

From: [Daly, Meg](#)
To: [Sutherland, Sue](#); [Smith, Randy](#)
Cc: [Reed, Katie](#)
Subject: ULAC materials
Date: Thursday, May 14, 2026 10:11:43 AM
Attachments: [2025.26 ULAC for CAA.pdf](#)

Dear Sue, Randy, and colleagues,

Attached is a packet of information from ULAC-GE, the CAA subcommittee charged with managing GenEd at Ohio State. The three motions passed this year and the three completed assessment reports are included, with a summary document contextualizing both the policy recommendations and the assessment insights. I know CAA has a full and deadline-driven schedule, so I thought that compiling everything I would otherwise present might allow greater flexibility in scheduling and greater ease of review.

The three motions (text below, explained within) below require ratification from CAA. Advising views the one about allowable kinds of outside credit and the one addressing overlap with minor to be high priority, to be resolved before the coming Au 26 admit cohort.

Passed Motion, Adjusting the Assessment Process: The “Improvement” stage will be re-named “Communication and Improvement.” The assessment cycle will be extended to include a “Consolidation and Re-planning” stage following the “Communication and Improvement” stage. Integrative Practices the be assessed as a distinct element, after assessment of the Themes. The focus of assessment of Integrative Practices is the specific learning outcomes and activities of the specific practices.

Passed Motion, Applying Outside Credit: The Policy subcommittee moves that after Summer 2026, for new admits or newly taken transfer courses, courses taken S/U can be applied to General Education Foundations but not General Education Themes. This policy does not override college and program requirements for a course to be graded to meet a major prerequisite--courses can meet a General Education Foundation requirement and not satisfy a major or college requirement.

Passed Motion, Overlap between GEN and Minors: The Policy subcommittee moves that Minors can overlap up to two courses with the GEN, as long as the minor is satisfied by completing at least four courses. If a minor has fewer than four courses, only one course can overlap with the GEN. This motion does not impact overlap between minor and major or between GEN and major.

I am happy answer questions about the materials in person or via email--whatever works best for the committee's schedule.

With regards,
Meg

Marymegan Daly, PhD.

Associate Dean, Undergraduate Education

Professor, Evolution, Ecology & Organismal Biology

The Ohio State University

Columbus OH USA 43210

ULAC Motions on Policy

In its 2025-206 cycle, ULAC addressed several policy issues that have emerged as we move deeper into implementation and as we audit degrees for graduating students. The motions below were developed with feedback from advising experts and staff from the Office of the University Registrar who participate in ULAC as ex officio members. The motions have all been vetted for operationalizability within degree audit and course catalog systems by the Office of the University Registrar.

Adjusting the Assessment Process

Key insights from assessment teams: The actual process and needs of the assessment process are not anticipated and scheduled within the assessment cycle. Based on work done to date, three changes are necessary. The “Improvement” step needs to explicitly include communication. Most teams are doing this, but renaming this step “Communication and Improvement” will make explicit this element of the work. Additionally, there is need for an additional stage following “Communication and Improvement” for consolidation of lessons learned about the process. The teams recommend that we add a “Consolidation and Re-planning” stage to support a transition between assessment teams and approaches for each category. The Theme assessment teams highlighted that Integrative Practice courses need to be evaluated through separate efforts, focused on the type of Integrative Practice (Research & Creative Inquiry, Service Learning, Interdisciplinary Team teaching, etc) across Themes, rather than during the assessment of the Theme.

Passed Motion: The “Improvement” stage will be re-named “Communication and Improvement.” The assessment cycle will be extended to include a “Consolidation and Re-planning” stage following the “Communication and Improvement” stage. Integrative Practices as a distinct element, after assessment of the Themes. The focus of assessment of Integrative Practices is the specific learning outcomes and activities of the specific practices.

Next steps: Update the assessment cycle and diagram of the process. Share that updated diagram to stakeholders.

Applying outside credit graded S/U to GEN competencies

Key insights from stakeholders: We need a policy on the applicability of coursework from another institution that was taken S/U or P/F to GE competencies. Prior policy in GEL is to NOT ALLOW any S/u or P/NP courses to apply to GEL requirements. This was relaxed for COVID-era courses, and no policy had been drafted for GEN.

Conversation within ULAC and with advising and curricular stakeholders led to consensus across units of YES for Foundations but NO for Themes. Courses taken during COVID-19 response (Sp 2020-Su 2021) may be allowed by exception, since many courses were converted to non-letter graded schemes during that time. New policies will apply to new admits of new coursework taken after effective date of policy.

S/U and P/NP grades are generally set as the equivalent of a C-. The appropriateness of this kind of grade for Foundations aligns with allowance of CLEP, AP, etc for many parts of the Foundations. Some foundation courses are mandatorily S/U at other Ohio institutions (English 1110 equivalent at BGSU).

The advanced, integrative content of a Theme is not well suited to a P/NP or S/U system. Higher-level courses are NOT included among those for which AP or CLEP can be used and rarely default to that grading scheme (with the exception of Ed Abroad courses through outside entities). Most majors do not allow courses graded this way to transfer to major, which sets a boundary that feels appropriate to extend to Theme courses.

Clarity about allowability of S/U or P/NP courses is especially relevant for students doing Ed Abroad, since students may take those courses with the hope that they will be applied (students will benefit from knowing that that is not possible for a Theme in advance).

Some majors use courses in Foundations as prerequisites and have a minimum grade requirement that is higher than the GE requirement. Students will be allowed to apply the course towards their GE Foundation but will need to retake the course for it to meet the major prereq requirement. This is current practice when a student gets e.g., C- in the course but needs a C or higher for the major and was the practice under GEL. This is likely to be an issue for Economics, Sociology, and a few other courses-- Economics is a course with fairly high rates of transfer with a S/U type grade and is a FCoB requirement.

Passed Motion: The Policy subcommittee moves that after Summer 2026, for new admits or newly taken transfer courses, courses taken S/U can be applied to General Education Foundations but not General Education Themes. This policy does not override college and program requirements for a course to be graded to meet a major prerequisite--courses can meet a General Education Foundation requirement and not satisfy a major or college requirement.

Next steps: Communicate this policy to curricular and advising leadership. Implement this through the Office of the Registrar.

Overlap between Minor and GEN

Key insight from stakeholders: Current policy, unchanged from GEL, allows up to 6 credits to overlap between Gen Ed and the minor. Because overlap is managed on a course-by-course (not credit by credit) basis, GEN courses that are 4 credits are difficult to integrate or interpret. This contravenes goal of simpler, smaller GenEd facilitating students in adding minors.

Minors always have at least 12 credits and 4 courses. Typically, students have options in terms of at least some of the courses. The issue of course NUMBER wound up being important in the conversation: members wanted to honor the current expectation that at least 2 courses in the minor are distinct from the GenEd.

Passed Motion: Minors can overlap up to two courses with the GEN, as long as the minor is satisfied by completing at least four courses. If a minor has fewer than four courses, only one course can overlap with the GEN. This motion does not impact overlap between minor and major or between GEN and major.

Next steps: Communicate this policy to curricular and advising leadership. Implement this policy through the Office of the Registrar.

GEN Assessment Overview

Progress to Date

Completed reports have been submitted for the Launch seminar, Math, Quantitative Reasoning & Data Analysis (MQRDA) Foundation, and Writing and Information Literacy (WIL) Foundation.

Data analysis is underway for Citizenship Theme, and Literature, Visual, and Performing Arts (LVPA) Foundation.

Data collection is underway in Natural Science (NS) Foundation, and the Sustainability Theme.

Planning (designing assessment instrument and strategy) is underway in Social & Behavioral Science (SBS) Foundation; Historical and Cultural Studies (HCS) Foundation; Race, Ethnicity, and Gender Diversity (REGD) Foundation, and Health and Wellbeing (HW) Theme.

On the horizon are the remaining Themes: Migration, Mobility, and Immobility (MMI); Number, Nature, Mind (NNM); Origins & Evolution (OE), and Traditions, Cultures, and Transformations (TCT).

Revisions Made Since Implementation

Adjustment to cycle The queue and staging of assessment has been altered as needed to support faculty involved in the process, to address questions about potential changes to the GEN, and to reflect need to capture a full “course cycle” in multi-semester sequential courses.

Adjustment to ELOs ELOs have been altered in response to feedback in the course submission process. Next step is to evaluate whether changes need to be made in light of assessment data.

Adjustment to courses Courses moved from GEL to GEN need some re-alignment to cover GEN outcomes. Courses taught by instructors less deeply embedded in the curricular conversation may warrant attention to ensure revised expectations and course materials are shared.

Key Needs and Barriers

Full representation/participation of units and courses. Relationship building will help, but institutional expectation needs to be communicated clearly. Faculty doing leadership work need to be sustained and recognized for the effort involved. Regional campus participation needs to be enhanced. Integrative Practice courses need to be assessed twice—within their Theme and with respect to their HIP.

Feedback loops between outcomes and courses Mechanisms for connecting insight about alignment of course (s) and ELOs need to be developed. The new “Closing the Loop” meeting provides opportunity for stakeholder strategizing, but next steps in the courses are less developed. ULAC has recommended adding a “consolidation” step into the assessment cycle to explicate and provide for this step. “Norming” of expectations likely necessary for multidisciplinary elements of the GEN.

Understanding impact of mode of delivery and campus of offering Data from Launch shows differences across campus and in mode of delivery. This is the only assessment effort with sufficient data to explore those issues. Focusing recruitment efforts to address any potential differences in student achievement and needs is valuable. A Regional Campus meeting on Assessment is being held in May 2026.

Insight from Assessment Reports

Launch is generally supporting students in meeting the learning outcomes. Direct measures show that most ELOs are met at a mastery level by >80% of students. ELOs 1.2 (Structure of the GE) and 3.2 (Planning) are met at a lower level (68-75%). Asynchronous online classes show similar patterns of mastery, with slightly elevated (better) rates of attainment. Regional campus versions of the courses show slightly lower rates of attainment, compared to Columbus, with ELOs related to use (2.1) and critical evaluation (2.3) of academic technology notably lower. Indirect measures indicate that students generally perceive themselves to be meeting the ELOs, with a slight over-estimate of their attainment (compared to direct measures) on the ELOs that are met at a lower rate and a slight under-estimate of their mastery on those ELOs that are very well met, in the aggregate.

Changes planned or in progress in response to feedback include developing a Transfer-student specific course (GenEd2601), streamlining of the activities and assignments, greater and clearer emphasis on academic and professional planning, and reorganization of the schedule of material to foreground academic technology and its uses.

MDQDA courses are generally supporting students in attaining the ELOs at an intermediate or better level. The only ELO not met with intermediate or greater proficiency at a rate of >80% is ELO 1.5 ("Evaluate social and ethical implications in mathematical and quantitative reasoning"). Most units offering courses within this GEN Foundation participated in assessment, but the rate of participation in was low in terms of individual course sections. Regional campuses were not represented in the initial assessment effort.

Changes planned or in progress include addressing the framing and scope of ELO 1.5 and identifying shared resources for meeting this ELO, and building relationships to support course-level participation.

WIL courses show high variance in the student attainment of ELOs depending on the unit of offering. Disciplinary norms and approaches to assessment may contribute to these differences, as might differences in student populations served by different units. Overall, the attainment of ELOs was moderate, with most units reporting mastery-level attainment by >70% of the students enrolled, but the range was substantial (0-36% students NOT meeting) in fundamental outcomes (ELO1.1: effective reading and writing; ELO 2.2, use information in context-appropriate ways). Although key stakeholders are represented, including some regional campus units, the majority of sections are not represented. Heterogeneity in attainment of learning goals is likely greater even than recovered in these data, because WIL competencies are a GEN category especially likely to be met through non-OSU credit (AP, IB, CCP, transfer).

Changes planned or in progress include infrastructure and relationship development to support broader participation in assessment efforts.

Writing and Information Literacy Assessment Overview: 2023-2024

Contact:

Chris Manion, manion.12@osu.edu

Coordinator for Writing Across the Curriculum

Center for the Study and Teaching of Writing

Table of Contents

Writing and Information Literacy Assessment Overview: 2023-2024	1
Executive Summary.....	2
Overview of WIL Assessment Committee Process	3
Context for Writing and Information Literacy Enrollment	4
Overview of Department Program Assessment Processes	6
Overview from Data Collected from Participating Department Programs	7
Outcomes for Goal 1	8
Outcomes for Goal 2	8
Department Program Analysis Highlights	9
Department Program Proposed Responses to Assessment.....	10
WIL Assessment Recommendations During the Next Cycle	10
Appendix: Writing and Information Literacy Expected Learning Outcomes	12

Executive Summary

The committee charged with developing support for departments assessing WIL courses [compiled a document](#) that framed the kinds of data and reflection that department course assessment reports should include. The goal for this round of assessment was to be descriptive, to give departments space to adjust curriculum to new GE outcomes, to define how they teach and assess the outcomes, to balance the wider institutional needs for assessment with their local needs, and to build a sustainable infrastructure for assessing WIL.

This report then provides important context for incoming students' experiences with college-level writing. Given the Ohio Department of Higher Education's transfer guidelines for first-level writing, many incoming students come in with WIL credit from AP exams or transfer credit from College Credit Plus courses: 60% of students do so at the Columbus campus, and 30% on the regional campuses. Assessing WIL courses thus only assesses a fraction of incoming students and their writing.

The transition of WIL courses from the GEL to the GEN affected departments' approaches to assessing the WIL outcomes, since departments were still adjusting to new curriculum and enrollment patterns for the courses. Some departments had wide variation in course curriculum across broad teaching constituencies. Others had a more standardized curriculum. Furthermore, some departments had staff and faculty dedicated to program administration and resources to support WIL assessment, while other programs depended on associated faculty. Two models for assessment emerged: one that involved collecting student samples and assessing them individually or by committee, and another that involved embedding outcomes assessment into Canvas.

The outcomes assessment data collected across departments with few exceptions had at least 60% of students meeting or exceeding the WIL outcomes. The outcomes connected to information literacy, particularly outcome 1.4 ("Evaluate social and ethical implications in writing and information literacy practices."), were less likely to have students meet or exceed the outcome.

Department course program plans in response to assessment fell into three categories: building ongoing, sustainable approaches to assessment, to refine instructor understandings of how to teach the outcomes in the courses, and to broaden instructor development and support for teaching the course.

Across the courses, we have four recommendations. First, there need to be more resources at the department, college, and university level to support assessment of these courses. Second, department course programs need expertise and guidance from teaching and curriculum support units to build on their work. Third, given that many students come to Ohio State with WIL credit, we propose a survey of first year students to gather data about their experiences with college-level writing. Lastly, WAC at CSTW will convene department WIL course contacts to share

information, insights, and promote collaboration to build WIL curriculum and assessment infrastructure.

Overview of WIL Assessment Committee Process

In 2022 the GE Assessment committee asked Dr. Chris Manion, the coordinator of Writing Across the Curriculum at the Center for the Study and Teaching of Writing, to assemble a committee to curate resources for departments assessing Writing and Information Literacy (WIL) courses during the 2023-24 academic year. The committee consisted of 7 colleagues from a range of departments and campuses offering WIL courses as well as from the University Libraries:

- Dr. Richard Fletcher (Arts Administration, Education, and Policy)
- Dr. Lynn Hall (Engineering Education) through 2023
- Dr. Ashleigh Hardin (English)
- Dr. Jennifer Herman (Engineering Education) from 2023
- Jane Hammons (University Libraries)
- Dr. Amy Shuster (Philosophy)
- Dr. Caroline Skinner (English, OSU Mansfield—now Newark)

The committee [compiled a document](#) that framed the kinds of data and reflection department course assessment reports should include, listed questions for consideration and assessment measure examples from the committee member's curricula for each of the seven WIL expected learning outcomes.

Overall, the committee asked departments to share five kinds of data and reflection:

- A representative prompt or assignment description which will be used to assess each of the ELOs
- A breakdown of how many in the student samples assessed were judged to meet the ELO, including the specific criteria or specifications that were used to make judgment. We came to a consensus that departments scales would be adaptable to a three-level scale:
 - Sample shows evidence that student meets (or exceeds) ELO (Some departments had a 4-level scale including “meet” and “exceeds” outcomes, which were aggregated in our collecting of the results)
 - Sample shows *some* evidence addressing ELO, but not enough to meet it.
 - Sample does not show evidence that student meets ELO.
- A description of specific patterns of evidence from students who met the criteria (no more than 300-500 words or so).
- A description of specific patterns of evidence from students who didn't meet criteria (no more than 300-500 words or so).
- An overview of plans to adjust curriculum and instruction from assessment results

Chris met with contacts in each of the departments offering WIL courses, got their feedback on the document, and then continued to check in with them throughout the assessment process and provide support where needed.

The goals for this cycle of assessment were less about trying to aggregate assessment data across departments, but to give departments course programs space to:

- to adjust curriculum to new GE outcomes
- to define how they teach and assess the outcomes in ways that make sense in their disciplinary context for the course
- to balance the wider institutional needs for assessment with their local needs to make assessment meaningful and actionable
- to build a sustainable infrastructure for assessing WIL into the future within the department's culture of teaching

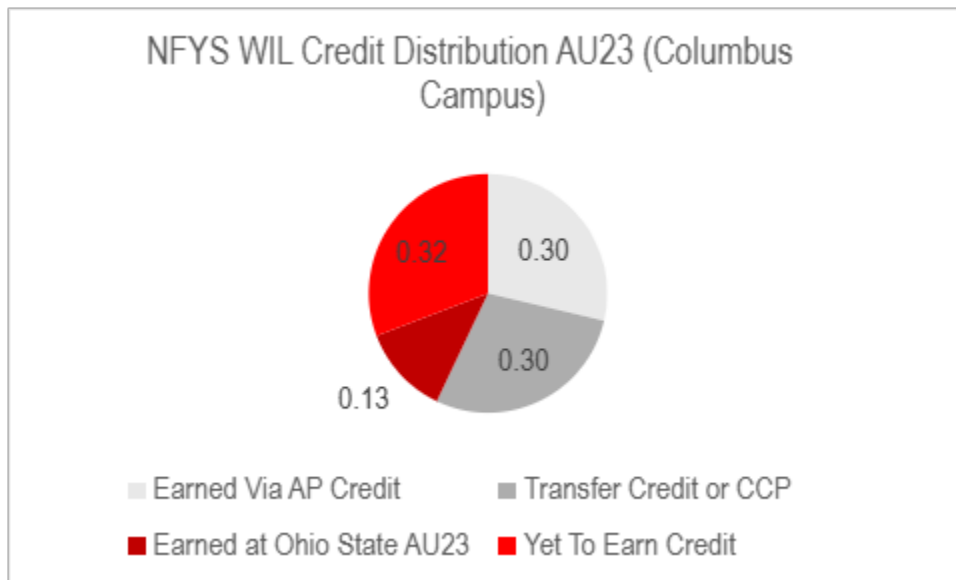
Six of the nine departments offering WIL courses ended up sharing assessment data from their WIL courses, and even the three that didn't reported progress in building assessment infrastructure, including rubrics and plans to assess the course during the next cycle of assessment.

Context for Writing and Information Literacy Enrollment

Before we share more about the process and results of WIL assessment, we want to make sure that the wider context for where Ohio Students receive credit for the WIL Foundation is understood. The [Ohio Department of Higher Education has set policy for transfer credit](#) of General Education requirements throughout the state of Ohio, and for writing, [students at all Ohio institutions can receive credit by earning a score of 3](#) on either the AP English Language and Literature or English Language and Composition exams. They can also receive credit by transferring credit from a First Year Composition course approved for the Ohio Transfer module, including College Credit Plus courses taught in many Ohio high schools.

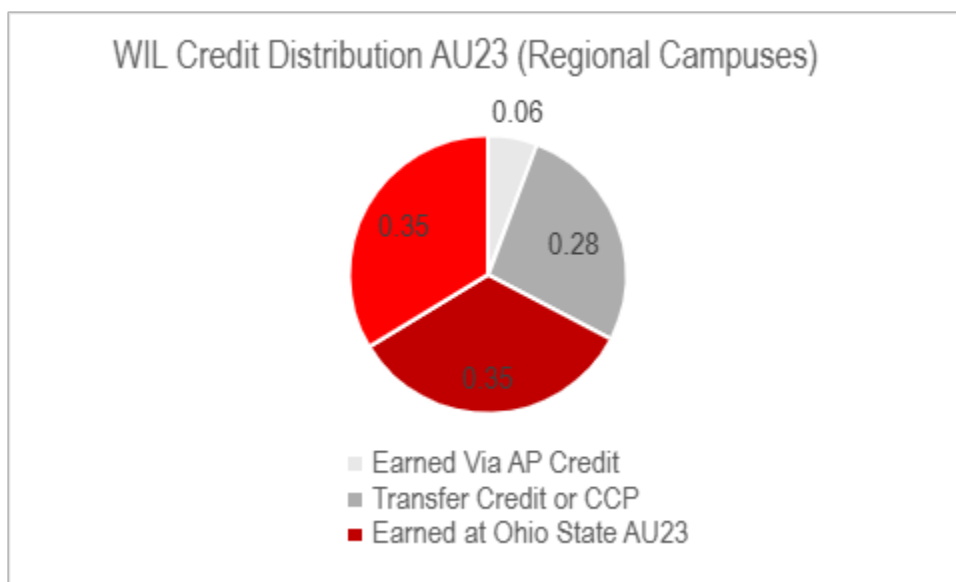
The committee asked the Student Success Research Lab to share data about how many new first year students at Ohio State (as a whole and between Columbus and regional campuses) received credit for WIL during each Autumn semester between 2019 and 2023 (thanks to Dr. Shana Jaggars and her team, particularly Nathan Johnson, who compiled this data). Here are two charts that

show the breakdown of credit for the Columbus and regional campuses for Autumn 2023:



Total WIL Credit Outside Ohio State: 60%

Total WIL Credit at Ohio State: 40%



Total WIL Credit Outside Ohio State: 30%

Total WIL Credit at Ohio State: 70%

The data show that significant numbers of incoming Ohio State students—more than half of students coming to the Columbus campus—come already with credit for the WIL foundation. First, this means that any assessment of WIL will only assess a smaller sample of Ohio State students' experiences for first year writing and information literacy. Second, it means that if we want to know more about the wider and diverse experiences more of our students have with student writing, we will need to pursue additional measures of assessment. This kind of data will be crucial to inform the wider curriculum for writing and information literacy, such as in

department programs' Embedded Literacies. We will suggest an approach to broader assessment in the conclusion of this report.

Overview of Department Program Assessment Processes

During this cycle of assessment, departments were still adjusting to a number of curricular and enrollment shifts related to the transition from GEL and GEN, and these shifts affected each department's assessment process. First, while some departments were able to use the process of assessment to inform and support the transition from GEL enrollment and curriculum to GEN, it complicated assessment for others (and led some departments to not collecting or reporting data during this cycle). Furthermore, department cultures of curriculum and teaching framed what WIL course contacts were able to do in assessment. Where some departments had robust structures that framed the WIL curriculum in ways that guided assessment, others that had less oversight and more variation across WIL instructors, which made assessment more labor intensive. Similarly, where some departments had dedicated staff and resources available for curriculum development and assessment, others had fewer resources and instructors, often associated faculty, had to lead programmatic assessment on their own.

In response to these challenges, two models for assessment emerged: one that involved teams of course stakeholders collecting and evaluating student artifacts using a common rubric, and another model that established Carmen Canvas Outcomes and embedded outcomes assessment criteria into course assignment rubrics.

The first model of assessment was adopted by course programs that had more variation in curriculum and a wider range of instructors. WIL in English, for instance, convened a committee that included members from the range of teaching consistencies across the department: associated faculty, faculty from a regional campus, graduate student assistant coordinators, as well as the program directors themselves. The associate director was able to identify a representative range of students across the department's WIL courses and collected samples of student work from a wide range of instructors across campuses (since WIL in English is offered at every Ohio State campus). Working from a test sample, the committee developed a rubric for assessment and collectively evaluated the sample. Given the labor-intensive nature of the assessment approach, the director of WIL in English was able to get additional funding to support those participating in the process. Other departments with much smaller enrollments and teaching pools framed their assessment similarly on a smaller scale, as the associated faculty member and a graduate student instructor for Education: Teaching and Learning coordinated their assessment across their two sections during a semester.

The second model of assessment was adopted by programs that had a more common curriculum or at least common assignments or where there was significant coordination among program stakeholders. The Engineering Technical Communication group did a "curricular crosswalk" of their WIL course's new curriculum, identifying multiple points across the course where the WIL ELOs (as well as aligned ABET criteria they were tracking) might be assessed. They then mapped

the outcomes in Carmen Canvas using Canvas's Outcomes tool and built outcome assessment criteria into assignment rubrics throughout the course. Assessment was then built into the regular process of grading in the course and gave the program multiple data points from which to assess their outcomes. Other departments similarly used the Canvas outcomes tool in their assessment, though some ran into logistical challenges when they discovered that the outcomes were built into an optional revision activity or when a lack of curricular coordination across the course made it difficult to build out Outcomes assessment into course assignment rubrics.

Nearly all of the department WIL programs assessed all of the outcomes directly, evaluating student work associated with the WIL outcomes. Arts Administration, Education, and Policy's Criticizing Television course, however, assessed ELO 1.4 and ELOs 2.1-2.3 indirectly via a survey of students, asking questions about their self-efficacy related to information literacy tasks. Similarly, in addition to their direct assessment of the outcomes, WIL in English included a student survey asking questions about students' self-efficacy in reading texts, composing multi-modal projects, and in demonstrating civil and ethical research practices.

Overview from Data Collected from Participating Department Programs

While we're including each department's results for their assessment of the ELOs, it's important that these results not be considered as comparable in the aggregate. First, different course programs often were evaluating radically different sample sizes, from English's 203 student samples to Comparative Studies's sample from one instructor's course. Second, departments often had significantly different assignments, rubrics, and methods for measuring the WIL outcomes for this cycle, which at this point makes it difficult to compare one department's results reliably with another. In short, as we mentioned above, department course programs were often still transitioning their enrollment and curriculum to the new GE and coming to terms with the new outcomes. Furthermore, many were still building and testing an infrastructure for assessing the WIL outcomes that they felt needed further improvement to be reliable and sustainable.

Lastly, we're sharing the results with a different scale than we asked departments to report. Two departments ended up using a scale that didn't match what we had recommended (Exceeded, Met, and Not Met, as opposed to Met, Some Evidence, and No Evidence). Luckily, other departments had used a full four level scale including Exceeded and Met, so we were able to collate the results on this scale.

Outcomes for Goal 1

	Outcome 1.1:			Outcome 1.2:			Outcome 1.3:			Outcome 1.4:		
	Exceeded	Met	Not Met	Exceeded	Met	Not Met	Exceeded	Met	Not Met	Exceeded	Met	Not Met
Art Education	61.61%	36.36%	2%	46.03%	44%	10%	49.20%	36.50%	14%	Assessed	Indirectly	
Comparative Studies	78.94%	10.52%	11%	73.68%	21.05%	5%	84.21%	15.78%	0%	73.68%	21.05%	5%
Education: Teaching and Learning	41.93%	58.06%	0%	32.25%	64.51%	3%	41.93%	58.06%	0%	48.38%	51.61%	0%
English	40%	30%	30%	45%	44%	10%	54%	24%	22%	27%	25%	48%
Engineering Education	11%	54%	37%	3.50%	66%	33%	14%	70%	17%	17.50%	47%	36%
Nursing	32.30%	38.70%	29%	35.50%	35.50%	29%	35.50%	35.50%	29%	35.50%	32.30%	32%

Outcomes for Goal 2

	Outcome 2.1:			Outcome 2.2:			Outcome 2.3:		
	Exceeded	Met	Not Met	Exceeded	Met	Not Met	Exceeded	Met	Not Met
Art Education	Assessed	Indirectly							
Comparative Studies	78.94%	15.78%	5%	100%	0%	0%	94.73%	5.26%	0%
Education: Teaching and Learning	51.61%	45.16%	3%	45.16%	54.83%	0%	45.16%	54.83%	0%
English	44%	36%	19%	58%	33%	10%	27%	33%	41%
Engineering Education	17%	57%	27%	19%	53%	28%	12%	59%	29%
Nursing	32.30%	32.30%	36%	38.70%	25.80%	35.50%	35.50%	29%	36%

While we should not too quickly compare results across departments, we can see *within* each department how assessment results might inform each program's response—indeed

departments noted areas where variations on student achievement might inform curricular or programmatic change—observations that we'll explore in the next section. Overall, nearly all departments reported over 60% of students meeting or exceeding each outcome. The sole exception is English measuring 52% of students meeting or exceeding Outcome 1.4, "Evaluate social and ethical implications in writing and information literacy practices," which English in its report noted was a more difficult higher order outcome (and one that instructors who were using an older curriculum designed for the GEL tended not to account for) they would work on better addressing through instructor training. In general, several of the outcomes connected to information literacy (for instance 1.4 and 2.3)—which in the GEN are much more detailed and involved significant instructional changes from the GEL—tended to score lower across departments.

Department Program Analysis Highlights

Departments noted that they were able to come to a deeper understanding of the outcomes and how they might be taught and assessed in the process of assessment. A number of programs, like English, Technical Communication in Engineering, and Education: Teaching and Learning, talked about how assessment helped them refine how students engaged with multimodal composing to address ELO 1.1 ("Compose and interpret across a wide range of purposes and audiences using writing as well as oral, visual, digital and/or other methods appropriate to the context."), simplifying assignments and developing resources to support their work and aid instructors as they teach. Regarding the same outcome, some departments who had initially been oriented to a kind of "generalized academic writing" found ways of situating the writing and inquiry students were engaged with more specifically in their discipline or course theme.

Assessment in this cycle helped departments orient their curriculum and teaching around the process of inquiry and composing, providing students opportunities to reflect and get feedback on their work across a project or assignment sequence. Education: Teaching and Learning, which frames students' writing development around weekly writing group meetings, realized they needed provide more space in their curriculum to scaffold and develop students peer feedback skills. English, as well, was able to see how their new "Ask, Connect, Contribute" curriculum worked, which guides students through a process of examining material in an archive, finding secondary research that might speak to that material, and ultimately to build a project for an identified audience they think would be engaged with their work. They found where students developed comfort in multimodal composing, but recognized how advanced outcomes 1.4 ("Evaluate social and ethical implications in writing and information literacy practices.") and 2.1 ("Demonstrate responsible, civil and ethical practices when accessing, using, sharing or creating information.") could be, and sought to build resources for instructors and students to guide them.

Many departments came to realize the complexity of the skills involved in information literacy. Criticizing television, for instance, reported that they hadn't distinguished outcomes 1.4 and 2.1

as much as they felt they could, and plans on consulting with University Library colleagues to develop more resources and training to develop those outcomes.

Department Program Proposed Responses to Assessment

Following from the results of their assessment, department course programs proposed three kinds of responses that informed their work going forward.

Some programs discussed building ongoing assessment into their work, continuing to regularly assess the outcomes even outside the regular GE assessment cycle, making sure that their assessment infrastructure is sustainable. WIL in English, for instance, proposed involving the diverse teaching community in assessment planning and implementation (e.g. associated faculty, regional faculty, GTAs, instructors of different courses), consulting them on a regular basis and involving them in ongoing instructor training and curricular planning of various kinds. The Technical Communication in Engineering program in Engineering Education built outcomes into Carmen and collaboratively mapping them onto curriculum, and with that infrastructure in place, plan to continually collect data going forward.

Programs also discussed revising curriculum to refine instructor and student understanding of outcomes. The WIL course coordinator in Education: Teaching and Learning planned to decrease number of assignments to focus on developing a multigenre project and providing more space for building peer review skills and opportunities. The Technical Communication in Engineering program suggested providing earlier experiences for students to write for specialist technical audiences (design memo) to better lead to more complex assignments (a white paper).

Finally, several programs proposed broadening instructor development and training. WIL in English pledged to include associated faculty in training usually reserved for new GTAs and to consult more regularly with regional faculty on program teaching commitments and curriculum. The Criticizing Television course coordinator in Arts Administration, Education, and Policy planned to coordinate with instructors and University Libraries to refine understanding of how information literacy is taught.

WIL Assessment Recommendations During the Next Cycle

Based on departments' experiences and results assessing the WIL outcomes for their courses during this cycle, we have four core recommendations that we will work toward in the next assessment cycle.

First, department WIL course programs need to have more resources to support their teaching and assessment infrastructure, resources that should come from the department, college, and/or university level. They need to be able to coordinate and involve a wider group of stakeholders (like

graduate student instructors, associated faculty, and regional faculty) in the process of assessment, curriculum, and teaching development. These stakeholders have significant insight to offer program development and assessment and given their involvement and commitment to teaching these courses, they should be included. This is significant labor for everyone involved, and ought to be compensated, especially where this labor isn't accounted for in the contracted duties of those involved.

Second, many of these departments need support and expertise to inform their program and curricular work, for instance to help them think about how to better teach and assess some of the information literacy outcomes, or to build valid, more comprehensive, and sustainable approaches to assessing writing and information literacy. Writing Across the Curriculum at the Center for the Study and Teaching of Writing, the University Libraries, The Drake Institute for Teaching and Learning, the Office of Technology and Digital Innovation, along with college-level curriculum and teaching support units, can help support and guide this work.

Third, given that most students on Columbus campus (and a significant number on regional campuses) come in with credit for WIL from elsewhere, data needs to be collected to get a broader, more comprehensive view of the experiences and self-efficacy with college-level writing and information literacy students bring with them to Ohio State. This data can be collected through a process adopted by first year writing programs at other institutions, called “student-self placement,” where programs ask incoming students their experience and self-efficacy with writing related to the program curriculum, and then offers information and recommendations to help students make an informed choice about which writing course best meets their needs. While we would not be interested in the “placement” component of these kinds of surveys, the data related to student experiences could be crucially valuable filling the gap we've noted, and incoming students' reflecting on their prior experiences with college-level writing as they enter Ohio State—similar to the kind of reflection students do in the Launch Bookends Seminar—can provide a valuable touchpoint for students' learning.

Lastly, WAC at CSTW will work with department contacts to facilitate regular meetings and collaborations to share data, experiences, and expertise in curriculum and assessment of writing and information literacy across units, to help departments collaborate as they continue to build curriculum and assessment infrastructure. WAC also continue to work individually with department programs to support their assessment and curriculum development plans.

Appendix: Writing and Information Literacy Expected Learning Outcomes

Goal 1: Successful students will demonstrate skills in effective reading and writing as well as in oral, digital, and/or visual communication for a range of purposes, audiences, and contexts.

Outcomes:

- 1.1. Compose and interpret across a wide range of purposes and audiences using writing as well as oral, visual, digital, and/or other methods appropriate to the context.
- 1.2. Use textual conventions, including proper attribution of ideas and/or sources, as appropriate to the communication situation.
- 1.3. Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.
- 1.4. Evaluate social and ethical implications in writing and information literacy practices.

Goal 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Outcomes:

- 2.1. Demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.
- 2.2. Locate, identify, and use information through context-appropriate search strategies.
- 2.3. Employ reflective and critical strategies to evaluate and select credible and relevant information sources.

Ohio State General Education Mathematical and Quantitative Reasoning (or Data Analysis) Foundation: Initial Assessment Report

Compiled Spring 2025

Summary

- 62 courses are being taught to fulfill the GE requirement in Mathematical and Quantitative Reasoning/Data Analytics (MQRDA)
- 6 courses (10%) have completed a full assessment cycle and submitted data
- 45 courses report some progress towards complete assessment in AY 25/26
- More than 70% of students have attained marks of Proficient or Intermediate for ELO's 1-4 in MQRDA courses
- More guidance is needed for the teaching and assessment of ELO 5: "social and ethical implications in mathematical and quantitative reasoning"

MQRDA Foundation Overview

The Mathematical and Quantitative Reasoning (or Data Analysis) (MQRDA) Foundations element of the General Education (GE) Program seeks to support students at Ohio State in developing an ability to "Apply quantitative or logical reasoning and/or mathematical/statistical methods to understand and solve problems and...to communicate their results." The MQRDA Foundation has been structured around the following five expected learning outcomes:

1.1 Use logical, mathematical, and/or statistical concepts and methods to represent real-world situations.

- 1.2 Utilize diverse logical, mathematical, and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.*
- 1.3 Draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.*
- 1.4 Make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.*
- 1.5 Evaluate social and ethical implications in mathematical and quantitative reasoning.*

As of AY24/25, a total of 62 courses in the MQRDA foundation were being offered across four colleges and 19 academic units, including both central and regional campuses.

Courses available in the MQRDA foundation included

- 1000-level courses (27),
- 2000-level courses (17),
- 3000-level courses (14),
- 4000-level courses (2) and
- 5000-level courses (2).

Of those courses offered, six were designated as Honors. Most offerings were through the College of Arts and Sciences (86%). The remaining courses were offered through the College of Food, Agricultural, and Environmental Sciences (8%), the College of Engineering (3%) and the College of Public Health (3%).

MQRDA Assessment Support Structure and Process

MQRDA Foundation Assessment Subcommittee

A team of seven faculty and staff initially convened in AU2022 with the charge to develop tools and resources in support assessment of the MQRDA foundation. This team included representatives of five units offering courses in the MQRDA (Statistics, Computer Science

Education (CSE), Mathematics, Linguistics, and Horticulture and Crop Sciences) and two campuses (Columbus and Marion). The team was led by a staff member from the Drake Institute for Teaching and Learning and met monthly during AY22/23. Initial work focused on creation of the MQRDA Outcomes Assessment Rubric (see Appendix). Additional efforts during SU23 resulted in the development of the MQRDA Assessment Guide, which included

- the MQRDA rubric along with guidance for rubric use,
- an assessment needs identifier matrix tool,
- a sample assessment plan outline, and
- an assessment and assessment item alignment tool.

All these materials and resources are included in the Appendix.

MQRDA Assessment Process Support Timeline

During the AU23 term, GE Assessment Committee leadership notified department chairs of their responsibilities for assessment of MQRDA courses offered and the proposed assessment timeline. In late AU23 and SP24, the MQRDA assessment subcommittee communicated with unit representatives to offer consultations and support related to assessment planning and implementation. Additional instances of departmental outreach occurred in AU24 and SP25. Between January 2024 and May 2025, consultations were conducted with 14 of the 19 MQRDA course-offering units. Of the remaining 5 MQRDA course-offering units, two declined consultations due to uncertainty around (1) continuation of course offerings within the foundation or (2) who, within the unit, holds primary responsibility for GE-focused assessment. Contact was unsuccessful for three of the 19 units for which outreach was attempted.

MQRDA Foundation Outcome Achievement

Direct Measures

MQRDA Assessment Data Cycle Completion Status

To date, six courses, or approximately 10% of approved courses in the MQRDA foundation, have completed a full assessment cycle and have supplied data for review. Currently reporting courses include 5 of the 19 associated course-offering units associated with the MQRDA foundation. Of the remaining 90% of currently non-reporting courses, approximately 73% (45 of 62 courses) have reported progress in developing or coordinating plans for assessment during AY25/26. At least four currently approved courses (6% of total) are questioning feasibility of GE assessment and/or are actively considering requesting removal of the course from the foundation. One of these courses has already been reported as removed in advance of the AU25 term. To date, efforts to collect information on the status of MQRDA assessment for at least seven courses (11% of total) have been unsuccessful and current status remains uncertain.

Assessment and Course Experience Types

Across reporting courses, the approaches to direct measurement of MQRDA ELO outcome achievement varied. Individual courses ranged from a single, complex, optional assignment for extra credit covering all ELOs, to a term-wide mixture of multiple lecture- and lab-based experiences. Full assessment and course experience information is presented below in Table 1. Approaches to direct measurement of ELO achievement varied not only across units and courses, but also across sections of the same course taught at different campuses.

Table 1: Course experiences used in the measure of achievement of MQRDA ELOs.

Course	# Aligned Course Experiences Identified	Assessment Types Confirmed as Utilized for Data Collection
MQRDA 1.1	- Multiple formative (practice) throughout term - Three primary assessments	- Final Paper, - Final Project, - Exam
MQRDA 1.2	- Four primary assessments	- Papers (2), - Exam, - Survey
MQRDA 2.1	- Multiple across the term (specific number unreported)	- Papers, - Presentation
MQRDA 3.1	- One case-based, complex assignment - Skills practiced throughout	- Customized MQRDA-focused extra credit assignment (voluntary)
MQRDA 4.1	- Five total assessments used	- Problem sets - Computer-based exercises - Discussions
MQRDA 5.1	- More than 20 course experiences utilized throughout the term	- Quizzes - Lab Exercises - Exams
MQRDA 5.2	- More than 20 course experiences utilized throughout the term	- Quizzes - Lab Exercises - Exams

Key Point for Consideration:

A tool to evaluate strength of alignment between course experiences and ELOs was provided as part of the MQRDA Assessment Guide shared with all units. To date, however,

only one course has reported working to determine the extent to which aligned assessments, exercises, and activities serve as effective measures of student achievement. In that course, weights were assigned to each course experience based upon its perceived strength of alignment to an aligned MQRDA ELO. Those weights were used to calculate a weighted proficiency score, which were averaged across students in the course. Although an effort to calculate weighted averages and proficiency scores may be beyond what is practical in many courses, some effort to record the strength of alignment between selected course experiences and the MQRDA ELOs is recommended, particularly in terms of potential value to the course iteration and improvement process.

ELO Achievement Data Across Courses

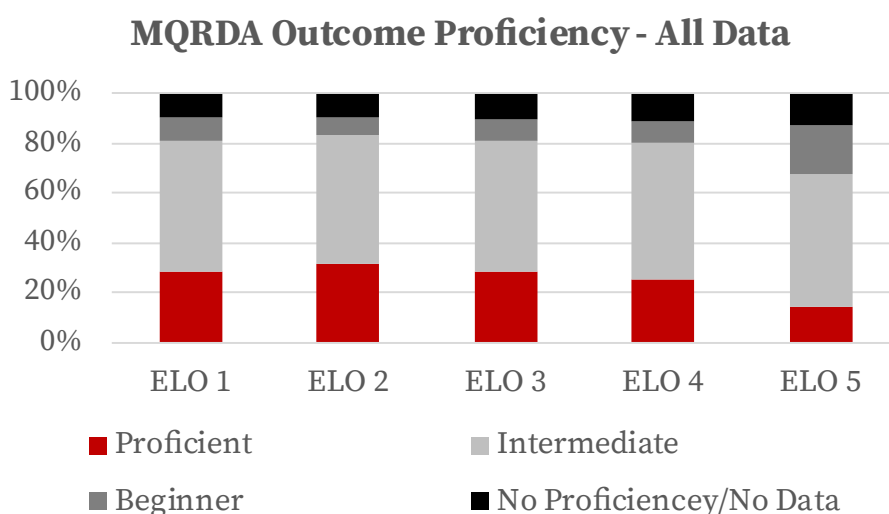
Table 2, below, lists proficiency measures across the total number of students assessed across the 6 reporting MQRDA courses (7 total sections, including one regional campus offering). Each reporting course collected and shared data from a singular term ranging across SP24, AU24, and SP25.

Table 2: *Measures of MQRDA ELO proficiency compiled across reporting courses.*

MQRDA ELO	Total N	Proficient	Intermediate	Beginner	No Proficiency or No Data Reported
1	765	216 (28%)	405 (53%)	67 (9%)	77 (10%)
2	764	239 (31%)	396 (52%)	55 (7%)	74 (10%)
3	764	219 (29%)	402 (53%)	63 (8%)	80 (10%)
4	765	194 (25%)	420 (55%)	64 (8%)	87 (11%)
5	664	96 (14%)	352 (53%)	132 (20%)	84 (13%)

The data presented in numerical form in Table 2 are depicted for quick comparison across ELOs in Figure 1, below. Data are relatively consistent across ELOs 1 – 4. The most noticeable difference is found in a comparison of ELO 5 to all others. ELO 5 (*Evaluate social and ethical implications in mathematical and quantitative reasoning*) has been most commonly referenced (by course instructors and assessment coordinators) as the most challenging ELO to assess, as few courses have been initially designed with similar or equivalent ELOs in place. One reporting course did not identify any aligned course experiences to ELO 5 and, therefore, was only positioned to share achievement data on ELOs 1 – 4, which accounts for the drop in total N for reporting courses between ELOs 1 – 4 and ELO 5 (see Table 2).

Figure 1: *Stacked column chart of MQRDA outcome proficiency data compiled across courses.*



Additional charts depicting data comparing ELO achievement among reporting courses can be found in Figures 2 – 6 (see Appendix). Students receiving marks of “Proficient” or “Intermediate” accounted for more than 70% of the sample among all reporting courses for ELOs 1 – 4. ELO 5, as discussed earlier, was found to have higher variability across

courses, with “Proficient” and “Intermediate” student achievement combined ranging from 100% in one course to 1% in another.

Key Point for Consideration:

According to data from currently reporting courses, the MQRDA ELO 5 is creating challenges for assessment in comparison with ELOs 1 – 4 and may offer an opportunity for prioritization within MQRDA course revision and redesign efforts. However, because the nature of this outcome deviates from the types of knowledge and skills typical of most quantitative analysis and mathematics courses, unit leaders and instructors may struggle with how to approach changes to courses necessary to effectively provide ELO 5-aligned instruction. As courses in the foundation continue to develop and implement assessment plans, particular guidance around this particular ELO is recommended.

Indirect Measures

Indirect ELO Achievement Methods

Indirect measures for MQRDA ELO achievement were limited to two courses from the same course offering unit. Students having recently completed either of these two courses were invited to complete a survey asking their perceptions of confidence in having achieved the knowledge and skills represented in each of the five MQRDA outcomes. For each outcome, participants were asked to rate their level of confidence on a 5-point Likert scale ranging from completely confident to completely unconfident. In addition, a singular short-answer item was included that asked for thoughts about the placement of the course completed in the MQRDA foundation.

Indirect ELO Achievement Findings

Approximately 30 students responded to the perceptions of MQRDA outcome achievement survey request. Across all outcomes, a majority of respondents suggested feeling either very confident or confident and few responded on the “unconfident” side of the scale for any of the five outcomes. Though not quite as apparent as in the direct data, a slight decrease in overall confidence did appear evident for ELO 5, as more respondents

listed “Confident” in comparison with “Very Confident” and a slightly higher number marked “Neither Confident nor Unconfident” in comparison with most other ELOs. While this sample is very limited, it represents a potentially useful method for collecting additional data, albeit indirect, related to MQRDA ELO achievement and should be highlighted in future MQRDA assessment guidance efforts.

Progress Status of Non-Reporting Courses

Among currently non-reporting courses (56 of the total 62) listed in the MQRDA foundation of the GE, progress status was confirmed for 45. Status ranged from preliminary planning to data management in advance of sharing. Table 3 below provides information on the number of courses reported to be functioning at different stages of the assessment process.

Table 3: Progress status of currently non-reporting MQRDA courses.

Progress Status	# Courses
Early Plan Development	19
Late Plan Development	18
Data Collection/Management	19

“Early Plan Development” represents initial steps being taken by the unit to identify roles in the assessment process, create awareness of the needs across instructors and staff, and begin the process of identifying appropriate assessments that align to MQRDA outcomes.

“Late Plan Development” represents the stage at which a general approach to assessment has been identified, and leaders of the effort are actively working on the final structure of the assessment plan to be implemented. This may involve curricular mapping or review of earlier mapping efforts, new assignment or assessment development to fill identified gaps, or active sharing of model/pilot assessment plans across MQRDA courses in a unit.

“Data Collection/Management” indicates those courses for which a coordinated effort has been planned and instructors are positioned to begin or continue the collection of assessment data in a current or upcoming term. Of the total 56 currently non-reporting courses, more than 40 have indicated an intention to collect MQRDA-aligned assessment data during AY25/26.

MQRDA Assessment Facilitators, Challenges, and Path Forward

Facilitators of Assessment in MQRDA

Two factors have been identified as potential facilitators of continued progress in the assessment of MQRDA courses. These are briefly identified and described below.

Rubric Clarity and Ease of Application

Reporting courses consistently used the MQRDA rubric as a resource in the analysis of aligned assessment data. Because most assignments and other course elements were originally designed around learning outcomes specified for those courses, a critical step in the MQRDA assessment process involves determining alignment between those original course elements and the MQRDA outcomes. Scores on aligned course assignments and assessments must then be converted from (typically) standard numerical values to MQRDA proficiency levels. Instructors involved in this process have noted the clarity and ease of use of the MQRDA rubric in conducting this work. The MQRDA assessment subcommittee invested significant time and effort in the careful selection of language that effectively delineates between proficiency levels for each of the MQRDA ELOs. This rubric can also be loaded to the LMS and attached to course assignments directly to aid quick and efficient scoring. While not all GE theme and foundation areas lend themselves to application of a singular rubric, when possible, this is highly recommended.

Coaching around initial data collection and sharing

A consistent question raised in the process of initiating MQRDA course assessment involved specifics of what was desired or required from each unit. Assessment leads (in some cases the course instructors, in other cases a separate faculty or staff member) were often uncertain of what was being requested in terms of assessment data, reporting, and follow-up from the GE program. GE leadership and theme and foundation leads should carefully craft guidance related to

- what is ultimately needed for the assessment,
- what is desirable but not required for the assessment,
- the format in which assessment data should be shared,
- the process through which data should be shared, and
- application of any tools or resources that have been developed to aid the process.

Theme and foundation assessment subcommittee leads might benefit from a templated document that could be completed and shared during initial consultations with unit representatives.

Challenges to Assessment in MQRDA

A number of issues have emerged as potential challenges to the process of MQRDA assessment. These are briefly identified and described below.

Inconsistency in the conversion of assessment scores to MQRDA proficiency levels

In multiple instances, those responsible for assessment data collection and sharing have raised the question of whether there is a standard range of scores that are suggested for conversion to the proficiency levels described in the MQRDA rubric. Others have voiced questions and concerns around differences in disciplinary definitions of “proficiency” which leads to questions of the validity of aggregate data. This issue extends to a higher-level question of the extent to which the GE program should offer guidance around scoring

conversions to proficiency levels within the foundation. Should a “standard” or “suggested” conversion system be offered? Should these decisions be left fully to each unit to best align with expectations of each discipline? These questions should be considered in the development of future guidance in the MQRDA and other themes and foundations for which rubric-based approaches are employed.

Constraints related to time/effort/awareness/expectations resulting in delays

Multiple questions have been raised regarding the constraints on instructor time, effort, or awareness of assessment in their GE-listed course(s). While the expectation of assessment has been shared across listed units, typical issues related to overwork, lack of time, challenges in coordinating across multiple courses and instructors, instructor turnover, and, in some cases, a lack of clarity regarding responsibility for leading/coordinating GE-focused assessment at the unit level. While challenges related to GE assessment efforts have been gathered and shared informally, a more formal opportunity to collect information on specific challenges and ideas for improvement across unit representatives is recommended.

Path Forward for Assessment in MQRDA

Based on the initial round of assessment planning and data collection and sharing in the MQRDA foundation, several low-cost ideas have surfaced that might benefit assessment efforts in the GE more broadly. Those are outlined below.

1. Consider integrating into initial communication to chairs the following:
 - a clear ask for the name and contact information for the lead on GE assessment in the unit,
 - specific language clarifying the purpose of the GE assessment effort and willingness to work with units and instructors around issues of course/student/instructor identification in the sharing/reporting process

2. Consider development of a sample tool/survey for assessment of student perceptions of ELO achievement that could be offered as an optional resource for those engaged in early phases of assessment planning.
3. Develop a GE-focused assessment checklist (likely customized by foundation or theme) for leads/coordinators of assessment efforts, including specifics of timelines and sample/suggested milestones, recommended data formatting and sharing procedures, and details of next steps to be expected following initial assessment reporting.

Initial MQRDA Assessment Report Summary

Assessment planning and implementation is proceeding among the MQRDA foundation courses. Delays to the initially planned timeline have been experienced due to a variety of factors. Coordination of the overall assessment effort has been a joint effort across the GE Assessment Committee, the MQRDA Subcommittee lead, and the MQRDA Subcommittee members and has been hampered by limitations on time/bandwidth available to contribute consistently to advancing the effort. This factor has combined with similar constraints on time, awareness, responsiveness, and motivation among unit leads and involved instructors. Encouraging, however, are the high numbers of courses that are formally advancing plans for GE-focused assessment during the upcoming academic year.

While delays have been experienced, efforts that have successfully completed the assessment cycle have provided promising results. Students are demonstrating proficiency or intermediate proficiency at consistently high rates across courses and across MQRDA ELOs. Opportunities have been identified to improve listed MQRDA courses, particularly in relation to supports of ELO 5. These efforts may require some degree of support or guidance in terms of curricular revisions or instructional redesigns that are necessary to meet student needs.

Appendix

Figure 2: *Stacked column chart of MQRDA outcome 1.1 proficiency data by course.*

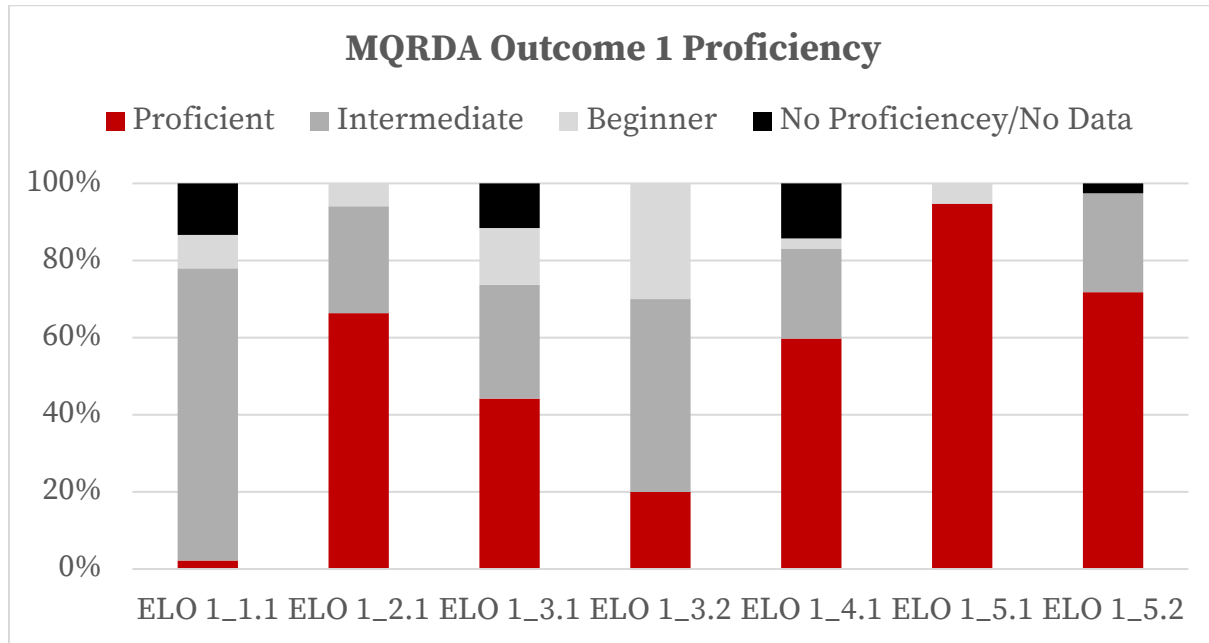


Figure 3: *Stacked column chart of MQRDA outcome 2 proficiency data by course.*

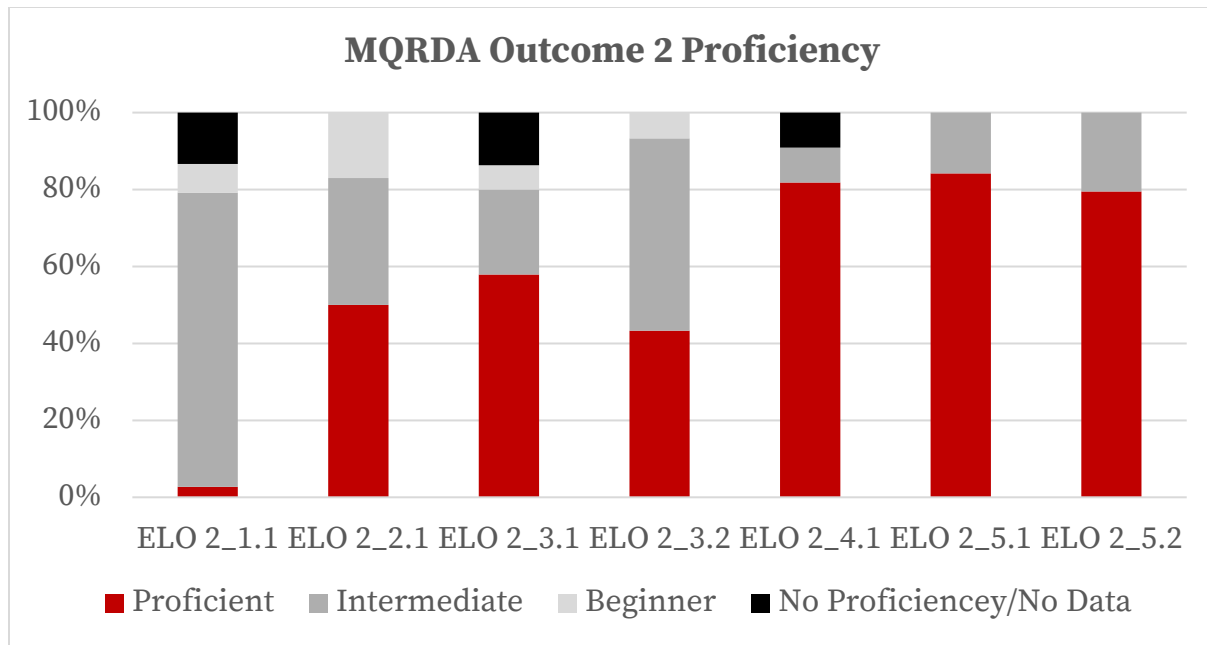


Figure 4: Stacked column chart of MQRDA outcome 3 proficiency data by course.

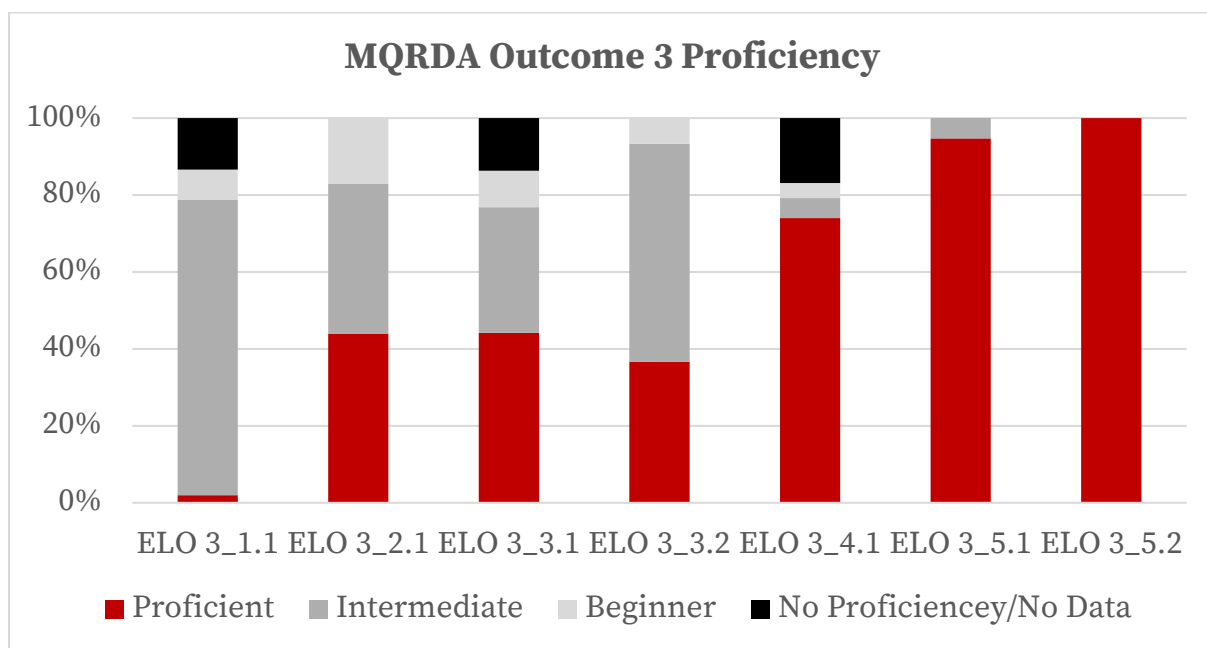


Figure 5: *Stacked column chart of MQRDA outcome 4 proficiency data by course.*

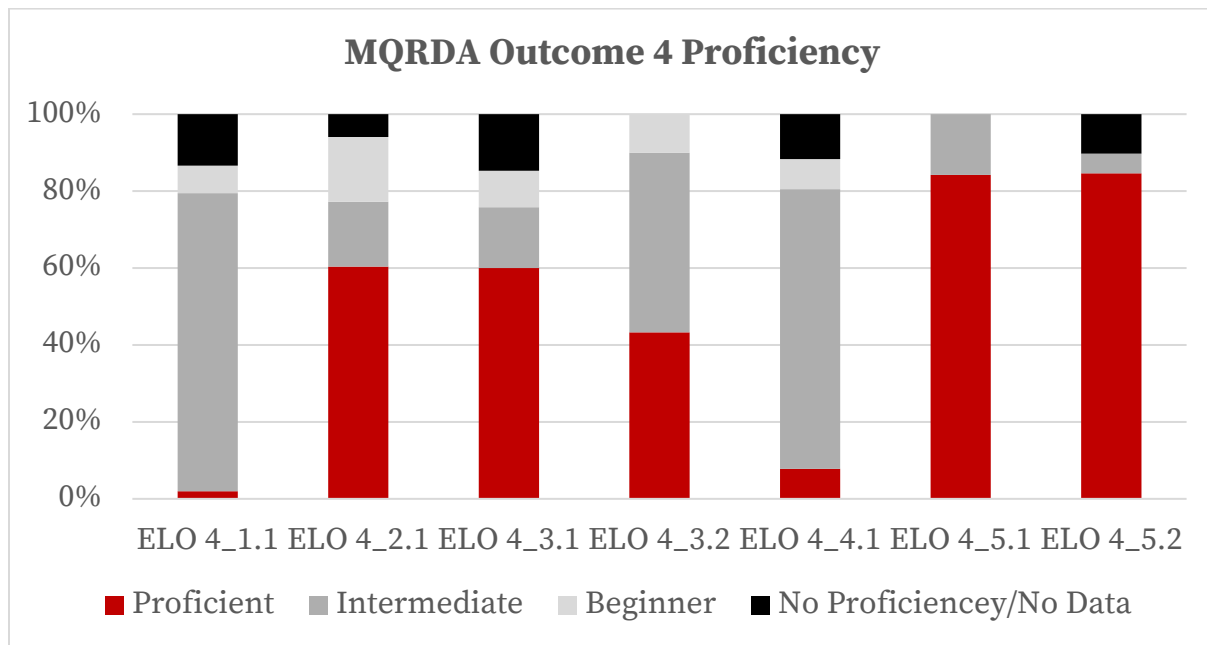
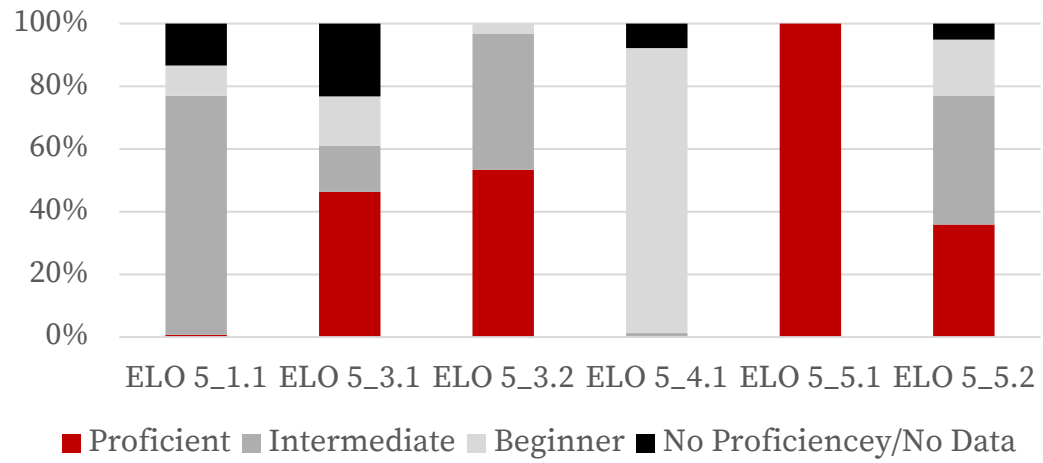


Figure 6: *Stacked column chart of MQRDA outcome 5 proficiency data by course.*

MQRDA Outcome 5 Proficiency



General Education Launch Course

Evaluation of 23-24 Student Launch course

Contact Information

For questions about this research brief, contact:

- Michele Hansen, Associate Vice President for Institutional Research hansen676@ous.edu
- Mitsu Narui, Director of Institutional Effectiveness and Assessment narui.1@osu.edu
- Mohammed Rahman, Senior Advanced Analytics Scientist rahman.5@osu.edu

For questions and information about the GE Bookends, including curriculum and assessment reporting, contact:

- Melissa Beers, Senior Director beers.3@osu.edu
- Meg Daly, Associate Dean for Undergraduate Education, daly.66@osu.edu

Background

As part of Ohio State's new General Education curriculum, students are required to take two General Education "Bookend" courses. First year students take the Launch Seminar, Gen Ed 1201(1-credit, S/U) during their first three semester and complete a Reflection Seminar, Gen Ed 4001 (1-credit, S/U) during their final year. Transfer students complete a single alternative course, the Connection Seminar, Gen Ed 2601 (1-credit, S/U), developed to meet their varied academic experiences.

The Launch Seminar is designed to help students understand the structure and purpose of OSU's GE program, to develop academic skills, and to reflect on their academic and career goals. Seminars are limited to 19 students and are taught by a diverse interdisciplinary instructional team. The overarching goal is to support students in becoming aware of their goals and motivations in order to

develop a sense of autonomy and agency about their own learning. A secondary goal is to assist students in understanding curricular and professional pathways for developing their career interests. Additionally, Launch introduces students to using an electronic portfolio (ePortfolio) platform that serves as a repository for reflections on their coursework and experiences at the university.

All General Education courses are assessed across a multiyear-year timeline. The Launch Seminar was first implemented in academic year (AY) 2022-2023). During that year, assessment strategies were developed and an assessment plan established. Throughout AY 2023-24, the program collected assessment data using both direct techniques (e.g., embedded assessment) and indirect techniques (e.g., student and instructor surveys). In AY 2024-25, the assessment effort focused on comprehensive analysis of the data in order to improve students' objective and perceived learning outcomes in subsequent years.

Survey Methodology

All students are invited to complete an optional, extra credit survey at the beginning of the Launch Seminar and another at the end of the semester. The Bookends team developed the survey instrument for the following purposes:

- To assess students' expectations at the start of the semester, and how those expectations were met at the end
- To assess students' perceptions of the course learning objectives and the extent to which they were met
- To understand students' experience in the course including the impact and value of assignments
- To invite students to share their experience in the classroom or online environment
- To support the Bookends program in developing strategies that optimize the learning experience across all student populations and campuses

The Bookends team has partnered with IRP to analyze data from these surveys, including qualitative responses, and to identify key themes and priorities for continued improvement across Bookend courses.

Analysis

Survey data are collected each semester via Qualtrics assignments in all Launch Seminar courses. At the end of each semester, survey data is shared with IRP for review, cleaning, and analysis. For copies of the full survey instruments, contact the Bookends Senior Director.

All quantitative items were measured on a 5-point Likert scale ranging from 1 (low) to 5 (high). Paired-samples t-tests were performed on each pre-post survey items to evaluate the change in students' perceptions after taking the GE Launch Course (Table 1). Student perceptions of course expectations and learning outcomes were ordered from high to low based on means (Table 2 and Table 3). Individual two-samples t-tests on all learning outcome items were conducted for each of following group variables:

- First-Generation vs Not First-Generation,
- Transfer vs New First-Year, and
- Distance Learning GE Course vs In-Person GE course (Table 4 – Table 6).

Evaluations of statistical differences between Columbus campus and regional campuses were also completed using Tukey Post-hoc tests under ANOVA for each learning outcome items (Table 7).

A thematic qualitative analysis was done using the generative AI software Microsoft Copilot; the results are summarized in Appendix A and Appendix B.

Quantitative Highlights

- In terms of self-reported learning outcomes, students were most like to agree or strongly agree that they understand the purpose of the GE at Ohio State (84%), understand how to use the e-portfolio system introduced in class (82%), and have a better understanding of their academic identity and interests (79%).
- Students were least likely to agree or strongly agree that the course promoted their intentions to use the e-Portfolio system introduced in class between now and the Reflection Seminar (38.1%) and that they understand the benefits of using the e-Portfolio system (61.8%).

- First-generation students were significantly more likely to perceive they had met the learning outcomes of the course.
- Students who enrolled in Distance Learning GE courses (collapsing across synchronous and asynchronous modalities) were significantly less likely to perceive they had met the learning outcomes of the course.
- Regional campus students were less likely to perceive they had met the learning outcomes of the course.
- Students perceived the greatest gains in the following areas: 1) having a clear understanding of what was expected of them in the course and 2) confidence in ability to use technology needed for the course.
- Students' perceptions from pre to post course declined in the following areas: 1) feeling that doing well in the course was important for future, 2) understanding how to be successful in course assignments and 3) expected enjoyment of the course.
- Students were very positive about their classroom experiences, particularly interactions with instructors. Most students agreed or strongly agreed that their instructor displayed a positive attitude toward them (89%), made them feel welcomed in class (89%), and helped them succeed in this class (85%).

Qualitative Highlights

Beginning of the Course. Pre-Questionnaire

At the start of each semester, students are asked the following open-ended questions:

- What are you looking forward to in this course?
- What is most challenging or concerning to you about this course?
- Is there anything you would like the course directors to know that might impact your ability to be successful in this class this semester?

What is the most challenging or concerning to you about this course?:

1. **Workload and Assignments (20%).** Respondents were concerned about the volume of work and assignments, and how they would manage the workload.

2. Time Management. (15%) Many respondents expressed concerns about managing their time effectively, balancing coursework with other responsibilities, and meeting deadlines.

Is there was anything you want the course directors to know that might impact your ability to be successful in this course this semester?

Please note that most students reported on concerns.

1. **Mental Health Issues (20%).** Some individuals mentioned personal challenges such as anxiety, ADHD, depression, and other mental health issues that could affect their performance.
2. **External Factors (15%).** Several individuals noted external factors such as family responsibilities, full-time jobs, and being student-athletes, which might impact their ability to focus on coursework.
3. **Physical Health Conditions (10%).** respondents highlighted physical health conditions, including Type 1 Diabetes, hearing impairments, and other medical issues.

End of the course. Post-Questionnaire

At the end of the semester students are asked the following open-ended questions:

- Thinking about the work you did and the ideas you discussed this semester in GenEd 1201, what do you consider most important and why?
- What was the most difficult or challenging aspect of this course for you?
- What was your favorite thing about this class? This could be something your instructor did, something about the course community, your project or activity, or something else.
- What advice would you give someone taking this class next semester?
- How would you explain this course to another person? (SP 24)
- Research shows that expressing gratitude is associated with positive well-being. What is one thing about your experience taking GenEd 1201 that you're grateful for?

Thinking about everything you learned this semester in Gen Ed 1201, what one or two topics or concepts do you consider to be the most important and why?

1. **Personalized Plan for Learning. (30%)** Many comments highlight the importance of the personalized plan for learning. Students found it valuable for setting future goals, reflecting on their academic journey, and planning their coursework.
2. **Academic Identity. (25%)** Students frequently mentioned the significance of the academic identity assignment. Students appreciated the opportunity to reflect on their goals, values, and academic journey.
3. **General Education (GE) Course Planning (20%)** Many comments emphasized the importance of understanding and planning for GE courses. Students found it helpful to learn about the structure and purpose of GE courses.
4. **Self-Reflection and Goal Setting (15%).** Several comments highlight the value of self-reflection and goal setting. Students appreciated the opportunity to reflect on their progress and set future goals.

What was the most difficult/challenging aspect of this course for you?

1. **Time Management and course workload (25%).** Many respondents found it difficult to complete assignments on time due to the workload being more than expected or having a busy schedule.
2. **Confusing coursework (20%).** Some found the coursework to be time-consuming, repetitive, or not clearly explained.
3. **Motivation to Complete Meaningless Assignments (15%)** A common challenge was staying motivated to complete assignments, especially when they felt the work was unnecessary or not beneficial.
4. **Navigating Technology (15%).** Several respondents mentioned difficulties with using platforms like PebblePad , Canvas, and using technology or navigate course instructions.

Highlights for Practice

Course Strengths

- **Positive Instructor Interactions.** Students reported positive interactions with instructors. They reported that instructors are committed to their learning, engagement, and promote

welcoming classroom environments. The process of selecting and supporting quality and committed instructors to teach the course is working very well and is a course asset.

- **Self-Reflection and Academic Identity Goals Met.** The Intended course outcomes seem to be met. Students understand the purpose of the GE and have a better understanding of their academic identity and interests. Also, students the found the personalized learning and self-reflection beneficial. As such, efforts to help students grow personally and academically by reflecting on their academic and career goals seems to be an asset to maintain.

Areas for Reconsideration

- **Perceived Relevance and Future Importance.** Ensure that students are presented clear opportunities to align the course materials with their future goals and career aspirations.
- **Enhancing Understanding of Course:** Expand and reinforce guidance for assignments and assessments. Offering examples of successful work and rubrics can help students understand what is expected of them. Implement regular feedback mechanisms to help students track their progress and understand areas for improvement.
- **Student Involvement:** Consider avenues for incorporating student involvement and choice.
- **E-Portfolios and PebblePad.** Students struggled to use PebblePad and do not seem to understand the value and potential of the e-portfolio. Efforts could be made to explore how to improve this aspect of the course.
- **Impact of Mode of Offering.** Student feedback tracked both mode of offering and campus of offering. Consider how innovations, opportunities, and limitations of the diverse approaches to the course might be leveraged to improve student experience and course delivery.
- **Resources for Mental Health and Other Concerns.** Instructors may want to provide resources for students to address their concerns related to mental health, physical health, and tips for coping with external factors. *Resilience and wellness is an explicit goal in the reflection*

seminar. Consider strategies that attend to the clear concern students have with their wellness during Launch in light of that goal of Reflection.

Table 1a: Student Perception of Attainment of Learning Outcomes (all students)

Learning Outcomes	N	Mean	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
			1	2	3	4	5
			Percentages				
GE_1.1: I can describe the interdisciplinary nature and integrative structure of the GE at Ohio State.	7589	3.90	3.5%	3.0%	14.7%	57.5%	21.3%
GE_1.2: I understand the purpose of the GE at Ohio State.	7575	4.05	2.7%	3.0%	10.7%	54.1%	29.5%
GE_2.2: I understand how to use the ePortfolio system introduced in class.	6922	3.99	2.1%	4.0%	12.5%	55.0%	26.3%
GE_2.2b: I understand why it benefits me to use the ePortfolio system introduced in class.	6836	3.57	6.9%	10.9%	20.4%	42.3%	19.6%
GE_2.2c: I intend to use the ePortfolio system introduced in class between now and the Reflection Seminar.	6811	3.06	13.3%	16.6%	32.0%	26.8%	11.3%
GE_2.3: I have a better understanding of the implications of my responsibilities when using information, materials, and technology.	6782	3.95	2.3%	2.8%	16.2%	55.1%	23.5%

GE_3.1: I have a better understanding of my academic identity and interests.	674 5	3.99	2.8%	3.8%	14.4%	49.7 %	29.3%
GE_3.2: I have a more concrete plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.	673 8	3.82	3.8%	5.2%	19.0%	48.9 %	23.2%

Table 1B: Student Perception of Attainment of Learning Outcomes (first-generation students)

After completing this course...	First Generation		Not First Generation		
	N	Mean	N	Mean	
GE_1.1: I can describe the interdisciplinary nature and integrative structure of the GE at Ohio State.	2035	3.91	5,512	3.90	
GE_1.2: I understand the purpose of the GE at Ohio State.	2033	4.09	5,500	4.03	**
GE_2.2: I understand how to use the ePortfolio system introduced in class.	1857	4.05	5,030	3.97	***
GE_2.2b: I understand why it benefits me to use the ePortfolio system introduced in class.	1824	3.72	4,976	3.51	***
GE_2.2c: I intend to use the ePortfolio system introduced in class between now and the Reflection Seminar.	1822	3.26	4,953	2.99	***
GE_2.3: I have a better understanding of the implications of my responsibilities when using information, materials, and technology.	1810	4.00	4,936	3.92	***
GE_3.1: I have a better understanding of my academic identity and interests.	1802	4.09	4,909	3.95	***
GE_3.2 After completing this class, I have a more concrete plan to investigate a personal, societal, or	1798	3.92	4,906	3.79	***

global question within the GE from various disciplinary perspectives.

Means were computed from 5-point likert scales range from 1 (Strongly disagree) to 5 (Strongly agree); *p < .05 (2-tailed t-test); *p < .01 (2-tailed t-test); p < .001 (2-tailed t-test); **Green** = Significantly above, **Red** = Significantly below.

Table 1C: Perception of Learning outcomes by Distance Learning Students

After completing this course...	Distance Learning		In-Person		
	N	Mean	N	Mean	
GE_1.1: I can describe the interdisciplinary nature and integrative structure of the GE at Ohio State.	2105	3.87	5,478	3.92	*
GE_1.2: I understand the purpose of the GE at Ohio State.	2102	4.00	5,467	4.07	**
GE_2.2: I understand how to use the ePortfolio system introduced in class.	1934	3.99	4,985	4.00	
GE_2.2b: I understand why it benefits me to use the ePortfolio system introduced in class.	1909	3.48	4,924	3.60	***
GE_2.2c: I intend to use the ePortfolio system introduced in class between now and the Reflection Seminar.	1900	2.97	4,908	3.10	***
GE_2.3: I have a better understanding of the implications of my responsibilities when using information, materials, and technology.	1885	3.92	4,894	3.96	*
GE_3.1: I have a better understanding of my academic identity and interests.	1876	3.96	4,866	4.00	*
GE_3.2 After completing this class, I have a more concrete plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.	1876	3.79	4,859	3.84	

Means were computed from 5-point likert scales range from 1 (Strongly disagree) to 5 (Strongly agree); * $p < .05$ (2-tailed t-test); * $p < .01$ (2-tailed t-test); $p < .001$ (2-tailed t-test); **Green** = Significantly above, **Red** = Significantly below.

Table 2: Student Perceptions Before and After Taking the Launch Course

Area of GE Launch Course Means were computed from 5-point likert scales range from 1 (Not at all true for me) to 5 (Extremely true for me)	N	Mean		Mean Difference	
		Pre	Post	Post-Pre	
Doing well in this course is very important to me. /It was important to me to do well in this course.	6,963	4.09	3.63	-0.46 ***	
Right now, I feel like I know how to succeed in this course. / I understood how to be successful on assignments for this course.	5946	3.78	4.08	-0.42 ***	
I have a clear idea of what will be expected of me in this course. / I had a clear understanding of what was expected of me in this course.	5,907	3.66	4.06	0.40 ***	
I feel confident in my ability to use the technology needed for this class/I was able to use the technology needed for this class	5897	4.21	4.48	0.27 ***	
Difficulty Level Means were computed from 5-point likert scales range from 1 (Extremely difficult) to 5 (Extremely easy)	N	Mean		Mean Difference	
		Pre	Post	Post-Pre	
I expect this course to be.../Considering the format and credits hours, this course was	6,411	3.77	2.96	-0.81 ***	
Interest in the Topic Means were computed from 5-point likert scales range from 1 (Not interested at all) to 5 (Extremely interested)	N	Mean		Mean Difference	
		Pre	Post	Post-Pre	

How interested are you in the topic of this course?/How interesting did you find this course?

6,098 2.72 **2.77** 0.05 **

Expect to Enjoy the Course Means were computed from 5-point likert scales range from 1 (Not interested at all) to 5 (Extremely interested)	N	Mean		Mean Difference Post-Pre
		Pre	Post	

How much do you expect to enjoy the course?/How much did you enjoy this course?

6,033 3.45 **3.22** -0.23 ***

Time Outside the Class Means were computed from 5-point likert scales range from 1 (Not interested at all) to 5 (Extremely interested)	N	Mean		Mean Difference Post-Pre
		Pre	Post	

How much time outside of class do you expect this course will require?/how much time outside of class did this class require of you?

5,985 2.47 **2.32** -0.15 ***

*p < .05 (2-tailed t-test); *p < .01 (2-tailed t-test); p < .001 (2-tailed t-test); **Green** = Significantly above, **Red** = Significantly below.

Table 3: Perception of Course Experience

Course Experience	N	Mean	Strongly	Disagree	Neither	Agree	Strongly
			y	e	Agree	e	y Agree

			Disagree	Disagree				
			1	2	3	4	5	
			Percentages					
My instructor displayed a positive attitude toward me.	6997	4.57	1.3%	1.2%	8.4%	17.5%	71.6%	
I felt welcomed in class by my instructor.	7003	4.57	1.3%	1.3%	8.3%	17.1%	71.9%	
My instructor helped me to succeed in this class.	7003	4.44	1.7%	1.8%	11.5%	20.9%	64.0%	
I felt included in this class.	6996	4.38	1.2%	1.6%	14.7%	23.6%	59.0%	
I would recommend my instructor to a friend.	7004	4.35	2.9%	3.2%	11.9%	20.1%	61.9%	
My instructor motivated me to do my best work.	7009	4.34	1.9%	2.6%	12.1%	26.7%	56.9%	
I felt welcomed in class by my peers.	6995	4.22	1.2%	2.3%	19.8%	26.5%	50.2%	
I felt comfortable including the multiple ways I identify in the assignments.	6989	4.11	2.9%	3.2%	19.0%	29.6%	45.2%	
I learned a lot in this course.	6986	3.68	9.6%	9.5%	20.0%	25.0%	35.9%	
The work I generated in this course is meaningful to me.	6993	3.65	10.4%	9.6%	18.9%	26.5%	34.6%	
It was important to me to include my cultural background in the assignments and discussions.	6993	3.57	9.5%	10.8%	25.4%	21.5%	32.7%	
The faculty videos reflected my personal and academic goals.	6978	3.54	8.5%	10.6%	26.5%	27.2%	27.3%	

The faculty videos were interesting to watch.	697 9	3.48	10.3%	12.6%	23.6%	25.9%	27.5%
There is TOO MUCH emphasis on diversity, equality, and inclusion in this class.	698 5	2.74	21.0%	19.8%	35.3%	12.4%	11.5%
There is NOT ENOUGH emphasis on diversity, equity, and inclusion in this class.	697 6	2.72	16.7%	19.7%	46.4%	9.0%	8.2%

Table 4: Perception of Learning outcomes by Campus

After completing this course, I can describe the interdisciplinary nature and integrative structure of the GE at Ohio State.	N	Mean
---	----------	-------------

Columbus	6,506	3.92
Lima	150	3.76
Mansfield***	125	3.58 ***
Marion	216	3.93
Newark	500	3.92
Wooster/ATI***	86	3.07 ***
After completing this course, I understand the purpose of the GE at Ohio State.	N	Mean
Columbus	6,496	4.05
Lima	150	3.97
Mansfield	125	3.92
Marion	215	4.03
Newark	498	4.16
Wooster/ATI***	85	3.31 ***
After completing this course, I understand how to use the ePortfolio system introduced in class.	N	Mean
Columbus	5,966	4.00
Lima	128	3.83
Mansfield	108	3.81
Marion	185	3.99
Newark	457	4.05
Wooster/ATI**	75	3.63 **
After completing this course, I understand why it benefits me to use the ePortfolio system introduced in class.	N	Mean
Columbus	5,891	3.57
Lima	128	3.38
Mansfield	107	3.61
Marion	183	3.79
Newark	451	3.65
Wooster/ATI***	73	2.96 ***

Means were computed from 5-point likert scales range from 1 (Strongly disagree) to 5 (Strongly agree); Tukey Post-hoc from ANOVA test: *p < .05, **p < .01, ***p < .001; **Green** = Significantly higher than Columbus campus, **Red** = Significantly lower than Columbus campus.

After completing this course, I can describe the interdisciplinary nature and integrative structure of the GE at Ohio State.	N	Mean
Columbus	6,506	3.92
Lima	150	3.76
Mansfield***	125	3.58 ***
Marion	216	3.93
Newark	500	3.92
Wooster/ATI***	86	3.07 ***
After completing this course, I understand the purpose of the GE at Ohio State.	N	Mean
Columbus	6,496	4.05
Lima	150	3.97
Mansfield	125	3.92
Marion	215	4.03
Newark	498	4.16
Wooster/ATI***	85	3.31 ***
After completing this course, I understand how to use the ePortfolio system introduced in class.	N	Mean
Columbus	5,966	4.00
Lima	128	3.83
Mansfield	108	3.81
Marion	185	3.99
Newark	457	4.05

Wooster/ATI**	75	3.63 **
After completing this course, I understand why it benefits me to use the ePortfolio system introduced in class.	N	Mean
Columbus	5,891	3.57
Lima	128	3.38
Mansfield	107	3.61
Marion	183	3.79
Newark	451	3.65
Wooster/ATI***	73	2.96 ***

Means were computed from 5-point likert scales range from 1 (Strongly disagree) to 5 (Strongly agree); Tukey Post-hoc from ANOVA test: *p < .05, **p < .01, ***p < .001; **Green** = Significantly higher than Columbus campus, **Red** = Significantly lower than Columbus campus.

Table 4 Cont'd: Perception of Learning outcomes by Campus

After completing this course, I intend to use the ePortfolio system introduced in class between now and the Reflection Seminar.	N	Mean
Columbus	5,870	3.05
aggregate	938	3.12
Lima	128	2.77
Mansfield	104	3.35
Marion*	182	3.33 *
Newark	451	3.17
Wooster/ATI*	73	2.60 *
After completing this class, I have a better understanding of the implications of my responsibilities when using information, materials, and technology.	N	Mean
Columbus	5,841	3.94
aggregate	938	3.99
Lima	128	3.85
Mansfield	105	3.98
Marion	182	4.04
Newark**	450	4.09 **
Wooster/ATI**	73	3.56 **
After completing this course, I have a better understanding of my academic identity and interests.	N	Mean
Columbus	5,809	3.99
aggregate	933	4.00
Lima	127	3.93

Mansfield	105	3.95
Marion	181	4.04
Newark	447	4.07
Wooster/ATI	73	3.70
After completing this course, I have a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.	N	Mean
Columbus	5,805	3.83
aggregate	930	3.81
Lima	127	3.66
Mansfield	104	3.75
Marion	181	3.88
Newark	445	3.91
Wooster/ATI***	73	3.33 ***

Means were computed from 5-point likert scales range from 1 (Strongly disagree) to 5 (Strongly agree); Tukey Post-hoc from ANOVA test: *p < .05, **p < .01, ***p < .001; **Green** = Significantly higher than Columbus campus, **Red** = Significantly lower than Columbus campus.

Appendix A: Qualitative Analysis of Open-ended Items (Pre-course Survey)

What is most challenging or concerning to you about this course?

Total comments= 4,543

- 1. Workload and Assignments:** Respondents were concerned about the volume of work and assignments, and how they would manage the workload. **Percentage:** 20%
- 2. Time Management:** Many respondents expressed concerns about managing their time effectively, balancing coursework with other responsibilities, and meeting deadlines. **Percentage:** 15%
- 3. Understanding Course Content:** Some respondents were unsure about the course content and what to expect from the course. **Percentage:** 10%
- 4. Technology and Online Learning:** Concerns about navigating online platforms and technology used in the course were common. **Percentage:** 10%
- 5. Participation and Interaction:** Some respondents were worried about participating in class and interacting with peers and instructors. **Percentage:** 10%.
- 6. Language Barriers:** Respondents who are non-native English speakers expressed concerns about language barriers affecting their understanding and participation. **Percentage of Respondents:** 5%

What is most exciting or interesting to you about this course?

Total comments = 8,489

- 1. Learning and Academic Growth:** Many respondents expressed excitement about learning new things, gaining knowledge, and improving their academic skills. **Percentage:** 35%

2. Meeting New People and Social Interaction: A significant number of respondents are looking forward to meeting new people, making friends, and engaging in social interactions. **Percentage:** 25%

3. Understanding and Navigating College Life: Respondents are eager to understand and navigate college life, including managing classes, schedules, and understanding the curriculum. **Percentage:** 20%

4. Personal Development and Self-Discovery: Some respondents are excited about personal development, self-reflection, and discovering more about themselves. **Percentage:** 15%

5. Utilizing Resources and Tools: Respondents are looking forward to using various resources and tools provided by the university to aid their academic and personal growth. **Percentage:** 5%

Appendix 2: Qualitative Analysis of Open-ended Questions (Post-course Survey)

Thinking about everything you learned this semester in Gen Ed 1201, what one or two topics or concepts do you consider to be the most important and why?

Total comments = 7,501

1. **Personalized Plan for Learning:** Many comments highlight the importance of the personalized plan for learning. Students found it valuable for setting future goals, reflecting on their academic journey, and planning their coursework. **Percentage of comments:** Approximately 30%.
2. **Academic Identity:** Comments frequently mention the significance of the academic identity assignment. Students appreciated the opportunity to reflect on their goals, values, and academic journey. **Percentage of comments:** Approximately 25%.
3. **General Education (GE) Courses:** Many comments emphasize the importance of understanding and planning for GE courses. Students found it helpful to learn about the structure and purpose of GE courses. **Percentage of comments:** Approximately 20%.

4. **Self-Reflection and Goal Setting:** Several comments highlight the value of self-reflection and goal setting. Students appreciated the opportunity to reflect on their progress and set future goals. **Percentage of comments:** Approximately 15%.
5. **Importance of GE Courses for Future Planning:** Comments often mention how GE courses help in planning for the future, including career goals and academic progress. **Percentage of comments:** Approximately 10%.

What was the most difficult/challenging aspect of this course for you?

Total comments = 6,720

1. **Time Management: and Course Workload:** Many respondents found it difficult to complete assignments on time due to the workload being more than expected or having a busy schedule. **Percentage of comments:** Approximately 25%.
2. **Confusing Coursework::** Some found the coursework to be time-consuming, repetitive, or not clearly explained. **Percentage of comments:** Approximately 20%.
3. **Motivation to Complete Assignments:** A common challenge was staying motivated to complete assignments, especially when they felt the work was unnecessary or not beneficial. **Percentage of comments:** Approximately 15%.
4. **Navigating Technology:** Several respondents mentioned difficulties with using platforms like PebblePad or navigating course instructions. **Percentage of comments:** Approximately 15%.
5. **Writing Assignments:** Writing assignments, especially those requiring self-reflection or detailed plans, were often cited as challenging. **Percentage of comments:** Approximately 10%.
6. **Balancing Workload:** Balancing the workload of this course with other classes was a significant challenge for many. **Percentage of comments:** Approximately 10%.

What was your favorite thing about this class? This could be something your instructor did, the course community, your favorite example/activity, or something more general.

Total comments = 6,737

Theme 1: Instructor's Positive Attitude and Helpfulness: Many comments highlight the positive attitude, enthusiasm, and helpfulness of the instructor. Students appreciated the instructor's efforts to create a supportive and engaging learning environment. **Percentage of comments:** Approximately 25%.

Theme 2: Group Work and Class Discussions: Students enjoyed the group work and class discussions, which allowed them to engage with their peers, share ideas, and learn from different perspectives. **Percentage of comments:** Approximately 20%.

Theme 3: Personalized Assignments and Reflection: Several comments mentioned the value of personalized assignments, such as the "About Me" page and the Personalized Plan for Learning, which allowed students to reflect on their goals and academic identity. **Percentage of comments:** Approximately 20%.

Theme 4: Flexibility and Low-Stress Environment: Students appreciated the flexibility and low-stress environment of the class, which provided a break from more demanding courses and allowed them to focus on their learning. **Percentage of comments:** Approximately 15%.

Theme 5: Peer Feedback and Collaborative Projects: The opportunity to receive constructive criticism and learn from others' perspectives through peer feedback and collaborative projects was highly valued by students. **Percentage of comments:** Approximately 10%.

How would you explain this course to another person? (SP 24)

Total comments = 2,836

1. Broadening Knowledge and Skills: Comments that emphasize the importance of gaining knowledge and skills outside of one's major to become a well-rounded individual. **Percentage of comments:** 25%.

2. Personal and Academic Growth: Comments that highlight how the course helps students understand their purpose, set goals, and achieve personal and academic growth. **Percentage of comments:** 20%.

3. Exploration and Discovery: Comments that focus on the opportunity to explore different subjects and discover new interests. **Percentage of comments:** 18%.

4. General Education Requirements: Comments that describe the general education requirements and their structure. **Percentage:** 15%.

6. Support and Resources: Comments that mention the support and resources provided by the course. **Percentage:** 10%.

7. Real-World Application: Comments that emphasize the real-world application of the skills and knowledge gained from the course. **Percentage:** 10%.

Negative Feedback: A few respondents expressed direct negative feedback about the course, mentioning that it was a waste of time and money, and that they did not find it useful. **Percentage of comments:** 10% .

1. Nothing else. I just hope that the structure of the class is reformatted soon so it isn't such a waste of time.
2. This course is actually a waste of time and money.
3. For most second-year students who already figured stuff out, this class is not helpful at all.
4. I would appreciate if the feedback on my assignments was not copy-pasted from others. It made me feel like my work was never fully read and not worth my time or the instructor's time to read.
5. Im just gonna be honest, this class could be an all online class. Or not a class at all. The university could have sent out some slide show or online class to take before the semester started and would could have learned all that we did in this class in 3 hours of an online class.

5. Positive Feedback: Some respondents provided direct positive feedback about the course, mentioning that they enjoyed it and found it helpful. **Percentage of comments:** 5%.