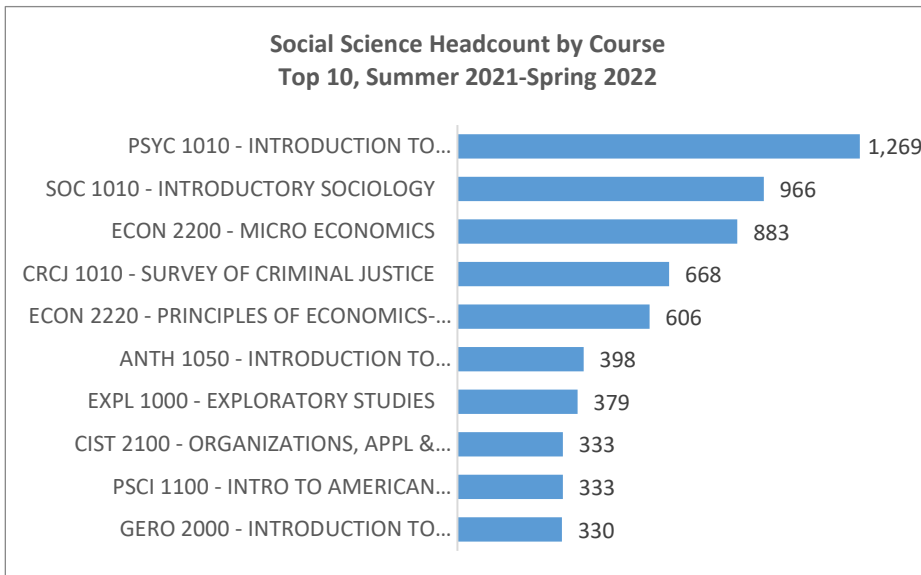
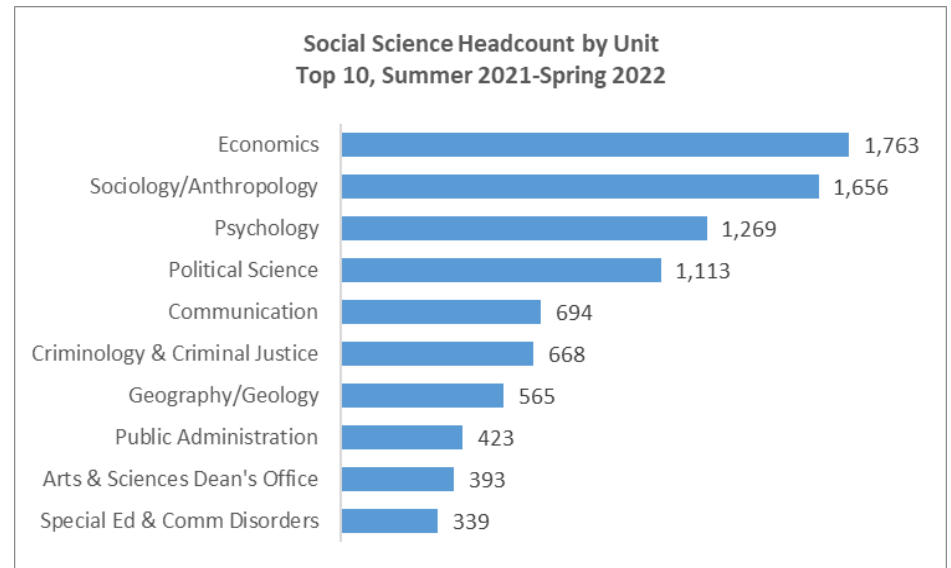
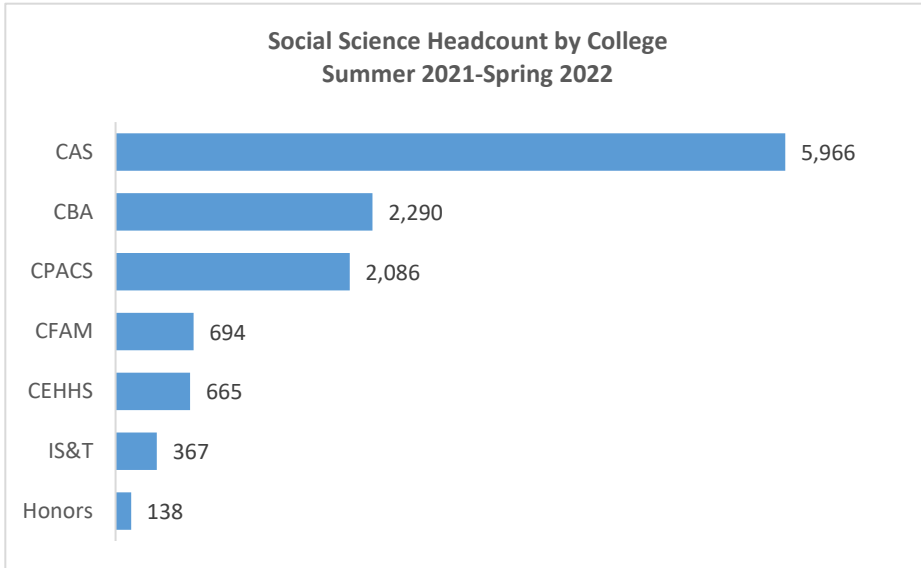
Total General Education Headcount and Courses by College



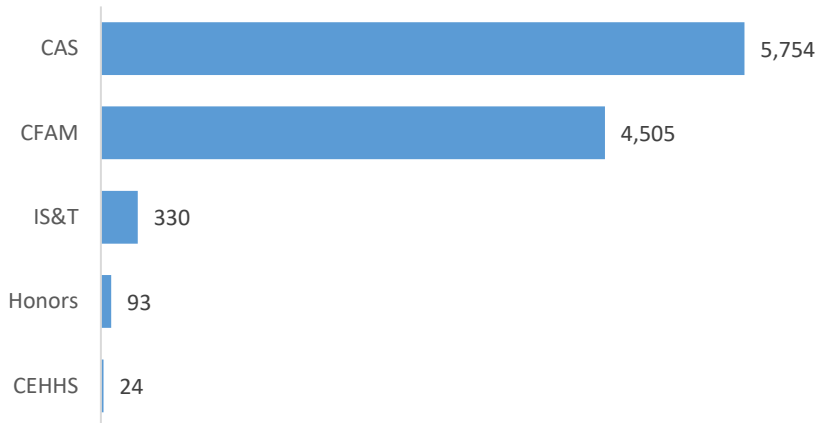
College Comparison of Courses and Headcount by Distribution Area



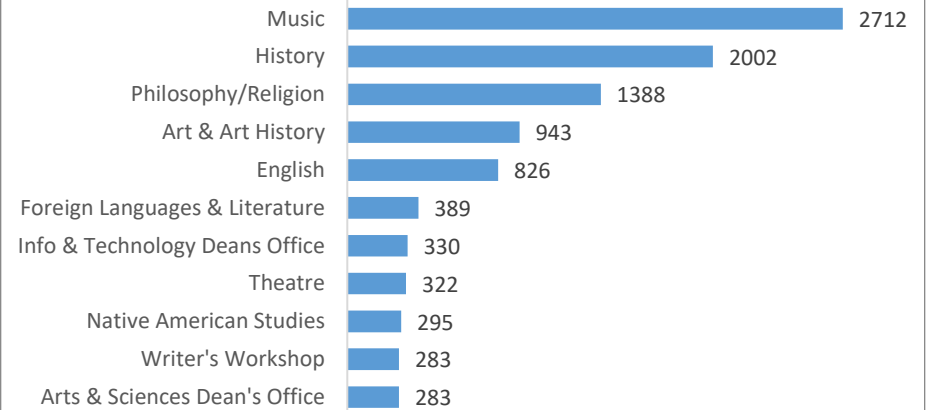
Distribution Area Headcount by College and Course



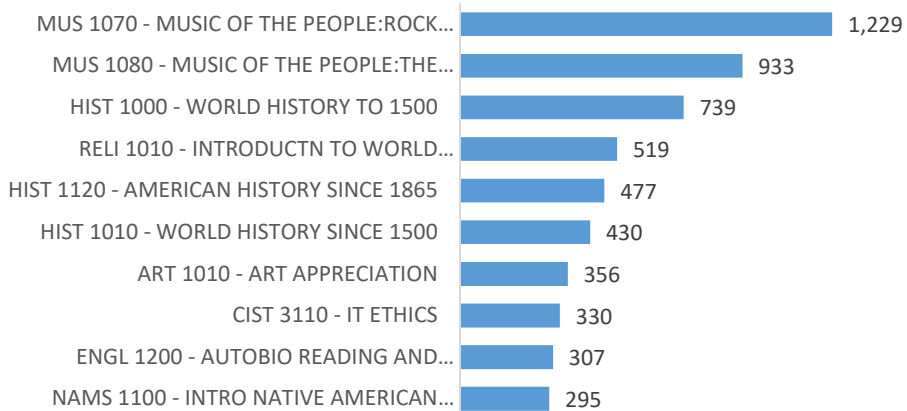
**Humanities/Fine Arts Headcount by College
Summer 2021-Spring 2022**



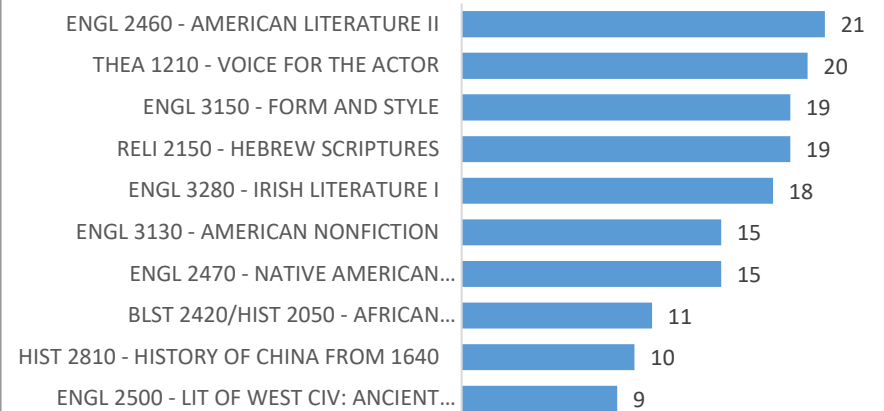
**Humanities/Fine Arts Headcount by Unit
Top 10, Summer 2021-Spring 2022**



**Humanities/Fine Arts Headcount by Course
Top 10, Summer 2021-Spring 2022**



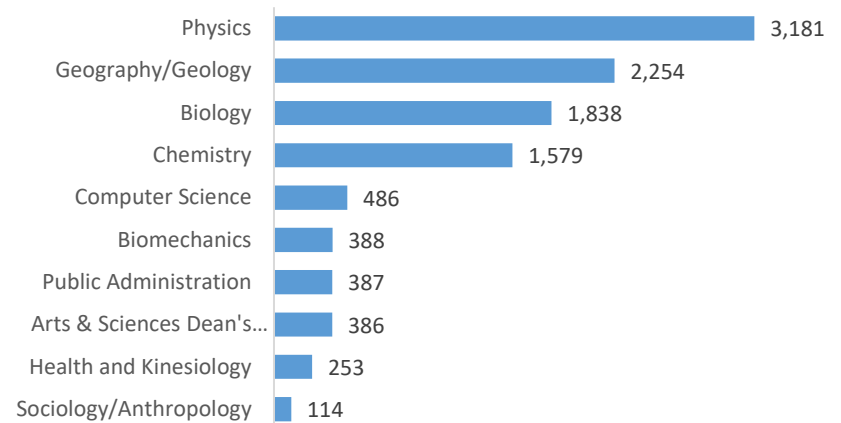
**Humanities/Fine Arts Headcount by Course
Bottom 10, Summer 2021-Spring 2022**



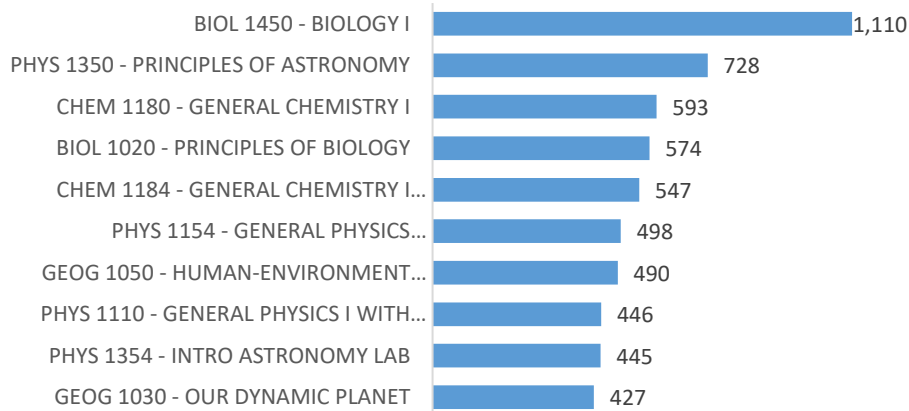
**Natural/Physical Science Headcount by College
Summer 2021-Spring 2022**



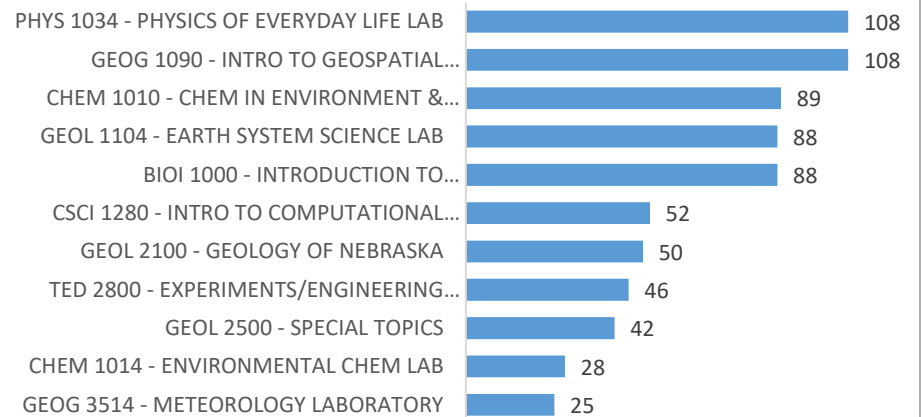
**Natural/Physical Sciences Headcount by Unit
Top 10, Summer 2021-Spring 2022**



**Natural/Physical Science Headcount by Course
Top 10, Summer 2021-Spring 2022**

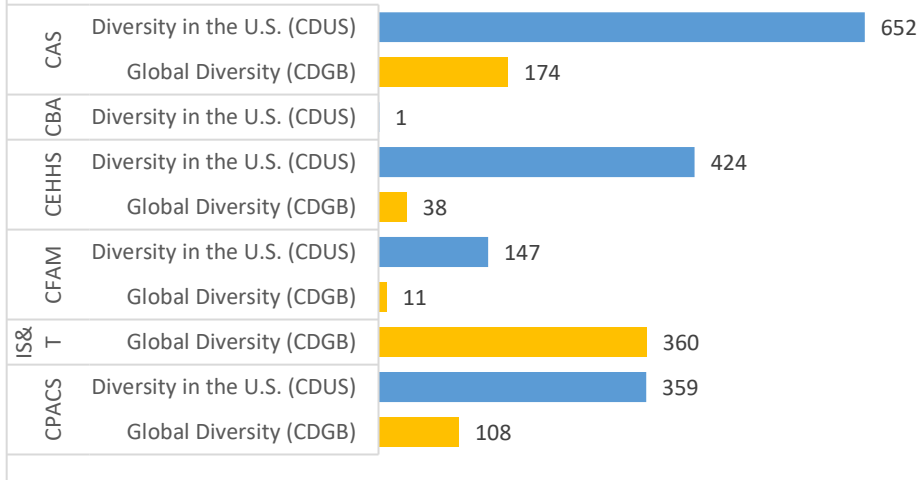


**Natural/Physical Science Headcount by Course
Bottom 10, Summer 2021-Spring 2022**

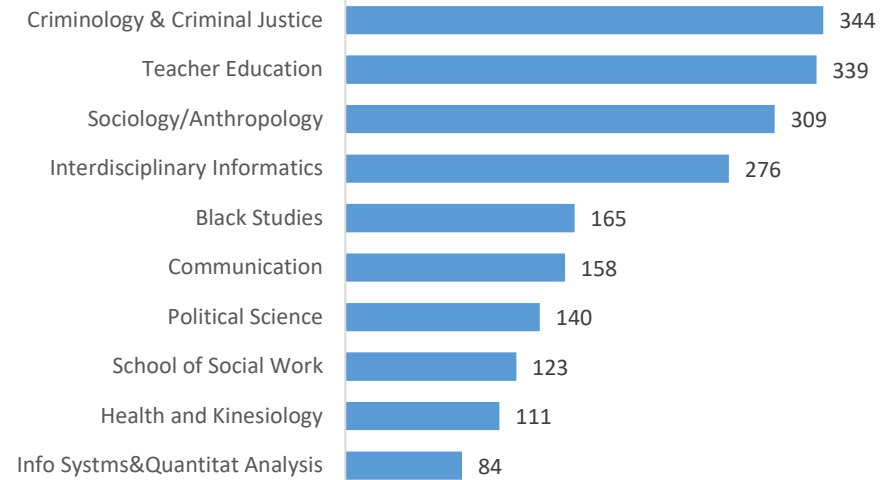


U.S. & Global Diversity Headcount by College Summer 2021-Spring 2022

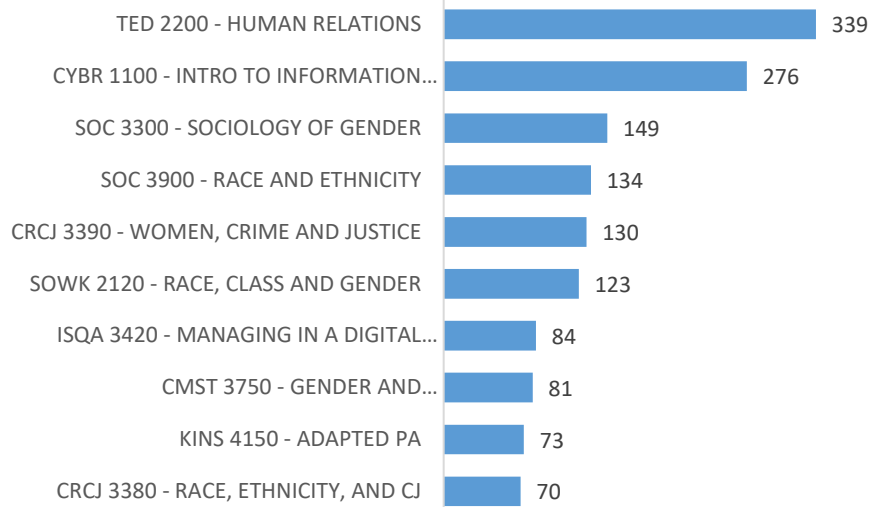
Note: Excludes diversity headcount in courses that also count towards Social Science or Humanities/Fine Arts



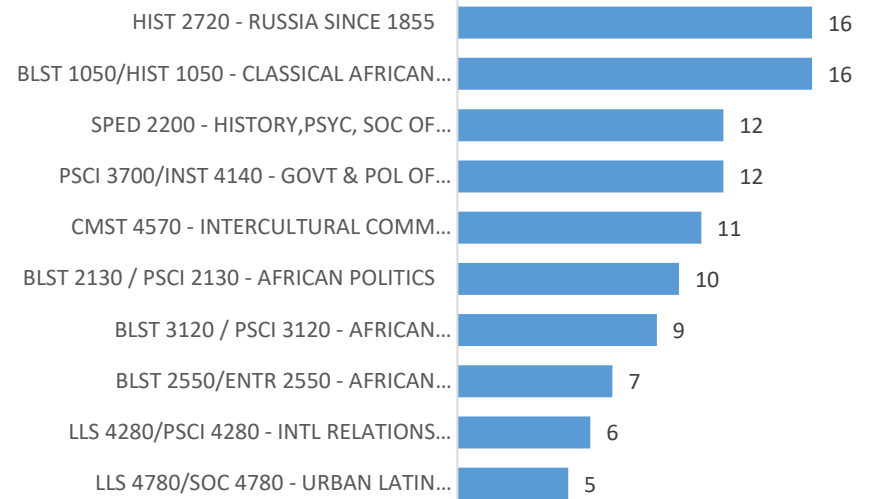
Diversity Headcount by Unit Top 10, Summer 2021-Spring 2022



Diversity Headcount by Course Top 10, Summer 2021-Spring 2022



Diversity Headcount by Course Bottom 10, Summer 2021-Spring 2022



General Education Courses Not Offered Two Years in a Row
Summer 2020 – Spring 2022

CAS	GEN ED Requirement
BLST 2110	USD
ENGL 2230	HFA/USD
ENGL 2250	HFA
HIST 2520	GD
HIST 2820	GD
PHIL 2040	HFA/GD
PSCI 3500	GD
PSCI 4200	GD
PSCI 4370	GD
PSCI 4520	GD
RELI 2170	HFA/GD
SOC 4150	USD
WGST 3100/PSCI 3100	USD
CBA	GEN ED Requirement
BSAD 2100	SocSci
BSAD 2600	SocSci
CFAM	GEN ED Requirement
WRWS 2400	HFA

General Education Assessment Results

All UNO courses that fulfill General Education requirements are required to assess relevant [student learning outcomes](#) in accordance with the General Education [assessment cycle](#). Courses on the assessment cycle in 2021-2022 include those fulfilling Humanities/Fine Arts requirements, as well as select courses fulfilling Social Science & Natural/Physical Science requirements that were on probation for not meeting assessment requirements during the previous year's assessment cycle.

Units are encouraged to assess learning outcomes in Canvas using [common rubrics](#) developed by the General Education committee. During 2021-2022, there was a significant increase in the number of courses utilizing common General Education rubrics, and a large corresponding increase in the number of students assessed. During the 2020-2021 assessment cycle, 1,386 students in 62 sections representing 21 courses were assessed using common rubrics. In 2021-2022, 3,002 students in 195 sections representing 77 courses utilized common rubrics.

The first table below indicates the total number of General Education courses on the 2021-2022 assessment cycle and the number that completed assessment requirements. The second table indicates the number of courses that were on probation for not completing assessment requirements during the previous assessment cycle and their status. **IMPORTANT: Courses on probation during 2021-2022 that have still not completed assessment requirements will have until Jan 1, 2023 to either submit a complete assessment report with data, or a detailed plan for how data will be collected by the end of the Spring 2023 semester. Courses that do not submit a report, or a detailed plan, by Jan 1, 2023 may be removed from the General Education curriculum.**

Total Number of Courses on 2021-2022 General Education Assessment Cycle and Status

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HFA Courses Not Completing Assessment Requirements

Note: These courses will be placed on probation and will be provided another opportunity to complete General Education assessment during AY 2022-2023. Courses that have still not completed assessment by the end of the year are at risk of being removed from the General Education curriculum

CAS

BLST 2260 / ENGL 2260	Humanities/Fine Arts
BLST 2410 / HIST 2040	Humanities/Fine Arts
BLST 2420 / HIST 2050	Humanities/Fine Arts
BLST 2430 / HIST 2060	Humanities/Fine Arts
ENGL 2230	Humanities/Fine Arts/Not Offered
ENGL 2250	Humanities/Fine Arts/Not Offered
ENGL 2260 / BLST 2260	Humanities/Fine Arts
ENGL 2310	Humanities/Fine Arts
ENGL 2460	Humanities/Fine Arts
ENGL 2470	Humanities/Fine Arts
ENGL 2510	Humanities/Fine Arts/Not Offered
HIST 1000	Humanities/Fine Arts
HIST 1110	Humanities/Fine Arts
HIST 1120	Humanities/Fine Arts
HIST 2040 / BLST 2410	Humanities/Fine Arts
HIST 2050 / BLST 2420	Humanities/Fine Arts
HIST 2060 / BLST 2430	Humanities/Fine Arts
HIST 2480	Humanities/Fine Arts/Not Offered
LLS 1020	Humanities/Fine Arts
LLS 2800	Humanities/Fine Arts/Not Offered
PHIL 1010	Humanities/Fine Arts
PHIL 1020	Humanities/Fine Arts
PHIL 1030	Humanities/Fine Arts
PHIL 1040	Humanities/Fine Arts
PHIL 1210	Humanities/Fine Arts
PHIL 2030	Humanities/Fine Arts
PHIL 2040	Humanities/Fine Arts/Not Offered
RELI 1010	Humanities/Fine Arts
RELI 2020	Humanities/Fine Arts
RELI 2150	Humanities/Fine Arts
RELI 2160	Humanities/Fine Arts
RELI 2170	Humanities/Fine Arts/Not Offered
WGST 2020	Humanities/Fine Arts

CFAM

ART 2060	Humanities/Fine Arts
ART 2610	Humanities/Fine Arts
CFAM 1000	Humanities/Fine Arts
MUS 1050	Humanities/Fine Arts
MUS 1070	Humanities/Fine Arts
MUS 1080	Humanities/Fine Arts
THEA 1010	Humanities/Fine Arts
THEA 1210	Humanities/Fine Arts
THEA 1300	Humanities/Fine Arts
WRWS 3500	Humanities/Fine Arts
THEA 1060	Humanities/Fine Arts/Not Offered
WRWS 2400	Humanities/Fine Arts/Not Offered

IS&T

CIST 3110	Humanities/Fine Arts
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Courses On Probation Not Completing Assessment Requirements

Note: These courses were on probation during 2021-2022 for not completing assessment requirements during previous assessment cycles. The courses listed below did not collect assessment data or were not offered.

CAS

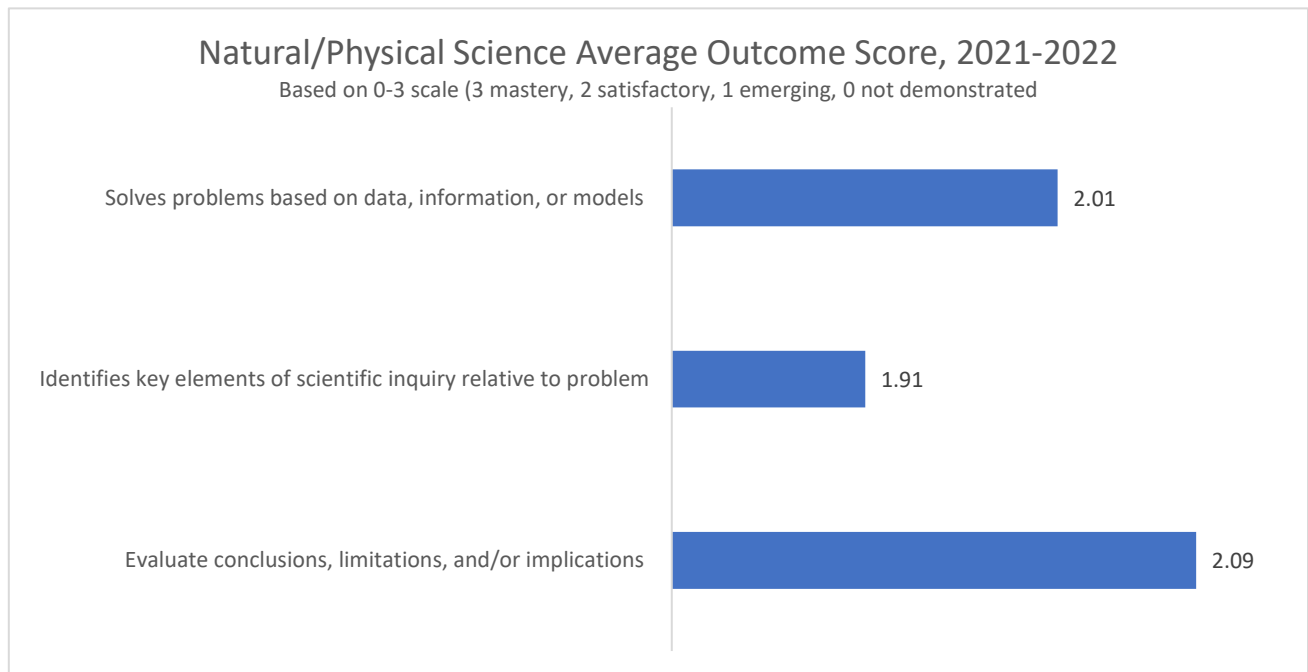
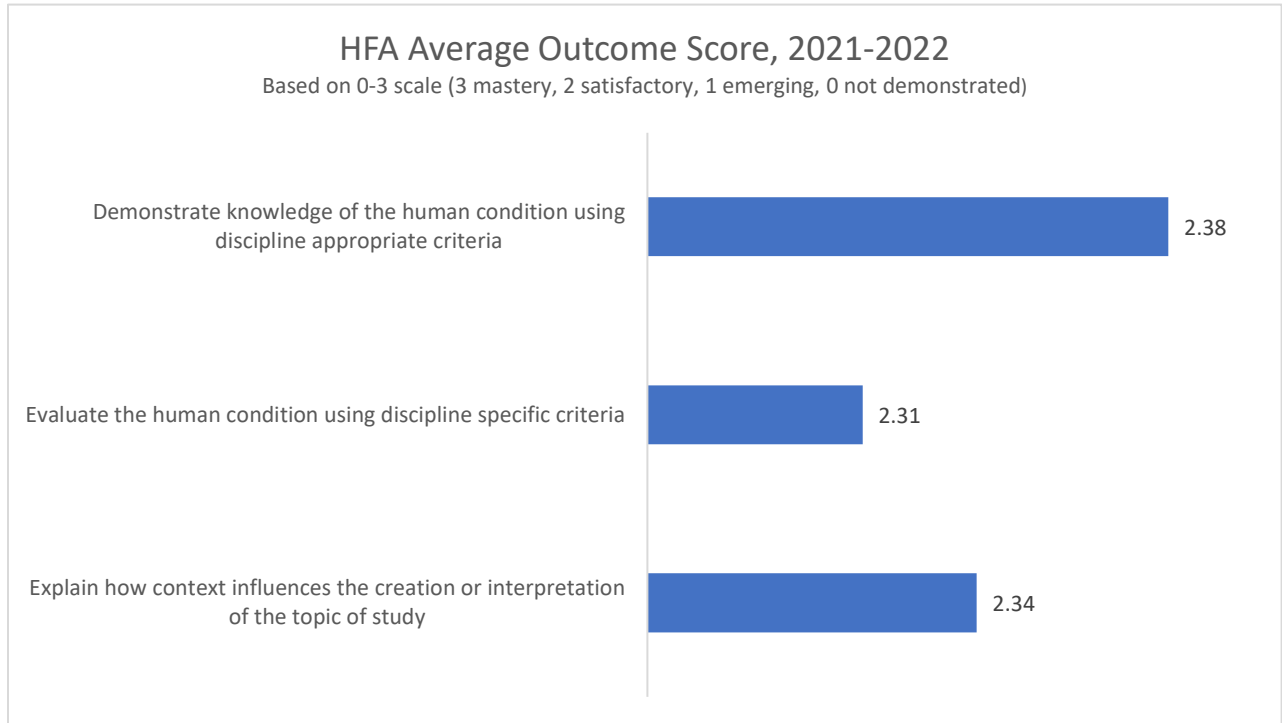
GEOL 1100	Natural/Physical Science
GEOL 1104	Natural/Physical Science
GEOL 2100	Natural/Physical Science
GEOL 2500	Natural/Physical Science
NSCI 1050	Natural/Physical Science

CBA

BSAD 2100 (not offered)	Social Science/Not Offered
BSAD 2600 (not offered)	Social Science/Not Offered

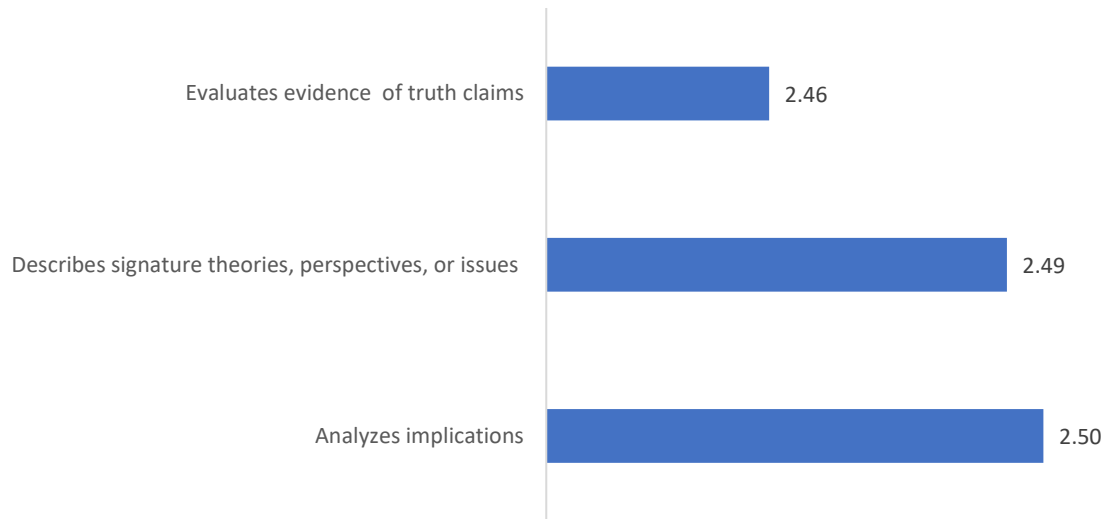
Student Performance Measured Against General Education Outcomes

In order to provide comparable data across campus, units on the 2021-2022 General Education assessment cycle were encouraged to assess student learning outcomes in Canvas using common [rubrics](#) developed by the General Education committee. Thanks to faculty efforts across campus, most courses utilized common rubrics in assessing the General Education outcomes.



Social Science Average Outcome Score, 2021-2022

Based on 0-3 scale (3 mastery, 2 satisfactory, 1 emerging, 0 not demonstrated)



General Education Curricular Reform

Existing Structure: The existing structure of [UNO's General Education curriculum](#) was implemented in 2010 and includes 40-46 credit hours of course requirements. This includes: (1) 15 hours of [Fundamental Skills Courses](#), (2) 25 hours of [distribution courses](#) across Physical/Natural Sciences, Humanities/Fine Arts, and Social Sciences, and (3) 6 hours of [Diversity](#) including one courses related to U.S. Diversity and one course related to Global Diversity. Diversity courses can double count for select Humanities/Fine Arts and/or Social Science requirements, making it possible for students to complete all General Education requirements in 40 hours.

General Education Committee Charge: The University General Education Committee is responsible for (1) establishing the definition, criteria, and learning outcomes for each university general education area; (2) reviewing syllabi and approving courses used to satisfy university general education requirements; and (3) facilitating on-going review, assessment, and modification of the university general education curriculum.

Ongoing Actions and Discussion: UNO's General Education committee has initiated conversations with key campus stakeholders about the existing General Education curriculum to solicit feedback about the strengths and weaknesses of the existing program. Specifically, the committee disseminated a campus-wide survey in Spring 2022, explored best practices at other higher education institutions, reviewed innovative models of General Education from around the country, participated in an AAC&U workshop about general education reform, and has engaged faculty, staff, and students in several open forums held throughout the Spring term.

Emergent Themes: Several themes are emerging from the General Education Committee's initial examination of UNO's curriculum:

Strengths

- Skill development in writing, speaking, and quantitative literacy
- Broad engagement with the liberal arts
- Provides opportunities to gain exposure to perspectives outside of academic major

Weaknesses

- The program lacks relevance and coherence
- Scope of course offerings is too broad
- Too many required credit hours
- Lack of flexibility in the General Education curriculum
- Too many gateway courses into majors rather than courses appropriate for a general student

Opportunities

- Can Gen Ed be an engine for faculty innovation, collaboration, creativity?
- Can Gen Ed be a vehicle for driving campus enrollment and student success?
- Can Gen Ed consistently offer a relevant, engaging, and impactful interdisciplinary learning experience that distinguishes UNO?

Resources and Alternative Approaches to Gen Ed: Throughout the course of its initial investigation, the General Education Committee has explored nationwide trends and approaches to general education. Some institutions continue to use a traditional distribution approach like UNO's current model, other colleges and universities have organized their general education curriculums around interdisciplinary themes and/or relevant skills. Below you will also find links to examples of different general education models and various articles collected by the Committee over the past year that provide thought-provoking commentary on the value and impact of this important part of the undergraduate curriculum.

Examples of Different General Education Models

Traditional Distribution (UNO is most closely aligned with a traditional distribution model)

- [UMKC \(CUMU Peer\)](#)
- [Cleveland State \(CUMU Peer\)](#)
- [University of Texas San Antonio \(CUMU Peer\)](#) – Core Curriculum
- [UNO](#)

Modified Thematic Based

- [Cal State Chico](#) – Gen Ed Pathways (includes minors as part of Gen Ed)
- [Ohio University](#) – Themes
- [Portland State University \(CUMU Peer\)](#) – University Studies
- [Northern Illinois University](#) – AcademicsPLUS Pathways

Modified Skills Based

- [University of South Florida](#) – Enhanced Gen Ed
- [UC Santa Cruz](#) – General Education
- [UNK](#) - LOPER General Studies
- [University of Colorado – Colorado Springs](#) – Compass Curriculum
- [Excelsior College](#) – General Education Career Competencies

Other

- [University of South Florida](#) – Enhanced Gen Ed
- [UMKC](#) – Essential Questions

General Education Programs at CUMU Peers

[Cleveland State University](#) – 42 credits

[Indiana University-Purdue University Indianapolis](#) – 30 credits

[Oakland University](#) – 42 credits

[Portland State University](#) - ~ 32 credits

[University of Arkansas at Little Rock](#) – 35 credits

[University of Missouri-Kansas City](#) – 30 credits

[University of Missouri-St. Louis](#) – 42 credits

[University of North Carolina at Charlotte](#) – 43 credits

[University of Texas at San Antonio](#) – 42 credits

[Wichita State University](#) – 36 credits

Relevant Articles about Gen Ed

[Why the Core Matters for a New Generation](#)

[The Evidence Liberal Arts Needs](#)

[The General Education Curriculum We Need](#)

[National Endowment for the Humanities Teagle Project and General Education](#)

[It's Time to Get Rid of Distribution Requirements](#)

[General Education, an Academic Advisors Perspective](#)

[Might This Be the Beginning of Education](#)

[Beyond Box Checking](#)

[Designing a Signature General Education Program](#)

[A Contrarian view of Humanities Value](#)

[General Education Faculty and Career Services Partner to Make Liberal Education Visible](#)

[An Education with Impact](#)
[AAC&U – What Shapes College Learning](#)
[Teach Them Where They Are Not](#)
[End either-or Thinking about Skills](#)
[Variations on a Theme](#)
[Themes at Ohio State University](#)
[The Humanities Need Gen Ed](#)
[Choice as a Class Prerogative: A Response](#)
[Is Earning More Important than Learning](#)
[Guiding Principles for Curriculum Reform in Gen Ed](#)
[A Stunning Level of Student Disconnection](#)
[What Higher Education Can Do in the Cause of Citizenship](#)
[Students are Missing the Point of College](#)
[Are We Taking Gen Ed for Granted](#)