





Our key partners



Advising



Registrar's Office



Admissions



Communications
& Marketing



College
curricular staff



Institutional
Research & Planning



Digital Learning/
Technology



Drake Institute



Library



Our current focus

- Bookends implementation
 - Courses & their approval
 - Governance/policy
 - Assessment
- 



General Education

The Ohio State University's **General Education (GE)** program allows students to steer their education, offering unparalleled freedom in shaping an educational journey that aligns with individual aspirations and goals. The GE empowers students to take control of their unique and intentional academic experience, allowing them to choose courses that not only serve their interests but also support their future ambitions.

With a focus on simplicity and customization, the GE outlines a streamlined yet flexible pathway to degree, enabling students to craft an education that is as distinctive as they are.

NEW webpage!

<https://ugeducation.osu.edu/general-education>

General Education Pathway

Most Buckeyes start and finish with Bookends courses, a "Launch" seminar to prepare for success and a "Reflection" seminar to review academic and personal growth. Transfer students experience a "Connection" seminar to ease transition into the Scarlet and Gray life. Between Point A (Launch/Connection) and Point B (Reflection), the pathway is tailored by each student to best serve their personal passions.

General Education (GE) Pathway ★

1

FIRST-YEAR STUDENTS

Launch Seminar

Introduces you to the broad goals of the GE and the skills you will need to succeed.

TRANSFER STUDENTS

Connection Seminar

A customized course for transfer students to connect prior experiences with current and future goals and plans.



2

Foundations Courses

Foundations courses introduce you to a variety of academic disciplines to better understand different ways of analyzing and understanding the world.



3

Themes Courses

Develop a deeper understanding of complex topics that are vital to addressing major 21st-century questions.

All students are required to take Citizenship for a Diverse and Just World plus additional coursework in a theme of their choosing.

4

Reflection Seminar

Helps you document and reflect on your academic and personal growth. It also prepares you to explain to potential employers what skills and knowledge you gained from college.



Related Links

[Bookends details](#)

[Foundations details](#)

[Themes details](#)

[Resources & FAQs](#)

[Course submission](#)



Bookends

- Launch (GenEd 1201) offered since Au 2022
 - In all possible formats
 - On all campuses
- Reflection (GenEd 4001) offered since Au 2023
 - Asynch online
 - Columbus only
- Connection (GenEd 2601) offered since Au 2024
 - In all possible formats
 - Columbus plus (ATI, likely others over time)
 - Coordinating with ONL programs on DL offerings



Bookends Initiatives

ONL programs,
SEM, Advising

- Enrollment planning for Connection, Reflection

“Regional Summit”

- Coordination with regionals

Su 2025

- Update course materials post-Assessment
 - Coordinate with Survey
 - Pitch-catch between Launch and Reflection

Registrar,
Advising

- Proactive registration system





GE Courses

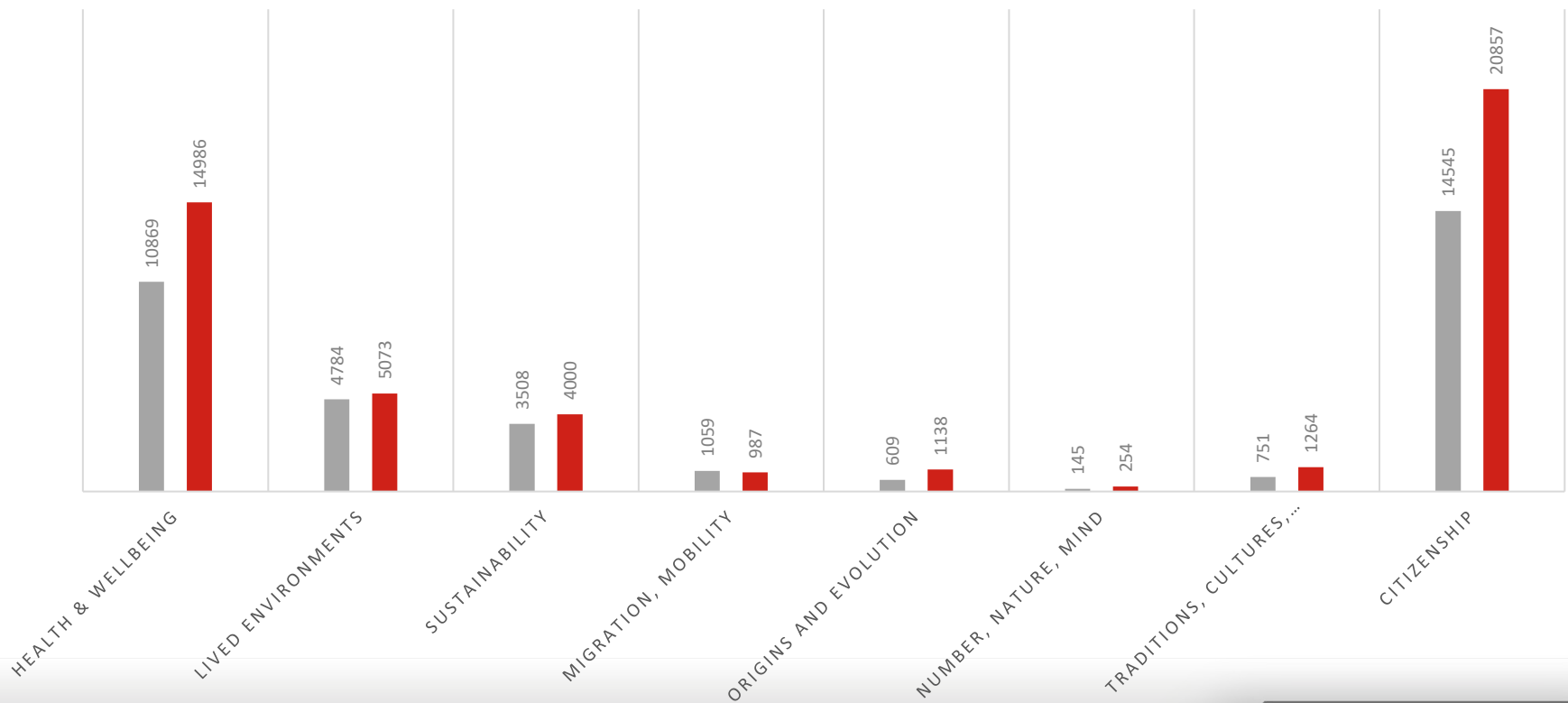
THEME COURSE ENROLLMENTS AY 23-24 THRU 24-25

TOTALS

AY 23-24 36,270

AY 24-25 48,559

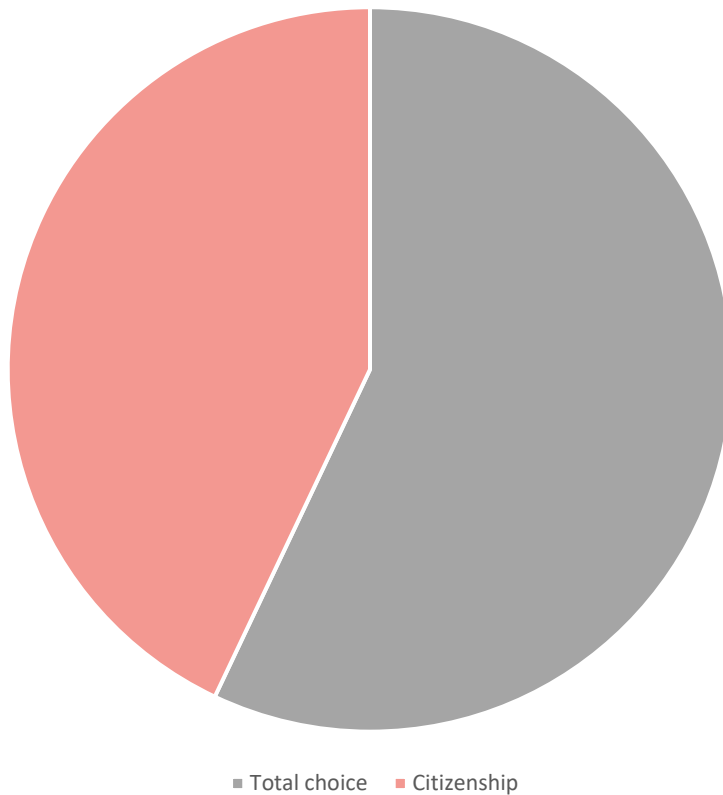
■ AY 23-24 ■ AY 24-25



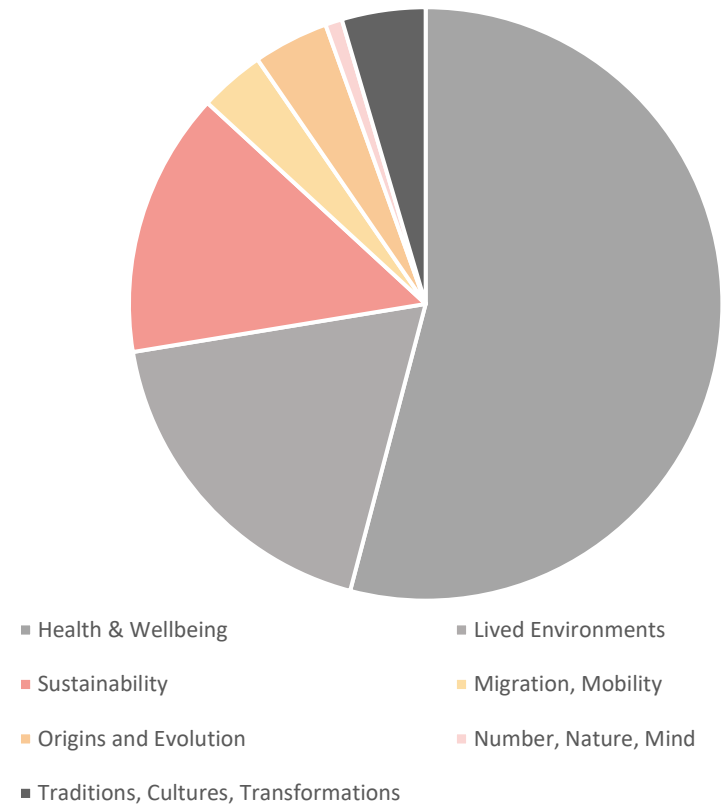


Theme Enrollments

Theme enrollments AY 24-25

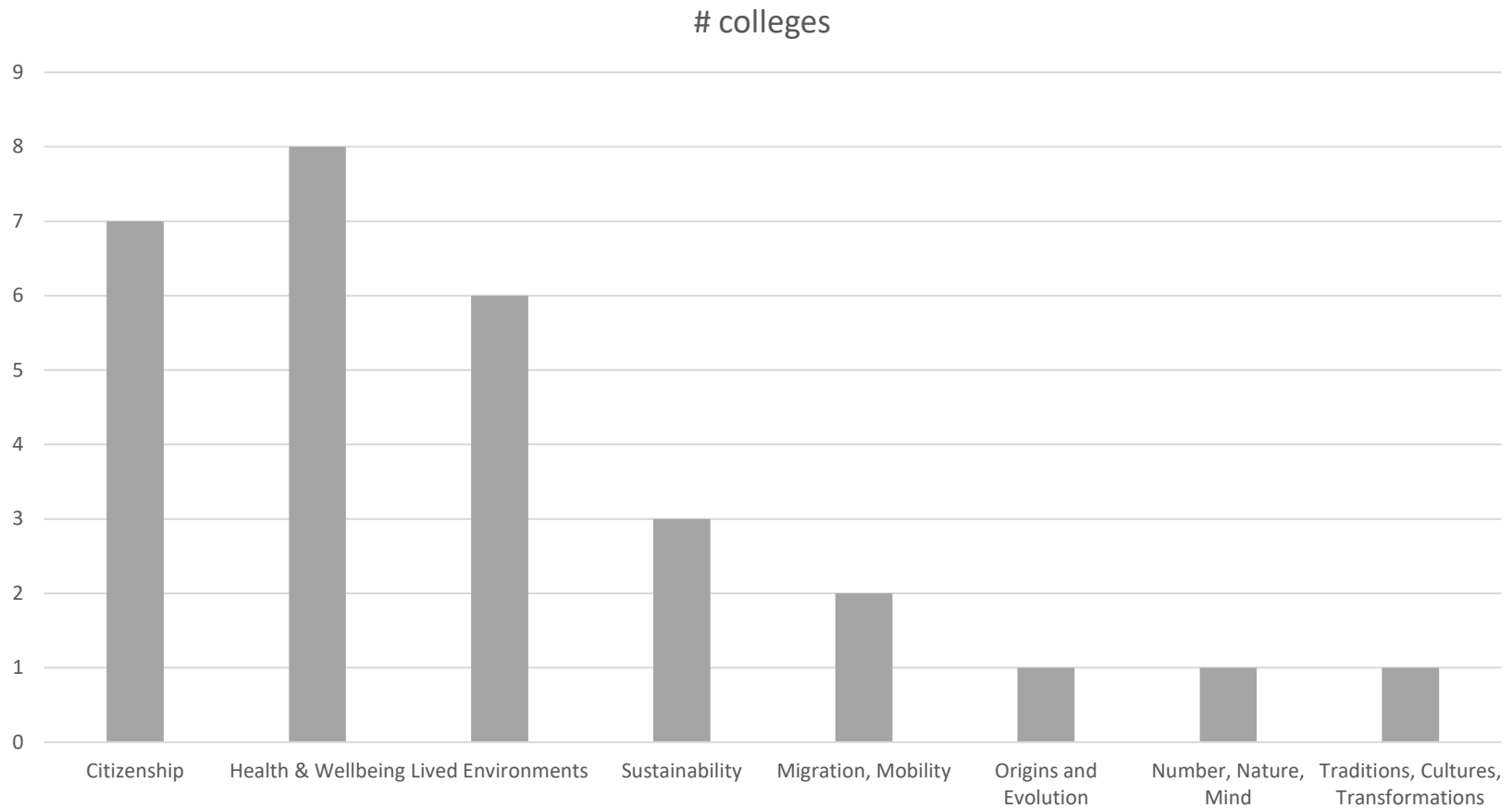


Choice Theme enrollments, AY 24-25



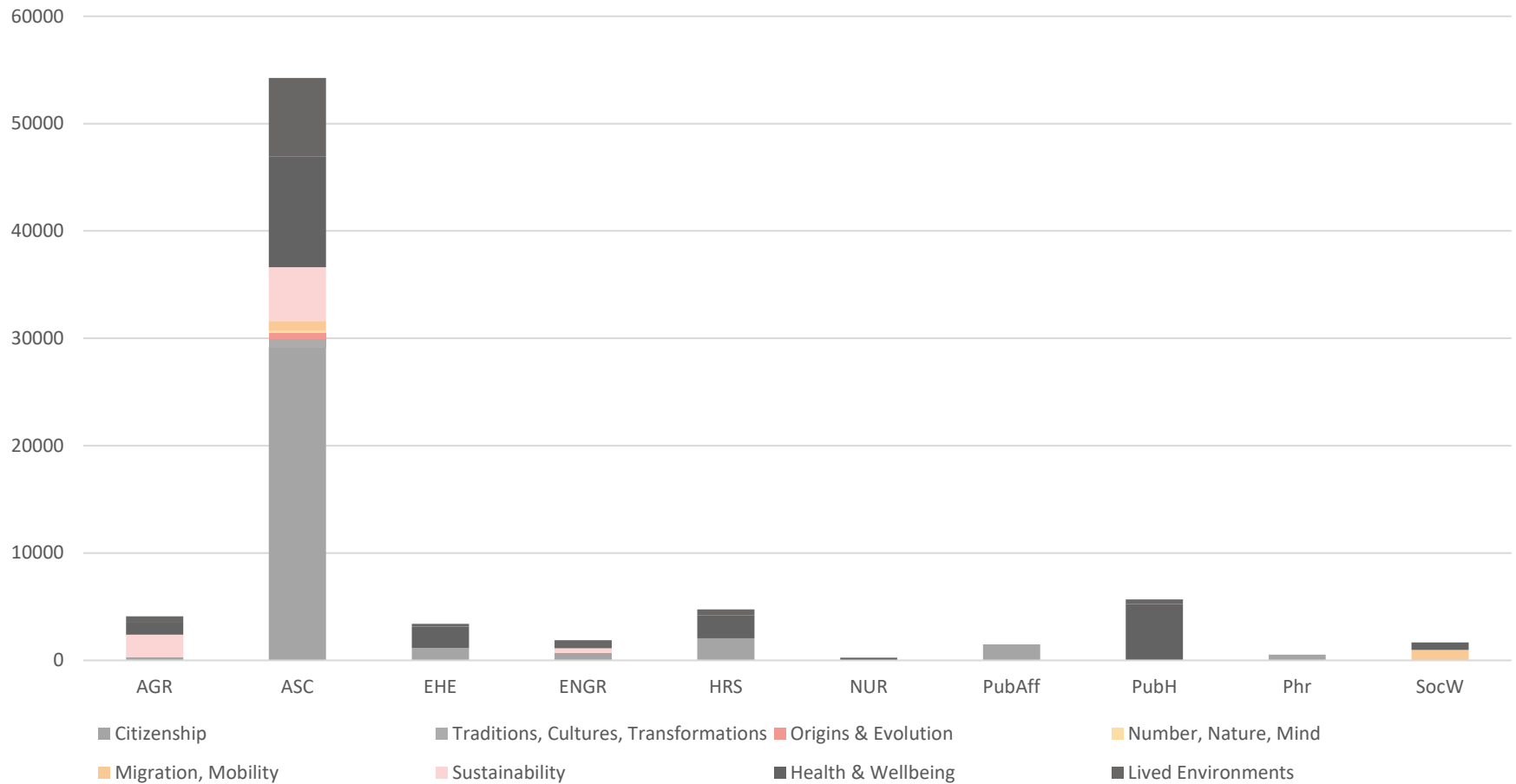


Spread of courses, per Theme



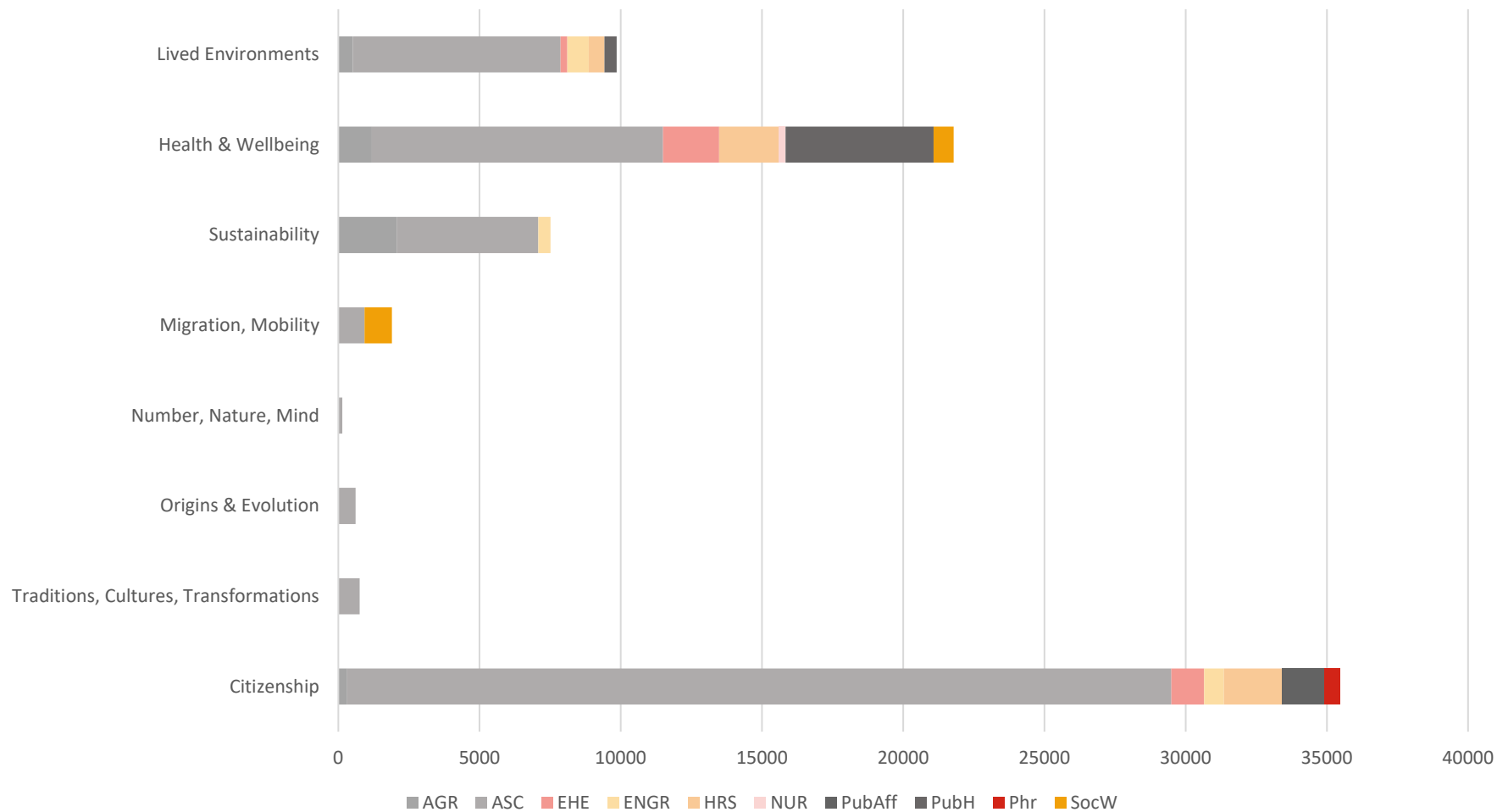


Enrollment per college, by Theme





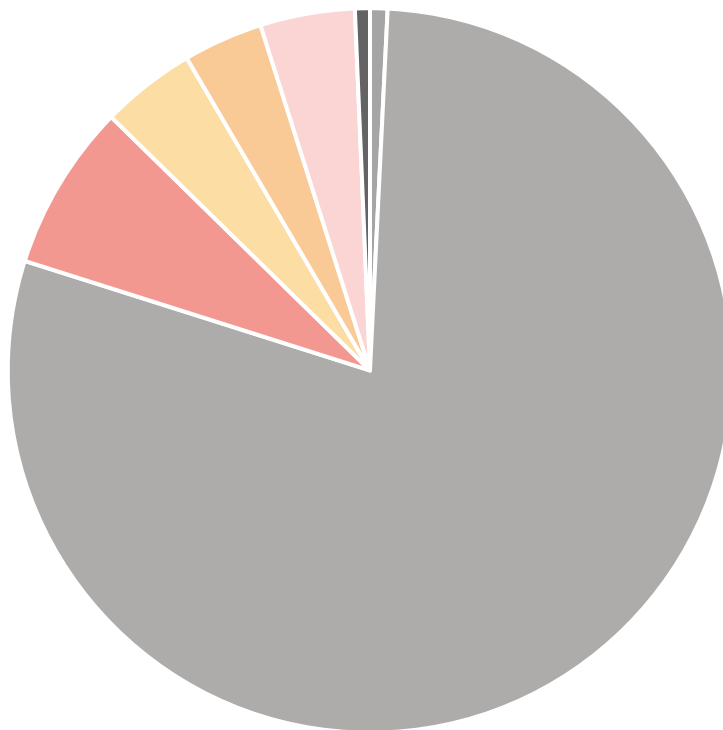
Enrollment per Theme, by college





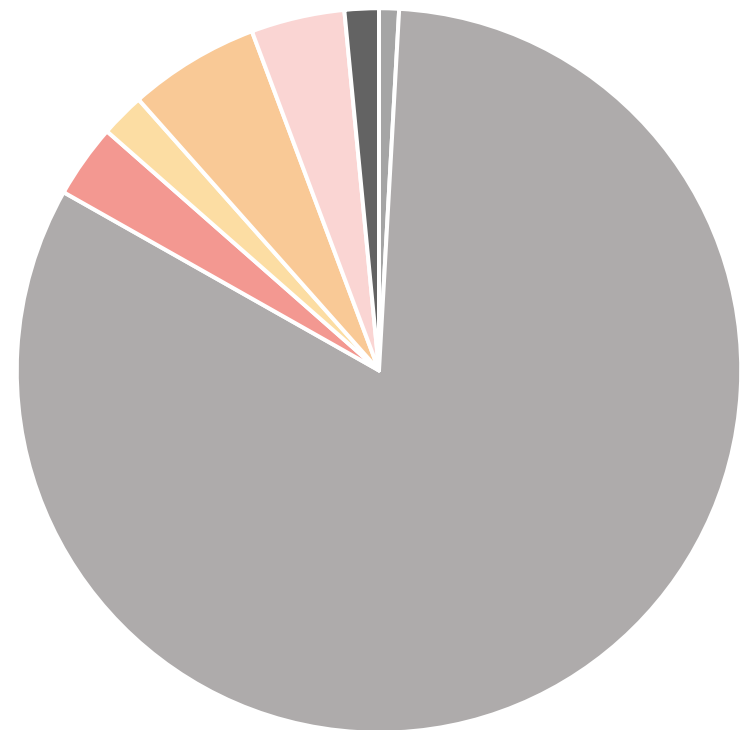
Courses by college tracks enrollment

Citizenship courses



■ AGR ■ ASC ■ EHE ■ ENGR ■ HRS ■ PubAff ■ Phr

Citizenship enrollment

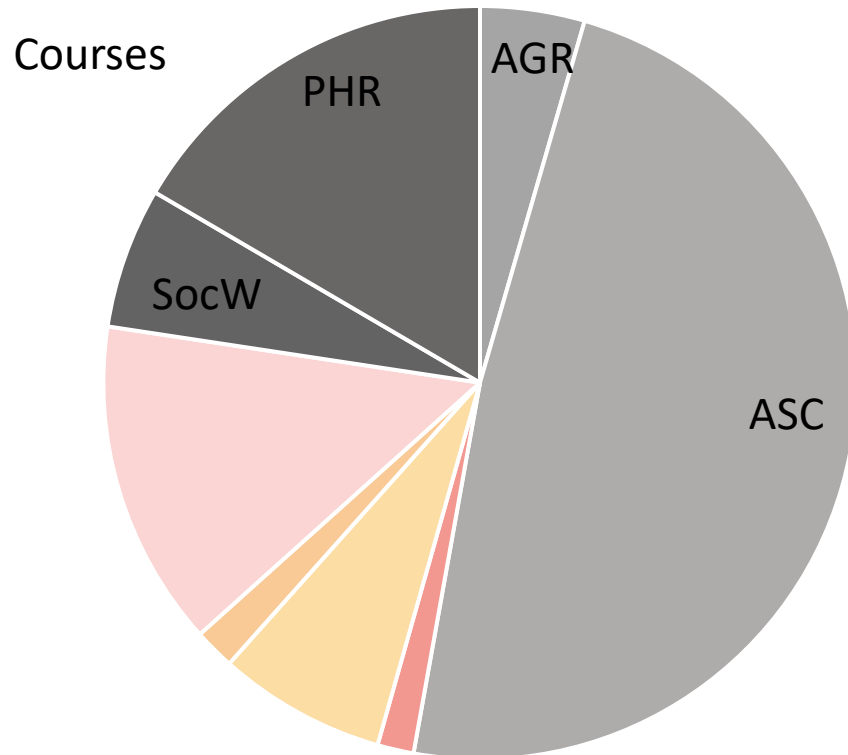


■ AGR ■ ASC ■ EHE ■ ENGR ■ HRS ■ PubAff ■ Phr

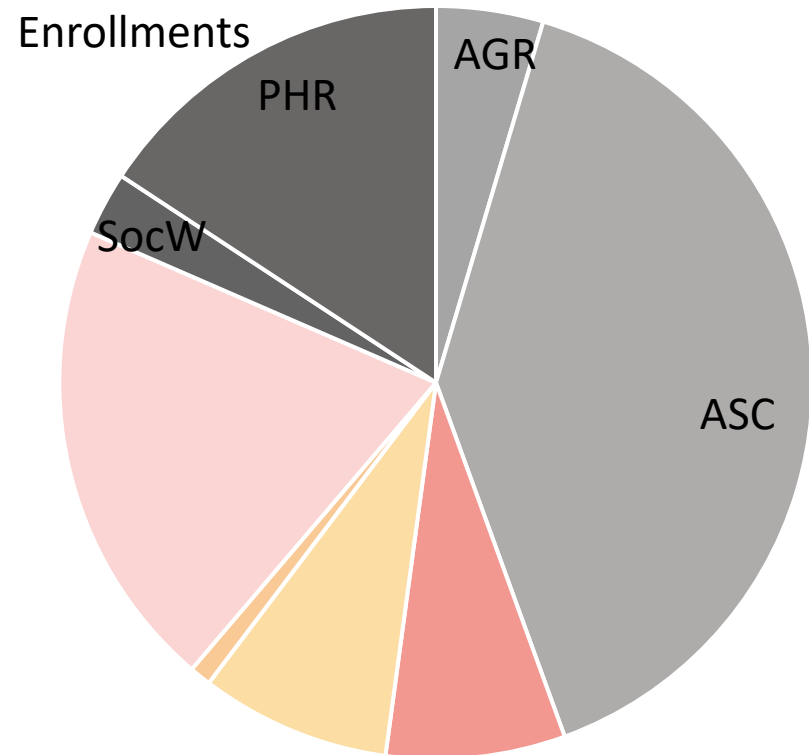




Health & Wellbeing is an exception



■ AGR ■ ASC ■ EHE ■ HRS/med ■ NUR ■ PubH ■ SocW ■ Phr

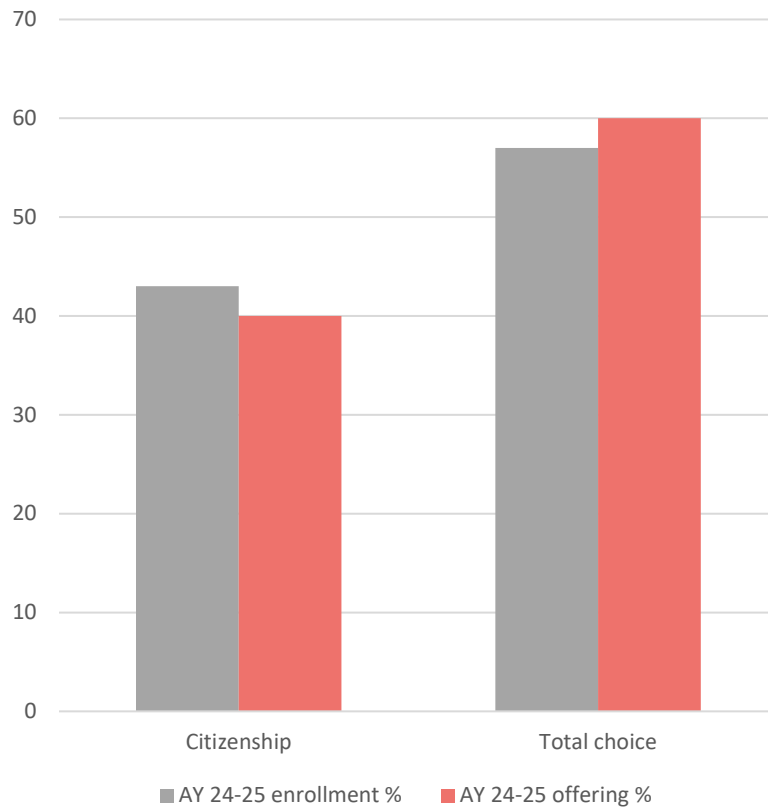


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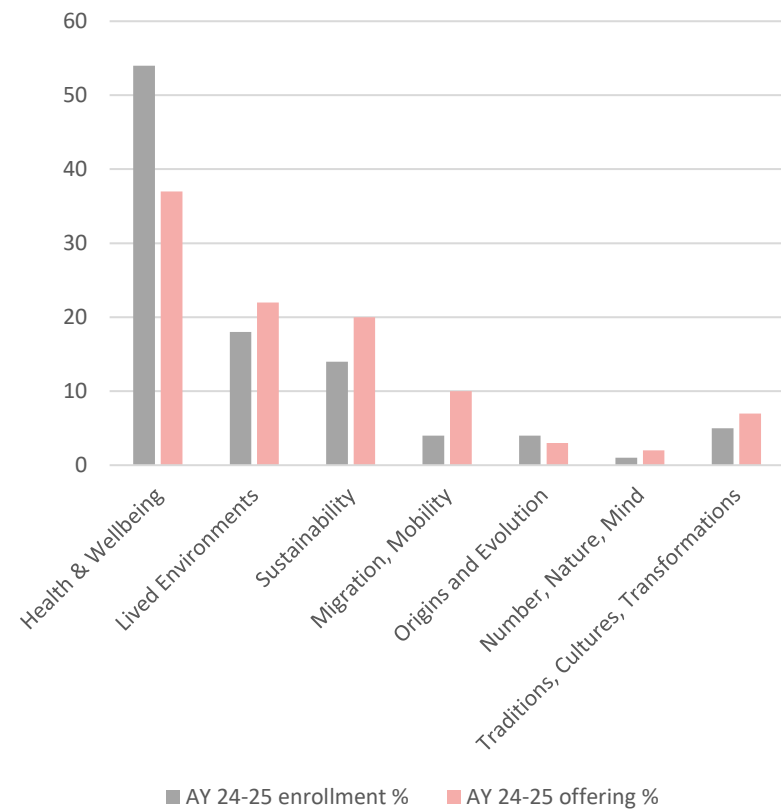




Themes, % enrollment vs offerings

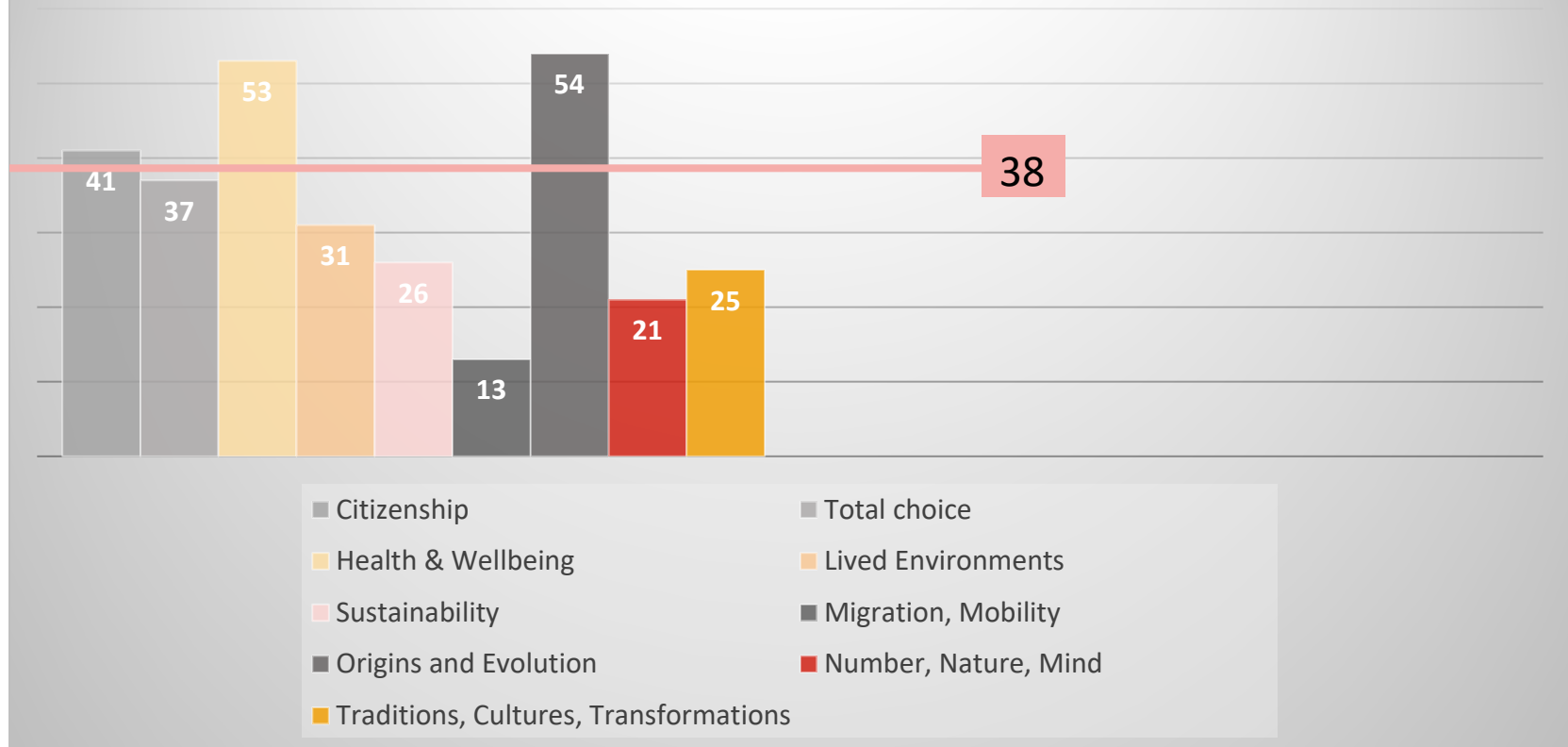


Choice Themes, % enrollment vs offerings





Average class size



Transfer Credit Evaluation



Courses without a direct OSU equivalent that seem to align with GEN categories can be “matched” to those categories



Alignment is tracked to facilitate subsequent transfers



Decisions are durable to program change



Course approval process

- Revision to process HIGHLY desired
 - Transparency, consistency, timeliness
 - *Faculty workload*
- ULAC conversation led to ASCC motion led to recommended change (unanimous vote, followed by reaffirmation of motion by ASCC)





Theme Course process change part 1: Rubrics

Motion 1: Streamline process and make the GE theme approval process consistent and transparent. As it stands, the two Themes Subcommittees and the eight Themes Advisory Groups (TAGs) take somewhat different stances on the same or equivalent ELOs.

We propose that the process use rubrics, prepared in consultations with all the Themes subcommittee and TAG chairs in 2024-25. These rubrics will streamline the GE themes approval process by providing precise and objective guidelines for course approval. Rubrics will ensure continuity and objectivity as membership to committees changes and will also provide concrete feedback for courses that are returned to the proposer for revision.





Theme Course process change part 2: streamlined committee

Motion 2: Subsume the eight TAGs into the two enlarged Themes Subcommittees. Currently there are eight themes advisory groups (TAGs) with a membership of 5-8 faculty each. This leads to a total of 49-51 faculty members in the TAGs and an additional ten faculty members who serve on Themes Subcommittees 1 and 2. This proposal reduces the number of faculty members (from 59-61 to 16-24). In addition to concerns about faculty time commitments, recruiting and scheduling is a challenge when the number of faculty participating in this process is this large. This large potential pool of reviewers also contributes to the varying perspectives and priorities that make outcomes less predictable or consistent.

We propose two GE Themes Subcommittees that each have a membership of 8-12 faculty members representing ASC as well as all other colleges, with at least three members. Each Subcommittee will have at least 1 faculty member whose primary appointment is in a college other than the College of Arts and Sciences. Up to 25% of the Subcommittee may be made up of faculty members whose primary appointments are in a college other than the College of Arts and Sciences, and every effort will be made to be inclusive up to this 25% maximum. 25-50% of the membership of the two Themes Subcommittees would come from existing TAGs such that streamlining the process does not result in diluting expertise.





“World Languages” and the GE

- GEL excluded non-English language classes from non-language elements of program
- GEN removed this prohibition
- GEN incentivized language courses as a High Impact “Integrative Practice”





World Language affirmation

Motion 1: *The intention of GEN to allow world language instruction courses to be part of the Foundations or Themes is not clear. The GEL prohibited courses taught in a world language from being proposed as GE courses in their respective field. The GEN does not include this prohibition. The absence of a prohibition seems to be an insufficient counter to the history of exclusion: most faculty do not realize that GEN Foundations courses can be taught in languages other than English.*

We affirm that courses taught in a world language are eligible to be GEN Foundations or Themes courses and encourage departments offering appropriate courses to consider whether participating in the GEN will support their programmatic goals. These courses cannot be restricted to specific majors or minors or unavailable to students who are heritage speakers of the language. **Because of the expectations that GE courses are accessible to a broad and general audience, proficiency or prerequisite expectations are expected not to exceed the three-course sequence required by, e.g. Arts and Sciences or Global option programs.**





New approach to Integrative Practice

Motion 2: *No courses have been submitted under the “Instruction in a World Language” High Impact Practice. The reasons for this are myriad but include imprecision in the expectations of these courses (as articulated in the submission inventory) and a mismatch between the teaching goals for departments and the expectations of this category within GEN and a limited pool of students eligible for such courses. Conversation with leadership of ASC and the CLLC has identified an approach that is more compelling for departments and more accessible to students while still meeting the learning conditions that make world language learning a high impact practice.*





New approach to Integrative Practice

We propose to expand the World Language HIP to include courses where the learning of a world language is integrated into the class, such that the world language is a key lens through which the Theme content is explored.

Language learning is expected to connect to the specific Theme and to constitute at least a quarter of the course instruction of the 4-credit course. In learning and interacting in the target language, students would gain the intercultural competence, depth and variety of perspectives, and self-knowledge that make world language learning a high impact practice and will have the opportunity to explore languages and cultures unfamiliar to them.

These courses cannot be restricted to specific majors or minors or unavailable to students who are heritage speakers of the language, and instructors are expected to have explicit plans for supporting engagement of students at different levels of experience with the focal language.



Assessment

- **Category-Level Assessment**
 - Each element is assessed on Expected Learning Outcomes, which map to Program level ELOs and Goals
 - Assessment Steering Committee convenes experts to agree on approach and principles for assessment
- **Program-Level Assessment**
 - “Impact” Assessment in addition to Program Goal Assessment





THE OHIO STATE UNIVERSITY

General Education Assessment Timeline



Writing and Information.
Literacy | Math and
Quantitative Reasoning |
Launch Seminar

Race, Gender, Ethnicity |
Citizenship Theme |
Literary, Visual and Performing
Arts

Historical and Cultural
Studies | Sustainability
Theme | Natural Sciences |
Embedded Literacies

Social and
Behavioral Sciences |
Health and Wellbeing |
Lived Environments Theme |
Embedded Literacies |
Reflection Seminar

Traditions, Cultures
and Transformations |
Number, Nature, Mind |
Origins and Evolution |
Migration, Mobility, and
Immobility

Planning	2022-23
Data Collection	2023-24
Analysis	2024-25
Improvement	2025-26
Data Collection	2026-27
Analysis	2027-28
Improvement	2028-29

Planning	2023-24
Data Collection	2024-25
Analysis	2025-26
Improvement	2026-27
Data Collection	2027-28
Analysis	2028-29

Planning	2024-25
Data Collection	2025-26
Analysis	2026-27
Improvement	2027-28
Data Collection	2028-29

Planning	2025-26
Data Collection	2026-27
Analysis	2027-28
Improvement	2028-29

Planning	2026-27
Data Collection	2027-28
Analysis	2028-29





Assessment insights

- Reports for WIL, Launch forthcoming (May 2025)
- Process works really well when there is strong buy-in
- Colleges and faculty are insufficiently supported in doing this work





Assessment process tweaks

- Regroup within ULAC
- Enlist CAA, APAC to make more visible
- Clarify expectations and build simpler processes





On the
horizon.....

Impact assessment

- **Student Progress**
 - Time to degree, number of 2x majors, minors, etc
- **Enrollment Impact**
 - Participation in Themes, major shifts in enrollment
- **Student Experience**
 - HIP dashboard

With help from CAA, IRP, SSRL, SEM



Thank you, and

Questions??