

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Spitulski, Nicholas](#)  
**Cc:** [Leasure, Timothy](#); [Heysel, Garrett](#)  
**Subject:** FW: MRS 2520 and 2610  
**Date:** Monday, November 05, 2012 4:43:14 PM

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Hello Nick,

We recently received a revision to MRS 2610 (the original feedback to the unit is below). I have consulted with the ASCC A&H Panel Chair, Tim Leasure, about the revisions. A couple more changes need to be made to the course submission:

- A. The assessment plan is identical to the one submitted when the course was reviewed in January 2012. I am here restating the Panel's feedback of 1-12-12:

Assessment plan needs to more fully address/connect with the 2 specific learning outcomes for Cultures and Ideas. That is, the panel would like to see how the course will *specifically* fulfill:

1. *Students analyze and interpret major forms of human thought, culture, and expression.*
2. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Through which specific direct or indirect assessment tools will the faculty/unit assess that those 2 GE outcomes (rather than the goals and objects of the course) are being fulfilled?

Right now, the assessment plan submitted talks about assessing the broad goals and objectives of the course, whereas a GE assessment plan explains how the GE expected learning outcomes specifically will be assessed.

Here is additional information about GE assessment plans that will be useful, I think:

A GE assessment plan explains how the faculty will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. Successful assessment plans include the following:

- a) Description of the specific methods the faculty will use to demonstrate that the aggregate of their students are achieving the goals and expected learning outcomes of this GE category. Thus, if the faculty plans to use direct measures such as embedded questions on exams, pre- and post-tests, or a particular essay assignment, provide some examples. If the faculty plans on using indirect measures such as opinion surveys or student self-evaluations, give concrete examples as well. (Ideally, a plan should include both direct and indirect measures.)
- b) Explanation of the level of student achievement expected: What will the faculty define as "success" in terms of student achievement of learning outcomes? For example, for an embedded question, he/she might define "success" as a certain percentage of students answering the question correctly. For an essay, he/she might define success as particular average overall score based on a scoring rubric.
- c) Description of follow-up/feedback process: Once the faculty collects

the data on student achievement, how will he/she use this information to make course improvements? How will the information be archived?

- B. The unit has added the goals and expected learning outcomes for the GE Cultures and Ideas category, as requested in the Panel's feedback on 1-12-12. However, in June the ASC Curriculum Committee approved revised language for many GE categories, and the revised language was communicated to all units within ASC and beyond: <http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes> Please edit the boilerplate language on the syllabus. There is no longer an overarching Arts and Humanities. The new language for Cultures and Ideas is:

**Goals:**

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

I will return the course back once more. If you have any questions, please do not hesitate to contact me or Professor Tim Leasure, cc'd on this e-mail.

Best,  
Bernadette

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**From:** Vankeerbergen, Bernadette  
**Sent:** Friday, January 13, 2012 5:07 PM  
**To:** Heller, Sarah-grace  
**Cc:** Spitulski, Nicholas; Leasure, Timothy; Hogle, Danielle  
**Subject:** MRS 2520 and 2610

Dear Sarah-Grace:

On Thursday, January 12, the ASCC Arts and Humanities Panel reviewed MRS 2520 and 2610 for Culture and Ideas GE. Both courses were *approved with contingency*. The revisions that the panel

would like to see are the following:

MRS 2520:

1. The specific expected learning outcomes for Cultures & Ideas should be included in the syllabus.
  - a. For your convenience, I am pasting the learning outcomes here. (On the syllabus, they should appear on p. 1 under the 3 generic outcomes, right before the textbox. )  
**Cultures and Ideas Expected Learning Outcomes:**
    1. *Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.*
    2. *Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*
2. (The grading scale on the next page should include "C" range and "F" be replaced with "E".)

MRS 2610:

1. Syllabus needs goal & expected learning outcomes (generic and specific) for Cultures and Ideas: paste following boilerplate language:  
**Goals:**  
*Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.*  
**Generic Expected Learning Outcomes:**
  1. *Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.*
  2. *Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.*
  3. *Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.***Specific Cultures and Ideas Expected Learning Outcomes:**
  1. *Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.*
  2. *Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*
2. Syllabus should include statement on academic misconduct.  
*"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp))."*
3. Assessment plan needs to more fully address/connect with the 2 specific learning outcomes for Cultures and Ideas. That is, the panel would like to see how the course will *specifically* fulfill:
  1. *Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.*

*2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Through which specific direct or indirect assessment tools will the faculty/unit assess that those 2 GE outcomes (rather than the goals and objects of the course) are being fulfilled?

I will send back the 2 courses via PACER in a moment. Should you have any question about the contingencies, I would recommend you contact Professor Tim Leasure, Chair of the ASCC A&H Panel (cc'd on this e-mail).

My best,  
Bernadette

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