

University-Level Advisory Committee on the General Education

AY 2024-2025

Overview

The General Education Program within Undergraduate Education has as its main priorities and efforts in General education 1) Implementing “Bookends” courses (Launch, Connection, Reflection); 2) Course approval and governance/policy; 3) Supporting student navigation of curriculum; and 3) Assessing program elements and of learning outcomes. ULAC-GE supports Undergraduate Education and the General Education program in this work through guidance, oversight, and feedback about the program, its implementation, and impacts.

ULAC and the General Education program collaborate with a wide range of partners, including Institutional Research & Planning, Advising, Registrar’s Office, Admissions, Communications & Marketing, College curricular staff, Digital Learning/Technology, Drake Institute, and the Library. Per University Rules, course review is done in partnership with the Arts and Sciences Curriculum Committee (ASCC).

ULAC took action to 1) Revamp process of course review; 2) Implement a long-planned but undeveloped HIP pathway for non-English language learning; and 3) Assessment.

Enrollment data show broad participation in GEN in terms of colleges offering courses, with the College of Arts and Sciences offering the overwhelming majority of courses in Themes and Foundations. Overall enrollments have not decreased from the Legacy to new GE, but the distribution of these across the curriculum has shifted. All GE categories have enrollment capacity, including the offerings within the theme “Integrative Practices.”

In the tables and figures below, the college identities are abbreviated following standard internal abbreviations.

ASC, College of Arts and Sciences

AGR, College of Food, Agriculture & Environmental Sciences

BUS, Fisher College of Business

EHE, College of Education & Human Ecology

ENGR, College of Engineering

HRS, School of Health & Rehabilitation Science

JGS, John Glenn College of Public Policy

MED, College of Medicine

NUR, College of Nursing

PUBH, College of Public Health

PHR, College of Pharmacy

SWK, College of Social Work

Bookend Courses

Developing, assessing, and revising the GE bookends is a primary function of the Office of Undergraduate Education. Because these are offered through OAA, ULAC functions as their oversight unit (equivalent to a college curriculum committee). In AY 24-25, all three courses were offered. Launch (GenEd 1201) is operating at scale, with only very limited enrollment growth expected (Table 1A). Reflection (GenEd 4001) and Connection (GenEd2601) are each in growth phase, with enrollment expected to increase in AY 25-26 (Table 1B and 1C, respectively). All Bookends courses are centrally coordinated and managed, following a community of practice and team structure that provides professional development and support for instructors and consistency of experience for students.

Launch is required of all students admitted as new first year students (NFYS). Students are advised to enroll within their first three regular semesters and must earn a grade of S to meet the graduation requirement and the prerequisite for enrollment in Reflection. Launch has been offered since Autumn 2022 and is available in all formats and on all campuses. Sections in Columbus are capped at 19.

Table 1. Key enrollment data for GenEd1201, the Launch seminar in Columbus.

	Au 2024	Sp 2025	Su 2025
Total enrollment	4310	5737	92
Number of in-person sections	147	201	0
Number of synchronous online sections	55	56	0
Number of asynchronous online sections	30	46	5
Average fill %	97.7	99.7	96.8

Reflection is required of most students who enter Ohio State as NFYS, although some programs with a capstone requirement may have been approved at the time of GE conversion to use their program capstone instead. Reflection has been offered since Autumn 2023, in a synchronous online format with Columbus offering and staffing the course. Sections are capped at 12 in this first set of offerings.

Table 2. Key enrollment data for GenEd 4001, the Reflection seminar.

	Au 2024	Sp 2025	Su 2025 (15 seats)
Total enrollment	539	1022	148
Number of sections	47	87	11
Average fill %	95.6	97.9	92.1

Connection is required of students who enter Ohio State as transfer students and who have either completed an AA/AS or the OT 36 before matriculation or who bring 45 post-HS credits at the time of enrollment. Connection suffices for the Bookend requirement; students taking it do not need Launch or reflection. Connection has been offered since Autumn 2024 and is offered in all formats at Columbus. Connection is also offered through ATI and may be offered on other campuses over time. Section caps have varied in the first year of offering (see Table 3).

Table 3. Key enrollment data for GenEd2601, the Connection Seminar in Columbus.

	Au 2024 (19 seats)	Sp 2025 (15 seats)	Su 2025 (16 seats)
Total enrollment	566	500	124
Number of in-person sections	23	17	0
Number of synchronous online sections	15	14	0
Number of asynchronous online sections	0	3	8
Average fill %	78.4	98	96.9

Course Approval & Process Changes

World Languages & Integrative Practice

GEN allows world language instruction courses to be part of Foundations or Themes, affirming their eligibility and encouraging departments to participate. This was part of the vision for GEN but had not been emphasized in the first phase of implementation. Explicit guidelines for Integrative practice themes courses were developed and shared Sp 2025. This guidance expanded the World Language High Impact Practice to include courses where language learning is integrated into the theme content, rather than restricting this integrative practice designation to courses taught wholly in the world language. The successful motion is provided as Appendix 1.

GE Course Approval

All course approval is in partnership with ASCC. Foundation courses are reviewed by ASCC disciplinary subcommittee, except foundations: race, Ethnicity, and Gender Diversity, which has a dedicated subcommittee that reflects the diversity of disciplines that contribute courses within that category. From inception until AY 25-26, Theme courses were reviewed in a collaborative process, with 2 ASCC Theme subcommittees each covering 4 Theme topics that meet in tandem with a group of content experts (Theme Advisory Groups). All ASCC subcommittees include non-ASC faculty, with greatest breadth in the membership of the Theme Advisories (Table 4). The College of Medicine and Fisher College of Business have not been represented by faculty participants in the process in recent years. Materials related to course approval are tracked by ASC Curriculum and Assessment, which archives agendas, minutes, committee membership, and reports here <https://ascas.osu.edu/>

Table 4. Theme course review participation in the Themes subcommittees of ASCC and Theme Advisory Group (TAG) by college, AY 24-25. See Table 5 for abbreviations for each theme.

	ASC	AGR	BUS	EHE	ENGR	HRS	JGS	MED	NUR	PUBH	PHR	SWK	TOTAL
CDJW	3			1		1	1						6
LE	1	1			1					1			4
HW	1					2			1	1	1		6
Sus	2	1			1								4
MMI	5											2	7
NNM	4			1									5

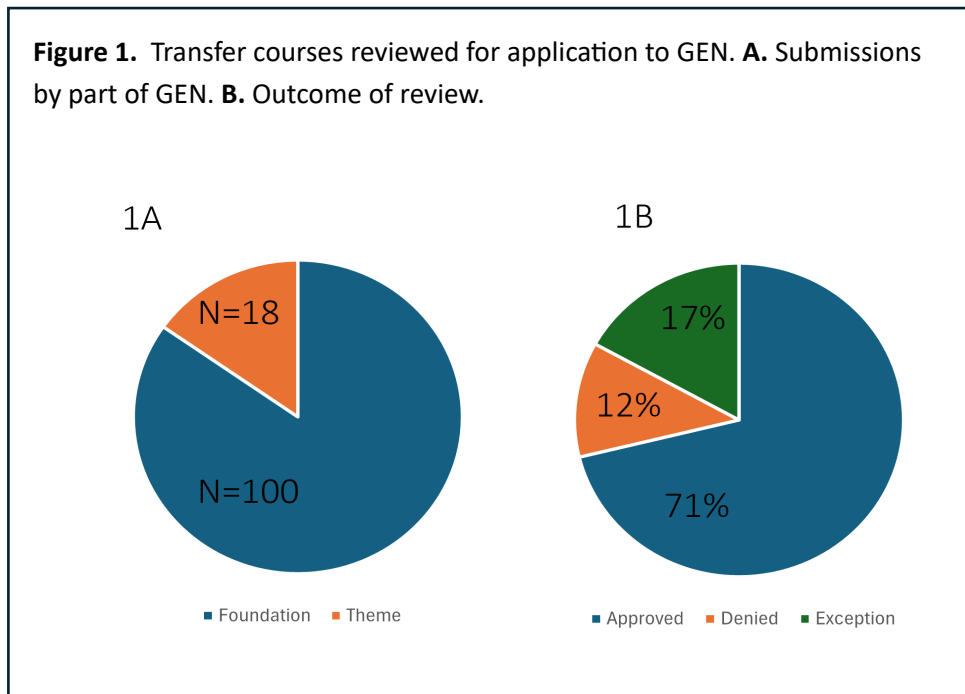
OE	6	1											7
TCT	3			1									4
Themes 1	4									1			5
Themes 2	4											1	5
TOTAL	33	3	0	3	2	3	1	0	1	3	1	3	53

Transparency, consistency, and timeliness in course review processes remain focal issues for faculty, as are faculty workload in submitting and reviewing courses. In AY 24-25, ULAC (and then CAA) passed motions to streamline the GE theme approval process using rubrics and consolidating advisory groups to reduce faculty time commitments and improve consistency. Review material are posted on UE Website

<https://ugeducation.osu.edu/academics/general-education-ge/ge-course-submission> The successful motion is provided as Appendix 2.

Special Credit Review

In AY 23-24, ULAC developed a process for reviewing transfer courses that had no direct OSU equivalent (“Special Credit”) so that these courses could be applied towards GEN competencies and integrated into Transferology to improve transparency, speed, and effort for students transferring the same courses in the future. This work is done in collaboration with the Office of the University Registrar and the academic colleges.



In AY 24-15, 118 courses were reviewed through this process, with the majority belonging to Foundation categories (Figure 1A). The majority of courses submitted by students were approved; a small fraction (17%) were interpreted by college-level staff as appropriate but ultimately not mapped into Transferology (coded as “exceptions”: Figure 1B). The most common reason for courses to be rejected as appropriate as

GEN competencies are that the coursework is narrow (REGD, Natural Science, Citizenship) or insufficiently advanced (all Themes).

Assessment

Assessment of the GEN includes two separate but related elements: assessment of student attainment of learning outcomes and goals and assessment of the impact of GEN on the curriculum and students.

Assessment of Learning

The Assessment Steering Committee guides principles and approaches. This committee is led through Undergraduate Education and includes university experts in assessment and the leads of each team developing category-level assessment (Appendix 3).

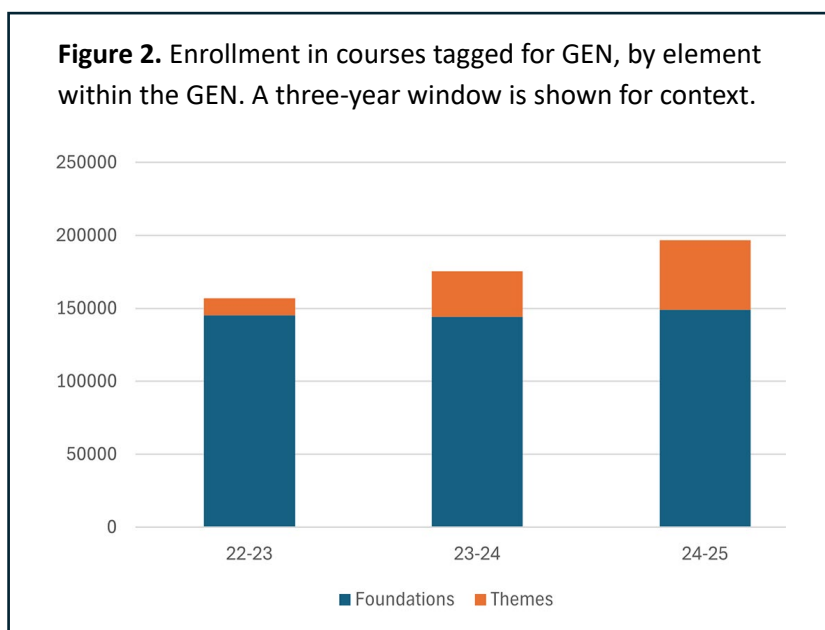
Complete (in prep for CAA): Launch; Math, Quant Reasoning, or Data Analysis; and Writing and Info Literacy

In progress: Citizenship for a Diverse and Just World; Health and Wellbeing; Historical and Cultural Studies; Literature, Visual, or Performing Arts; Lived Environments; Natural Sciences; Reflection; REGD; Social and Behavioral Sciences; Sustainability

In queue: Connection; Embedded Literacies; Migration, Mobility, Immobility; Number, Nature, Mind; Origins and Evolution; Traditions, Cultures, Transformations

Impact assessment

Impact assessment includes student progress, time to degree, enrollment shifts, and student experience. These elements are interrelated: availability of courses impacts student experience and time to degree, for example. Assessment of impact is in progress, with support from Institutional Research and Planning (IRP), the Student Success Research lab (SSRL), and Strategic Enrollment Management (SEM). Degree completion by the first GEN cohort this spring allows this process to begin in earnest—at present it is limited to exploration of changes in enrollment patterns, which reflect impact of GEN, AP/CCP, shifts in majors, and



other broad-scale drivers of enrollment. A snapshot of the current enrollment landscape and trends is presented below.

GEN courses saw a significant increase in enrollment: 196,639 in AY 24-25 compared to 175,495 in AY 23-24 (Table 5, Figure 2). This increase is expected in light of greater overall undergraduate enrollments and in light of greater participation in GEN vs the legacy GE (GEL).

Table 5. Enrollments in GEN courses, by category. A three-year window is shown for context. The standard abbreviation for each category is presented in bold following the category name. Foundations are shaded; Themes are unshaded.

In AY 22-23 and 23-24, the	GE Category	AY 22-23	AY 23-24	AY 24-25
	Writing and Information Literacy WIL	5453	5578	24985
	Math, Quantitative Reasoning, or Data Analysis MQRDA	22969	22973	23379
	Literature, Visual, and Performing Arts LVPA	23727	23154	17538
	Natural Sciences NatSci	31726	32458	14969
	Historical or Cultural Studies HCS	19207	17891	29552
	Social and Behavioral Sciences SBS	32523	27232	23502
	Race, Ethnicity, and Gender Diversity REGD	9692	14922	15016
	Citizenship for a Diverse and Just World CDJW	3908	12410	20787
	Lived Environments LE	1664	4018	4700
	Health & Wellbeing HW	4720	9780	15104
	Sustainability Sus	823	2848	3361
	Migration, Mobility, and Immobility MMI	340	910	1148
	Number, Nature, Mind NNM	0	147	255
	Origins and Evolution OE	0	552	1021
	Traditions, Cultures, and Transformations TCT	71	622	1322

majority of students were enrolled in the Legacy GE (GEL). GEL and GEN overlap substantially in the Foundations, with most GEN Foundation courses having status as GEL courses. Thus, it is not surprising that enrollment in Foundations courses has remained steady across the shift from GEN to GEL (Table 3B, Figure 2), although the number of categories is smaller in the GEN Foundation than in GEL. Additionally, the GEN Foundations include a category not within GEL (REGD), although many courses in REGD were part of GEL within e.g., Historical Studies, Cultural Studies, Literature, or Social and Behavioral Science. Excluding this new category from Foundations presents a slightly different picture than the overall view, with Foundations enrollments down slightly between AY 22-23 and AY 24-25 (135,605 vs 133,925).

Table 5. GEN courses offered by college. Data from Au 2019 (GEL) is provided for comparison. Green rows are those colleges with >2x more courses in GEN than GEL.

College	Au 19	AU 24	SP 25	SU 25
AGR	33	46	53	15

ASC	607	666	666	187
BUS	1	1	1	1
EHE	21	28	30	14
ENG	12	16	16	6
HRS	1	5	6	5
JGS	2	7	9	3
MED	2	4	4	
NUR	1	2	1	1
OAA	1	3	3	2
PUBH	1	8	9	6
PHR	5	10	10	6
SWK	5	9	8	7
TOTAL	692	805	816	253

Enrollment in Theme courses has increased steadily over the past three years (Table 6, Figure 2), with the greatest relative increases in enrollment in the most recently-added themes of Traditions, Cultures & Transformations (2.13X annual increase), Origins and Evolution (1.84X annual increase), and Number, Nature, Mind (NNM, 1.73% annual increase); these increases notwithstanding, these Themes are served by the smallest number of offerings (Table 6).

Table 6. Total number of courses in GEN in AY 24-25, by category and college. Foundations are shaded.

College	Foundations		Themes	
	Number of courses	% Enrollment	Number of courses	% Enrollment
AGR	31	4	21	5
ASC	708	89	308	81
BUS	1	0	0	0
EHE	25	3	8	2
ENG	10	1	10	3
HRS	1	0	4	1
JGS	4	1	5	1
MED	2	0	4	1
NUR	1	0	2	1
PUBH	2	0	9	2
PHR	3	0	7	2
SWK	4	1	4	1
TOTAL	792		382	

Every undergraduate college except Dentistry offers GEN courses (Tables 5, 6). Among colleges offering courses in GEN, only the Fisher College of Business contributes only to the Foundations. In AY 24-25, the College of Arts and Sciences offered the greatest share of courses in both the Foundations and Themes, followed by the College of Food, Agriculture, and Environmental Sciences (Table 6); this pattern is consistent across terms, but is less pronounced in summer. Across the year, the other colleges each contribute less

than 3% of the total offerings in either category, with several (HRS, NUR, PubH, PHR) contributing no courses to the Foundations (Table 6).

This pattern of offering has remained relatively stable over time (Table 5), although the relative share contributed by ASC has decreased somewhat as other colleges have contributed. Compared to the course offerings under the Legacy Gen Ed (GEL) (Table 5), the most marked increase in courses offered is in Public Health, which has increased its GE offerings nine-fold. Colleges with the most substantial increase are those with very few courses in GEL, but collectively, offerings from these represent less than 10% of the courses offered in GEN in any term.

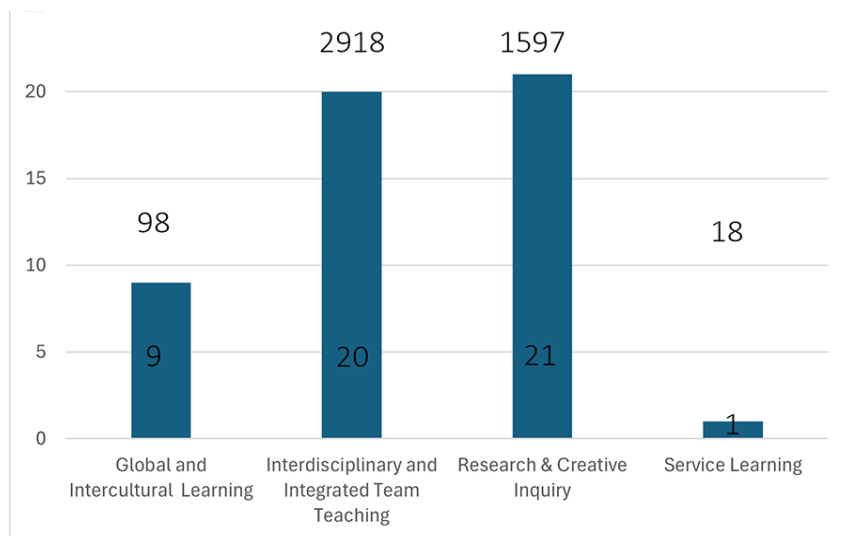
The enrollment rate for each Theme in AY 24-25 shows course availability in all categories, although some categories are enrolling at or above 90% in the regular academic terms (Table 7). This high percent enrollment may reflect precise enrollment management rather than limited course options. Summer offerings have substantial enrollment potential, but not all Themes are offered in that term.

Table 7. Enrollment rate (% fill) in each term of AY 24-25 for offerings in each Theme.

Theme	AU 24	SP 25	SU 25
Health and Wellbeing	94.5	93.6	51
Citizenship for a Diverse and Just World	93.9	93	57
Number Nature Mind	85.1	68.6	0
Origins and Evolution	79.7	41.7	0
Lived Environments	73.1	91.5	58.3
Sustainability	67.6	71.8	56.6
Migration, Mobility and Immobility	60.3	41.5	42.8
Traditions, Cultures, and Transformations	58.8	54.3	69.55

The availability of 4-credit “Integrative Practice” Theme courses is of key interest to students. These courses remain a substantial minority among offerings within Themes, with only 51 (13.4%) of the Theme courses offered in AY 24-25 carrying this designation. The 51 offerings within the Integrative Practice Theme courses are substantially weighted towards Interdisciplinary and Integrated Team taught courses in terms of enrollment (Figure 3). Despite anecdotal reports of requests from students for these courses, the enrollment rate (% fill) for these courses does not exceed or even match the overall fill rate for Theme courses.

Figure 3. Offerings of 4-credit, Integrative Practice Theme courses in AY 24-25. For each practice, the number of courses offered is inside the bar; enrollment is above the bar.



Appendix 1. Proposal defining Integrative Practice for Instruction in World Languages. Proposal was developed through the Center for Languages, Literature, and Culture. The ULAC votes are below in red. These motions were passed at CAA on April 16, 2025.

Background: Motions centered on the availability of courses taught in a world language to meet GEN requirements as Foundations or 3-credit Theme courses (Motion 1) and on the opportunity for Theme courses to meet the GEN Integrative Practice expectations without being fully taught in a world language (Motion 2). Explanatory text in each motion render in italics to highlight substance of Motion. Amendments or changes from original text circulated prior to meeting in bold.

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 GE supports 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 basic level required by, e.g. Arts and Sciences or Global Option programs.

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.*

We propose to expand the World Language HIP to include courses where language learning 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.

Both motions passed 14/14 (no abstentions, no nays).

Appendix 2. Proposal for amending review process for Theme courses. Proposal was developed by the Arts and Sciences Curriculum Committee. The ULAC votes are below in red. These motions were passed at CAA on April 16, 2025.

Background: The current process for approving Themes courses was developed during GEN Implementation. It entails a dual-review by content experts (“Theme Advisory Groups”) and a subcommittee of ASCC charged with evaluating the alignment to the broad GEN Theme requirements and Integrative Practices (as appropriate). This involves dozens of faculty and has many opportunities for participation, but the workload and consistency of recommendation are challenging. Both ULAC and ASCC have discussed alternatives. ASCC had advanced two motions:

Motion 1: *Streamline process and make the GE theme approval process consistent and transparent via the use of rubrics. 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.

Motion passed 14/14 (no abstentions, no nays).

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. *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.

Motion passed 14/14 (no abstentions, no nays).

Appendix 3. Assessment Steering committee. This group provides support to the teams of faculty working to develop assessment plans, collect assessment data, and interpret those data. This includes both standing committee members and rotating members who are leading assessment category efforts.

<u>Name</u>	<u>Role or affiliation</u>
Alan Kalish	Undergrad Education; Chair
Melissa Beers	Undergrad Education
David Sovic	Drake Institute
Bernadette Vankeerbergen	ASCC
Valerie Rake	OTDI
Christopher Manion	CSTW
Donna Boobbitt-Zeher	OSU Marion
Maria Coyle	City & Regional Planning
Richard Finlay Fletcher	ASCC
Warren Flood	CFAES Assessment
David Hedgecoth	lead, LVPA assessment
Kate Hallihan	lead, CDJW assessment
Elizabeth Vu	co-lead, REGD Assessment
Mitsu Narui	co-lead, REGD Assessment
Shanna Jaggars	Student Success Research Lab
Brianne Herrera	Student Success Research Lab
Daniel Seward	ASC Assessment
Jennifer Ottesen	lead, NatSci assessment
Jeff Sharp	lead, Sus assessment
Thomas McDow	lead, HCS assessment