



***General Education Summary
2022-2023***



General Education 2022-2023 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 2022-2023 academic year.

Highlights:

1. **ENROLLMENTS AND COURSE OFFERINGS:** Overall headcount in General Education courses from Summer 2022 through Spring 2023 was 42,449.
2. **ASSESSMENT:** Courses fulfilling General Education Diversity requirements were on the assessment cycle this past year, though all courses are encouraged to collect data regularly. Ninety-one courses assessed general education outcomes in their courses.
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. An initial proposal was presented to the Faculty Senate in Spring of 2023. The Senate requested more clarity on the proposal and the General Education Committee is continuing to address these concerns and others as of Fall 2023. An executive summary is included at the end of this document that outlines the state of the reform conversation and the potential updated model.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Tracy', is placed below the word 'Sincerely,'.

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

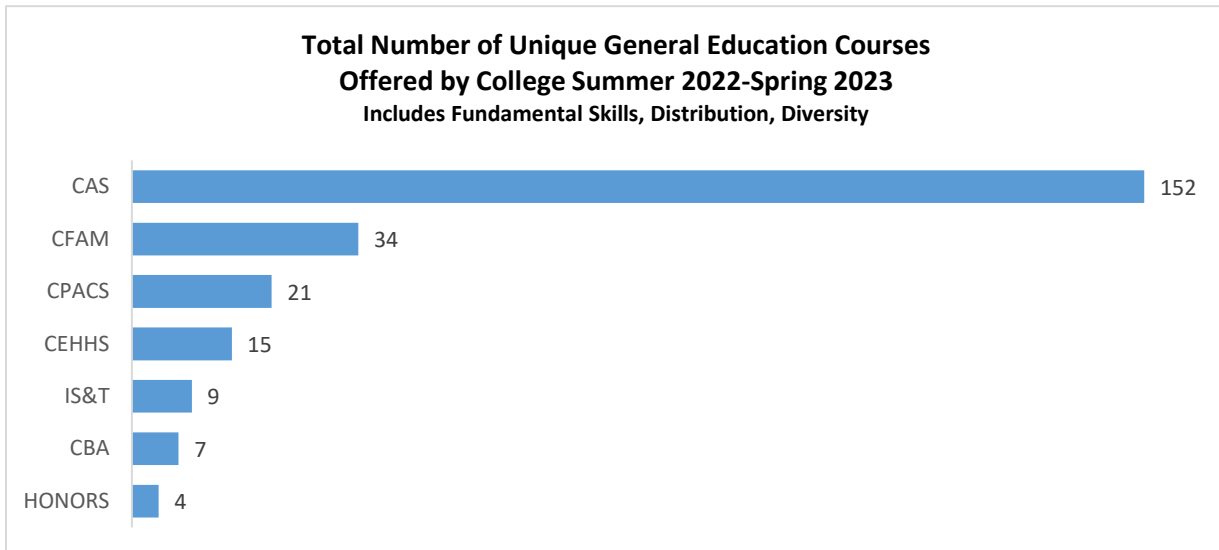
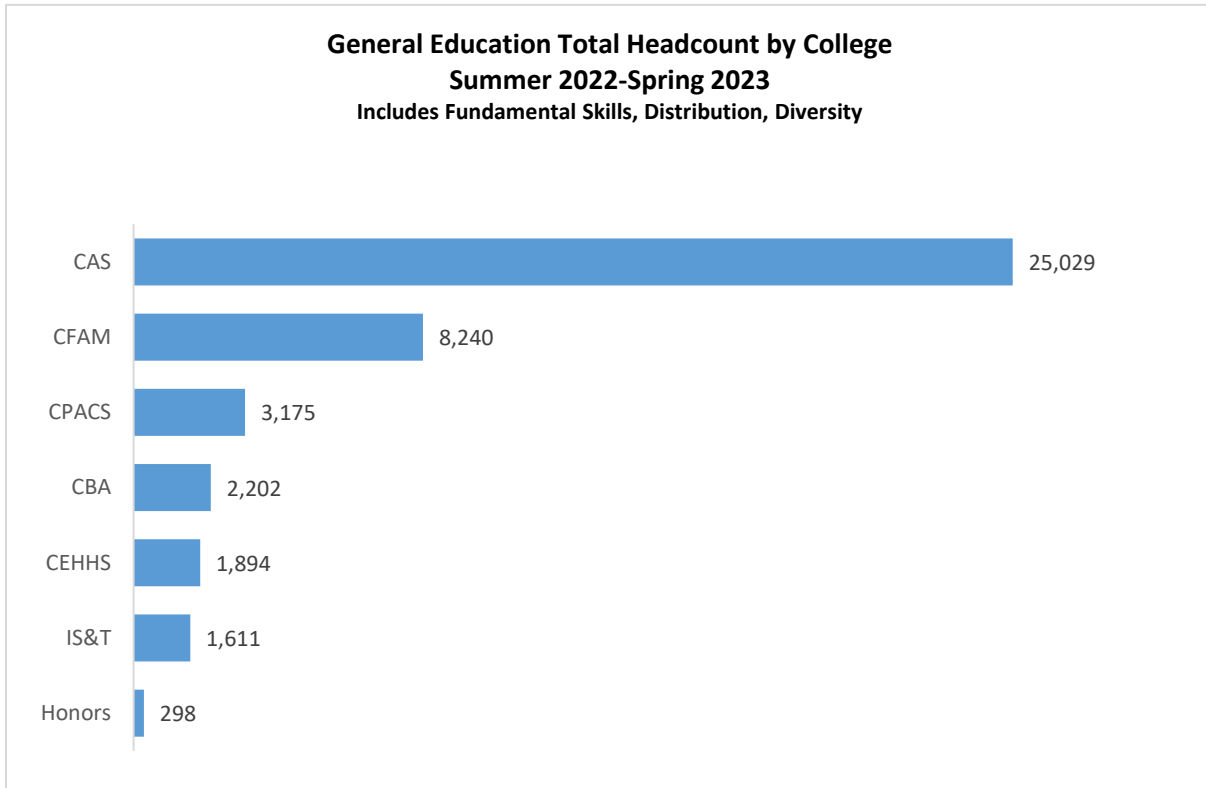
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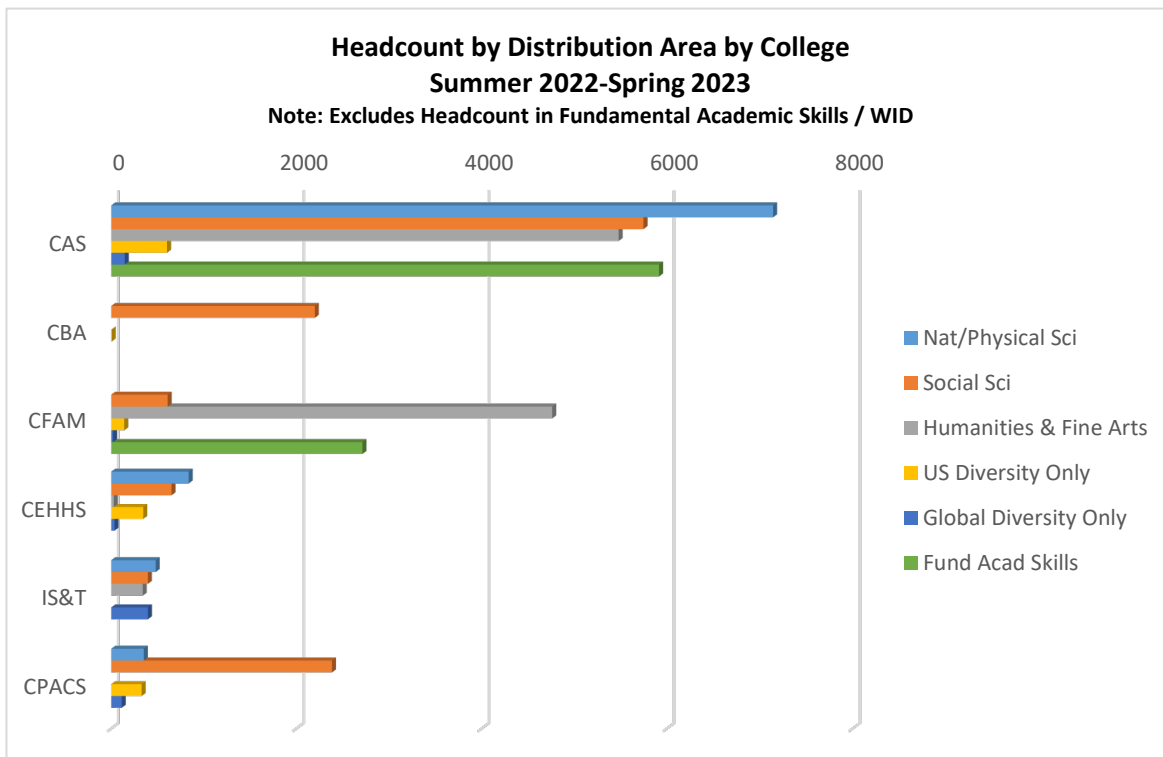
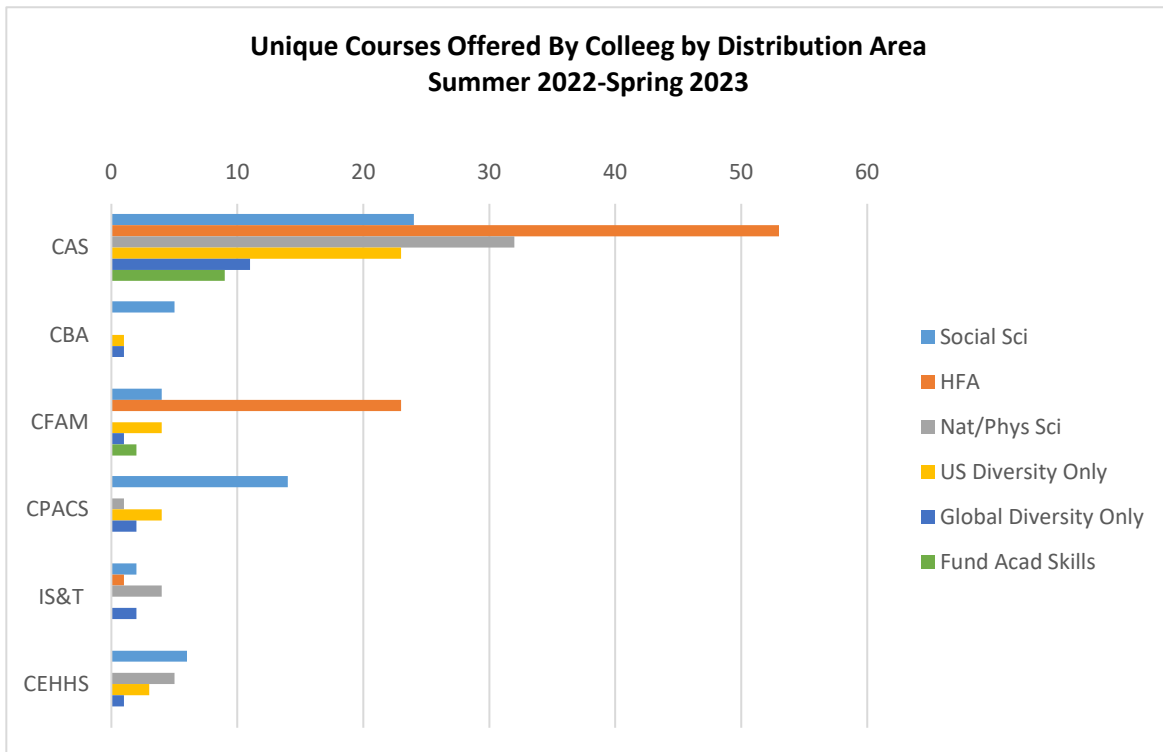
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Total General Education Headcount and Courses by College

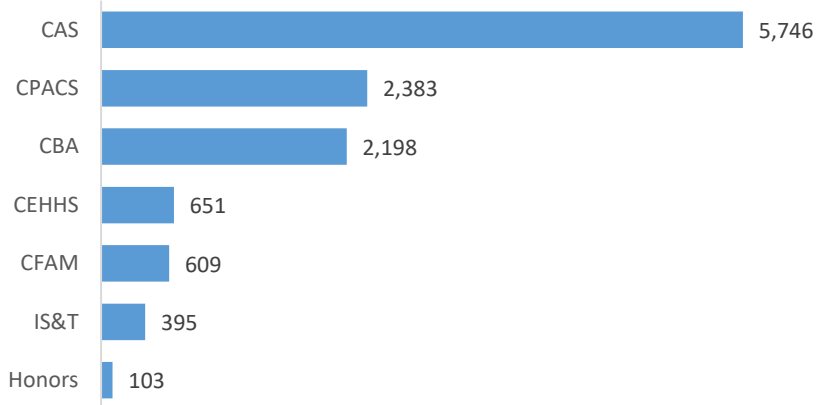


College Comparison of Courses and Headcount by Distribution Area

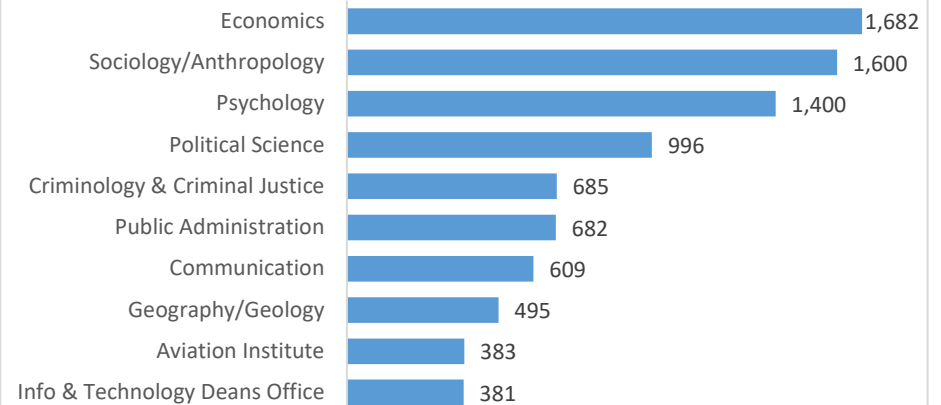


Distribution Area Headcount by College and Course

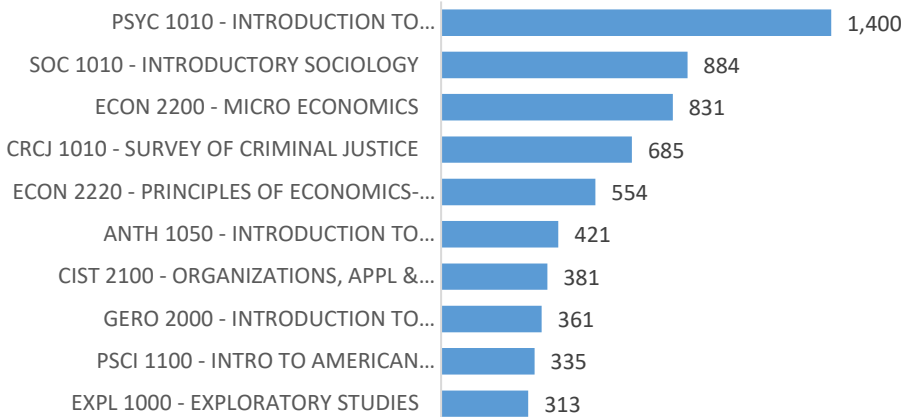
**Social Science Headcount by College
Top 10, Summer 2022-Spring 2023**



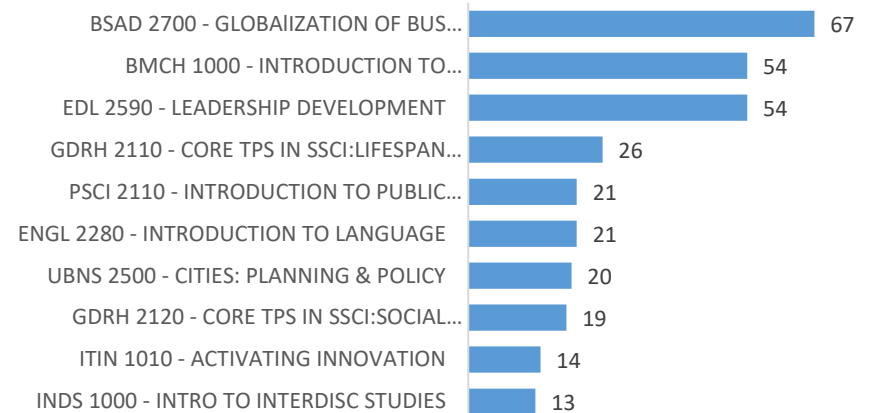
**Social Science Headcount by Unit
Top 10, Summer 2022-Spring 2023**



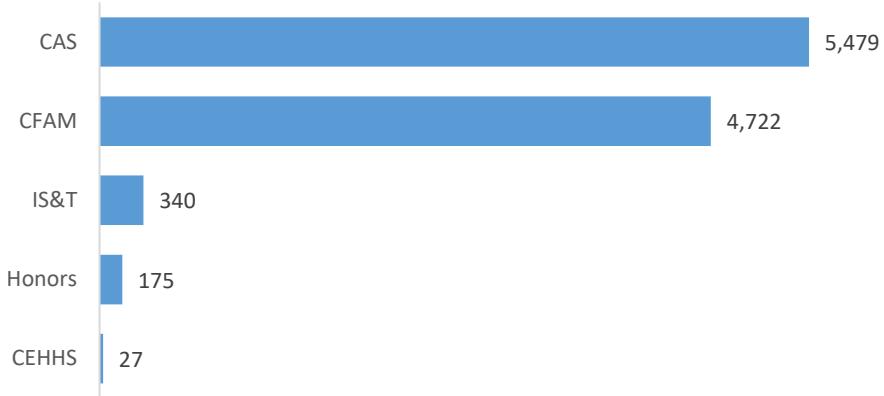
**Social Science Headcount by Course
Top 10, Summer 2022-Spring 2023**



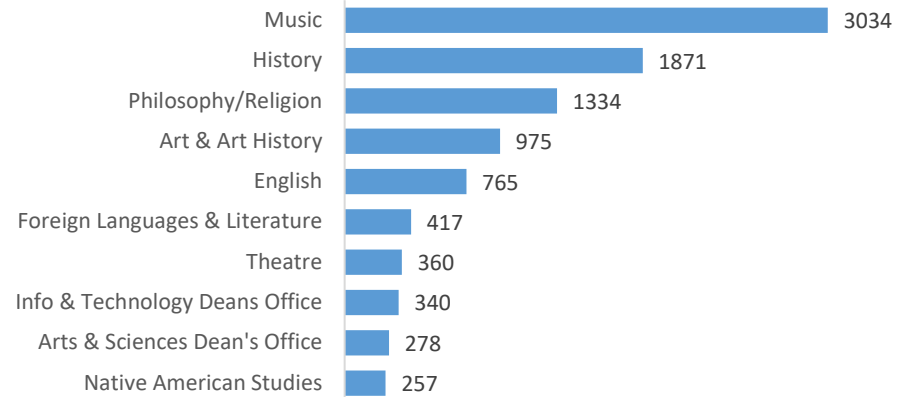
**Social Science Headcount by Course
Bottom 10, Summer 2022-Spring 2023**



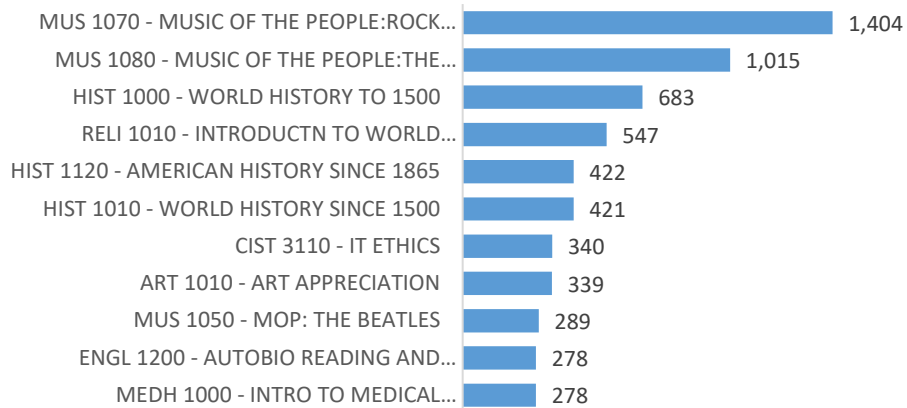
**Humanities/Fine Arts Headcount by College
Top 10, Summer 2022-Spring 2023**



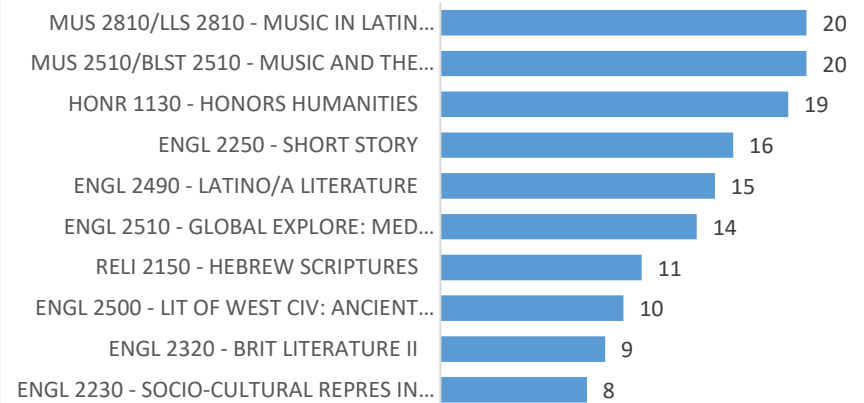
**Humanities/Fine Arts Headcount by Unit
Top 10, Summer 2022-Spring 2023**



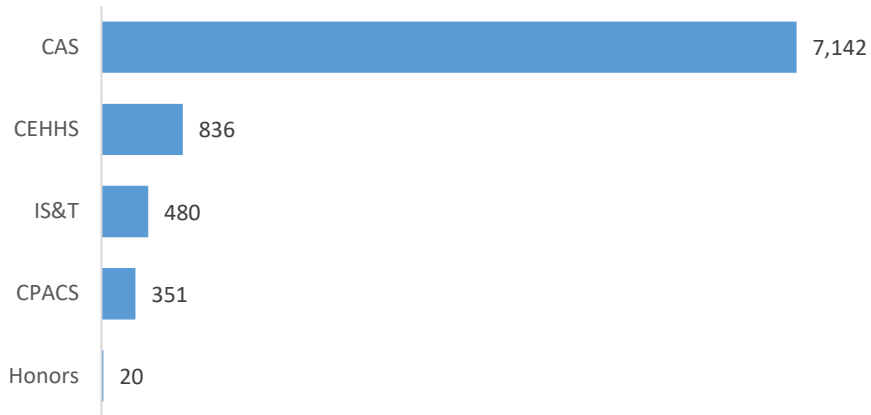
**Humanities/Fine Arts Headcount by Course
Top 10, Summer 2022-Spring 2023**



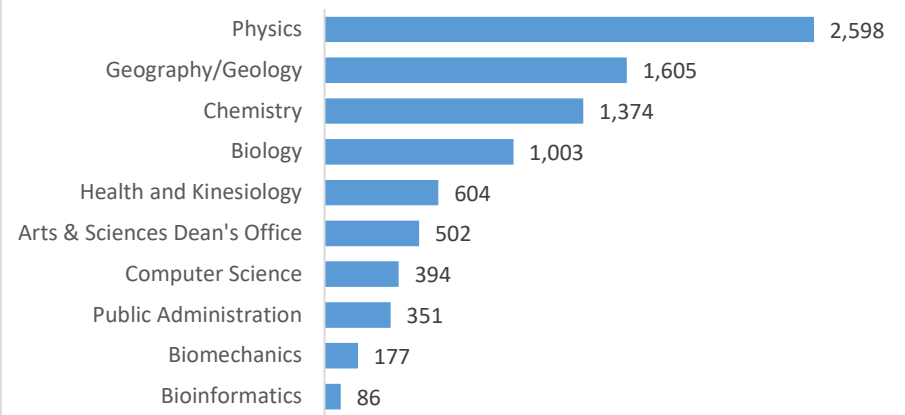
**Humanities/Fine Arts Headcount by Course
Bottom 10, Summer 2022-Spring 2023**



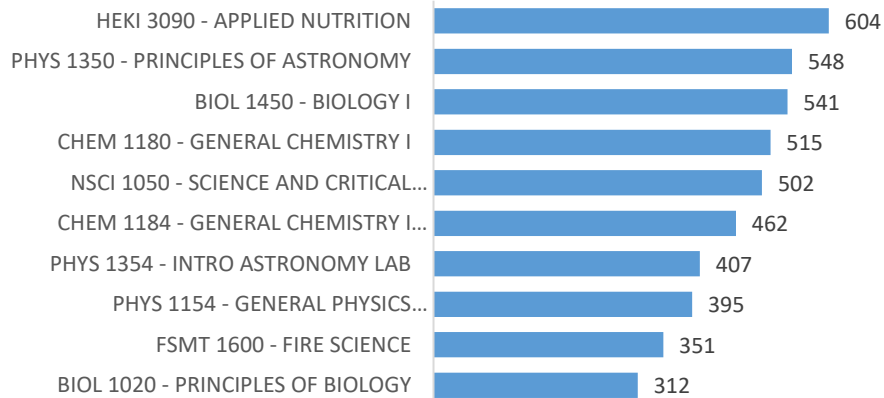
**Natural/Physical Science Headcount by College
Summer 2022-Spring 2023**



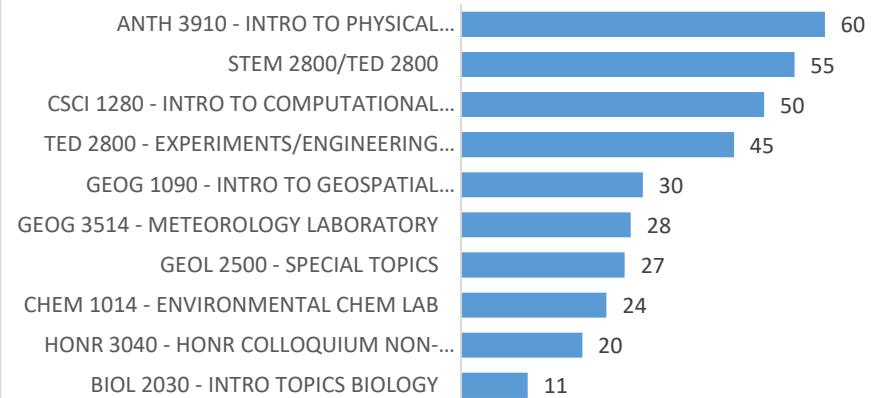
**Natural Science Headcount by Unit
Top 10, Summer 2022-Spring 2023**



**Natural Science Headcount by Course
Top 10, Summer 2022-Spring 2023**

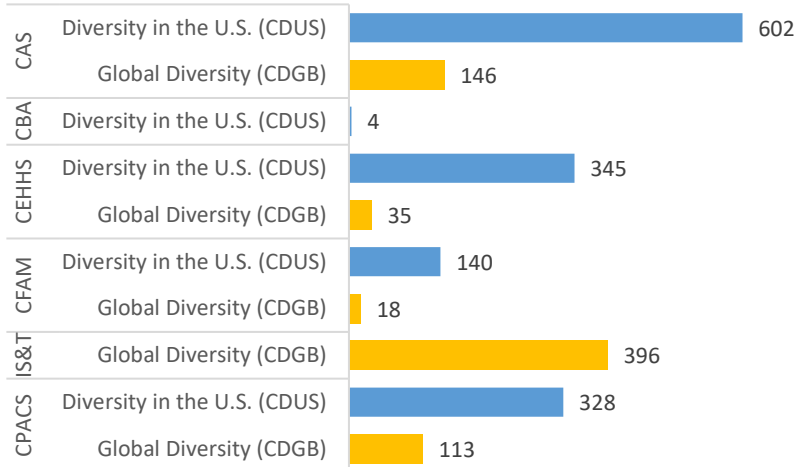


**Natural Science Headcount by Course
Bottom 10, Summer 2022-Spring 2023**

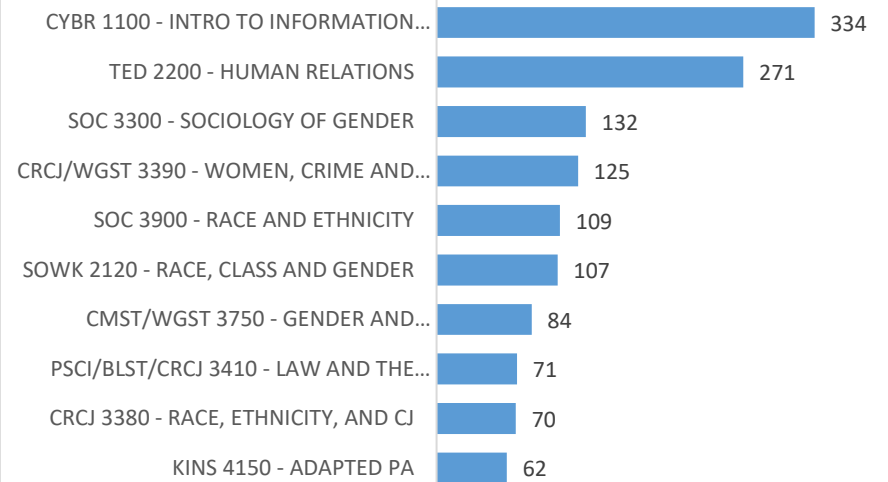


U.S. & Global Diversity Headcount by College Summer 2022-Spring 2023

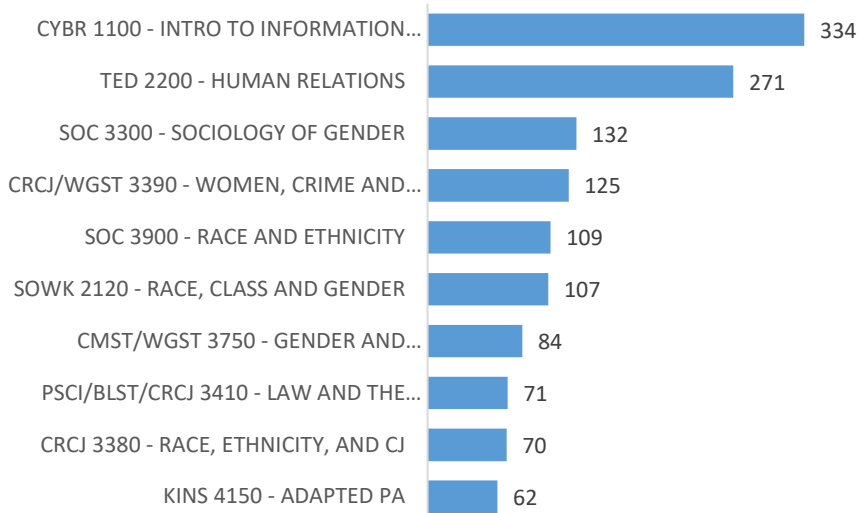
Note: Excludes diversity headcount in courses that also count towards Social Science or Humanities/Fine Arts



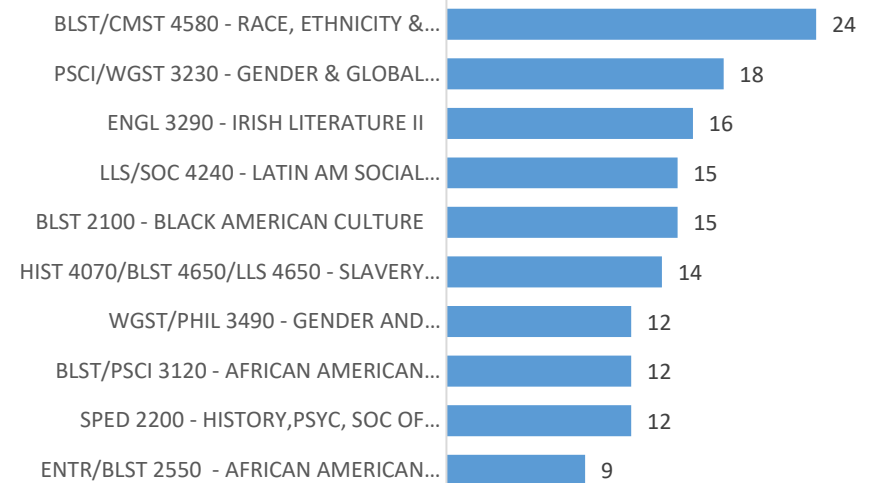
Diversity Headcount by Unit Top 10, Summer 2022-Spring 2023



Diversity Headcount by Unit Top 10, Summer 2022-Spring 2023



Diversity Headcount by Course Bottom 10, Summer 2022-Spring 2023



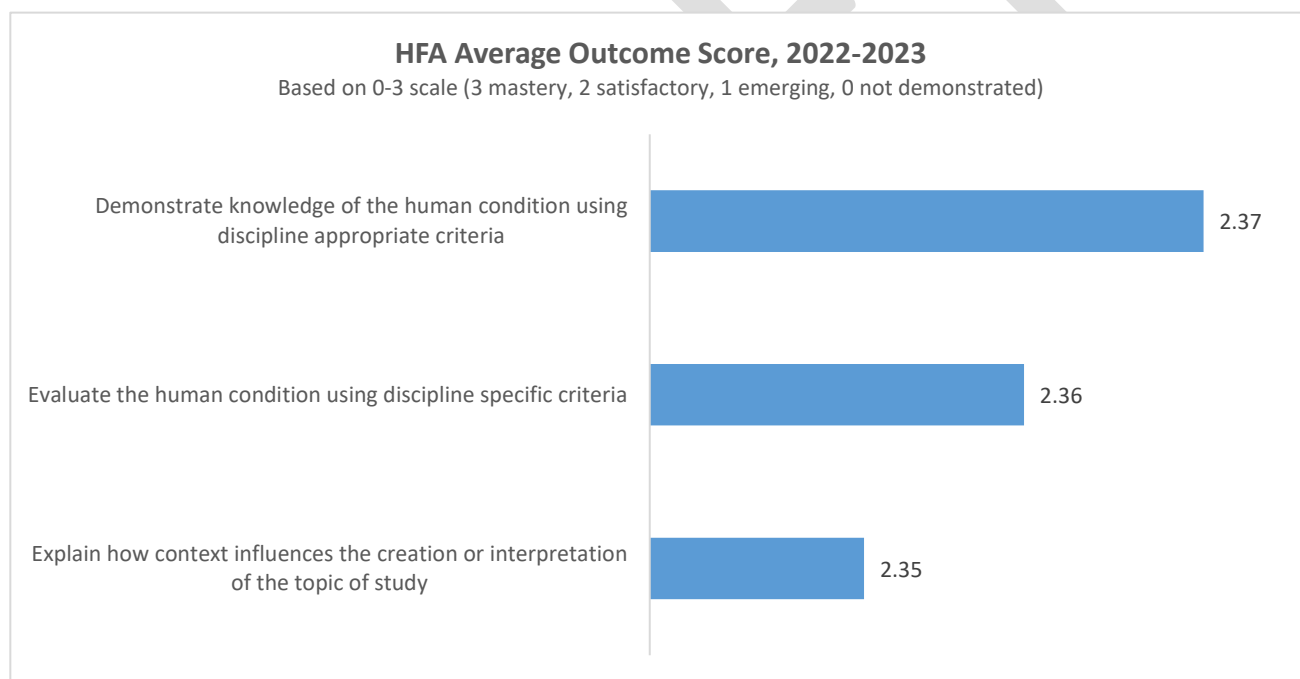
General Education Assessment Results

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 2022-2024 include those fulfilling Diversity requirements, though all courses are encouraged to regularly assess against the relevant outcomes.

Units are encouraged to assess learning outcomes in Canvas using [common rubrics](#) developed by the General Education committee. In 2022-2023, 3,339 students from 91 courses were assessed

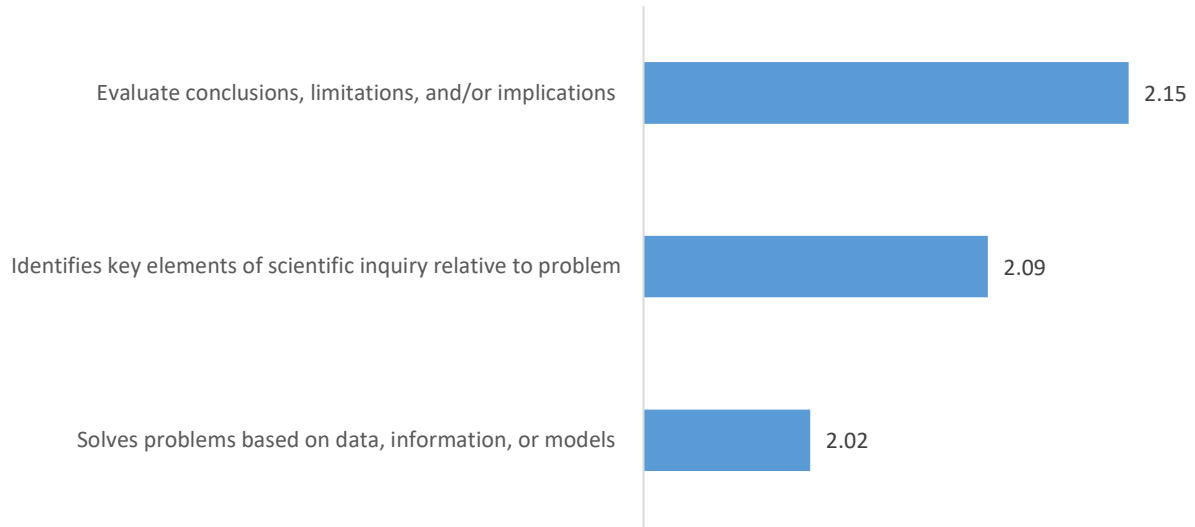
Student Performance Measured Against General Education Outcomes

In order to provide comparable data across campus, units on the 2022-2023 General Education assessment cycle were encouraged to assess student learning outcomes in Canvas using common [rubrics](#) developed by the General Education committee.



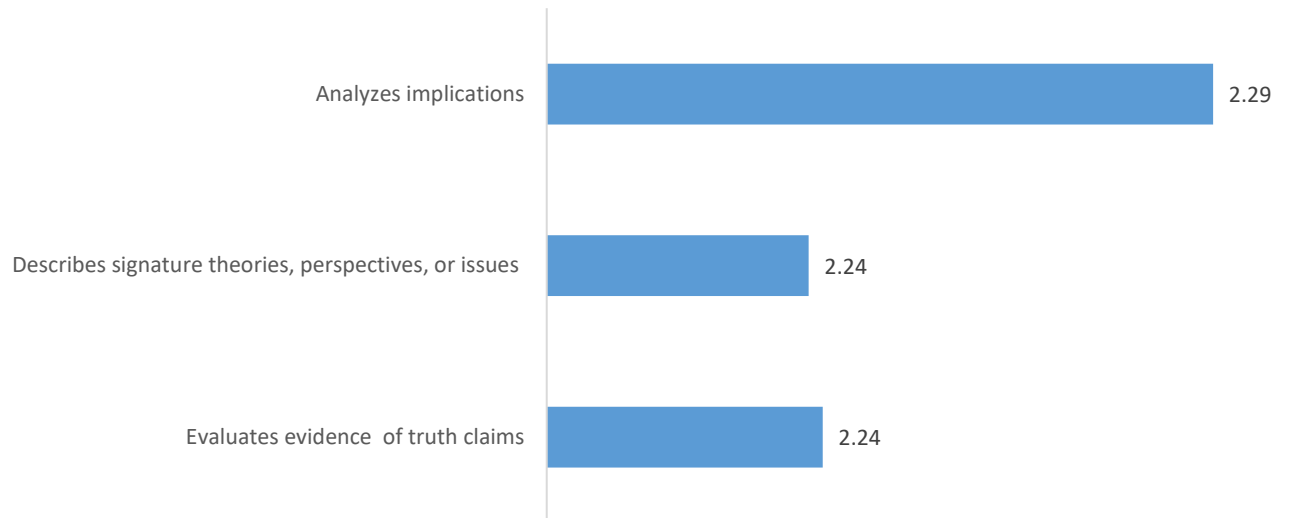
NPS Average Outcome Score, 2022-2023

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



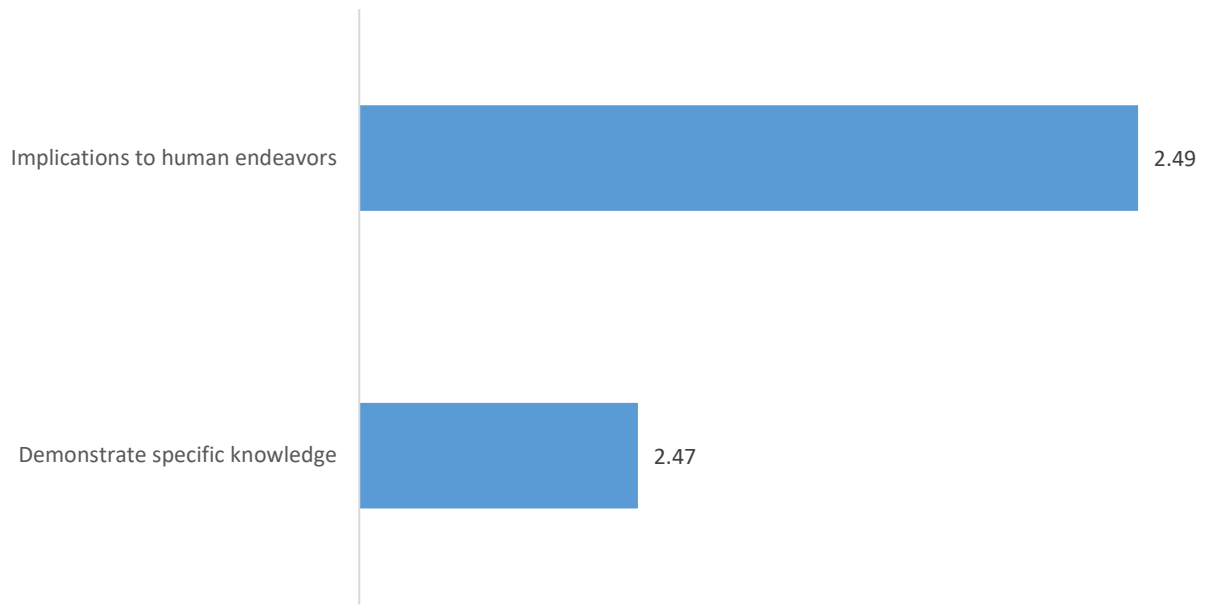
Social Science Average Outcome Score, 2022-2023

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



Diversity Average Outcome Score, 2022-2023

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



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General Education Curricular Reform Status

In Spring 2023, UNO's Faculty Senate approved a resolution urging the administration to refrain from changing general education credit hour requirements until a new structure and learning objectives had been determined by the faculty. The following document responds to the resolution by clarifying the purpose, outcomes, and structure of a proposed reformed general education model. The document describes a mission-focused general education curriculum that deliberately introduces students to the intellectual life of our urban metropolitan university and empowers them to become active, informed, and compassionate students, professionals, and citizens in a changing world. It aims to create a more integrated and purposeful general education experience for students while cultivating a set of essential learning outcomes important for work and life. The proposed approach recognizes that the challenges and opportunities impacting our community transcend traditional disciplinary boundaries and encourages students to draw connections across subjects, think critically, and engage with big questions, both contemporary and enduring.

Proposed Model (30-36 hours): The core components of the proposed model include three dimensions: Foundations, Perspectives, and Engagement.

1. **Foundations:** This dimension emphasizes building essential skills for academic, professional, and personal success that are important for the social and economic mobility of our students. Courses in composition, public speaking, and quantitative literacy provide students with a solid foundation in communication, analytical, and reasoning skills.
2. **Perspectives:** The purpose of this dimension is to prepare students to thoughtfully engage with the world around them in meaningful ways. This dimension focuses on preparing students to engage thoughtfully with complex real-world issues. It includes three subcategories:
 - **New Requirement – Name TBD:** Invites students to ask how they define a life well lived. May introduces concepts related to personal and professional ethics, responsibility, authenticity, and more.
 - **Diversity:** Examines various histories, cultures, and social conditions to build students' global awareness and intercultural competency skills. One course satisfying U.S. Diversity and one course satisfying U.S. Diversity will be required.
 - **Discovery:** Asks students to reflect on the meaning of being a scholar and the pursuit of knowledge and discovery. Encourages course orientation around integrative anchor questions, both contemporary and enduring, that reflect the breadth of knowledge in the liberal arts and sciences.
3. **Engagement:** This dimension facilitates students' connection to the community by encouraging exploration of the complex challenges, opportunities, and relationships that reflect our urban metropolitan mission. This recommended upper-division experience encourages deeper civic knowledge and engagement while expecting further development of students' written, oral communication, and critical thinking skills in a real-world context.

Towards a More Integrated General Education Experience: The general education curriculum should be more integrated and less focused on “box-checking” across a set of seemingly disconnected requirements. Paul Hanstedt (2012) describes an integrative general education curriculum as one that makes “deliberate attempts to create explicit connections among courses, fields, majors, disciplines, and traditionally academic and nonacademic areas” (p. 12). An integrative approach, as Hanstedt argues, means more than a brief introduction or passing mention of these connections. Rather, integration in the context of general education is a deliberate, explicit, and continuous effort to have students reflect on these connections in the context of the course content and their lived experiences. The full proposal identifies multiple options to increase the integration of UNO’s general education curriculum to include an upper-level synthesizing experience and embedded “anchor questions” that help to make the connections between courses and disciplines more explicit.

Essential Outcomes: A deliberate and more integrated introduction to the intellectual life of the university should also begin to cultivate a set of transferable skills and dispositions in our students that empower them to flourish personally, professionally, and civically in a changing world. In 2020, the Association of American Colleges and Universities (AAC&U) conducted [a survey](#) to identify those skills aligned with a liberal education and the broader democratic mission of higher education that also are most highly valued in the professional workforce. The following competencies were identified as critical skills and represent the proposed essential outcomes introduced and reinforced through UNO’s General Education program.

- Critical and Creative Thinking
- Communication
- Civic Knowledge and Engagement
- Quantitative Literacy
- Information Literacy
- Global Learning
- Intercultural Knowledge and Competence
- Problem Solving
- Ethical Reasoning

Transitional Initiatives: To ensure successful implementation, the document identifies several transitional initiatives that will be necessary to finalize the new curriculum.

1. **Finalize Integrative Elements:** While providing some potential integrative anchor questions for consideration in the proposal, a faculty team should be convened to determine specific anchor questions for each of the subcategories within the proposed “Perspectives” dimension. This team should also suggest criteria for determining whether a course is sufficiently organized around these animating questions to be included in general education. These inputs can then be applied by the General Education Committee as part of their course approval responsibilities.
2. **Modify Rubrics for Essential Outcomes:** The General Education Committee suggests a faculty team, or teams, be established to examine whether modifications should be made to any of the existing AAC&U rubrics for essential outcomes and consider how they should be applied towards UNO’s General Education curriculum. Additionally, these teams should suggest criteria for determining whether a course is sufficiently aligned with the specified essential outcomes to be included in the general education curriculum.
3. **Modify Gen Ed course approval process:** Pending determination of specific criteria to determine whether courses are sufficiently organized around integrative anchor questions and

essential outcomes, the General Education Committee will modify the course approval process accordingly.

4. **Develop Transitional Plan for New Curriculum:** The General Education Committee will develop a process for how general education courses will be transitioned and recertified for continued inclusion in this part of the curriculum

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