

From: [Vankeerbergen, Bernadette](#)
To: [Taleghani-nikazm, Carmen](#)
Cc: [Heysel, Gareth](#); [Leasure, Timothy](#)
Subject: German 2451
Date: Tuesday, February 28, 2012 2:00:45 PM

Dear Carmen,

On Thursday, February 23, the ASCC Arts and Humanities Panel reviewed German 2451. The Panel did not take a vote on the course but would like the following points addressed first:

A. Syllabus:

- a) First page: generic and specific VPA expected learning outcomes should be included on the syllabus. The first page does have the goals (mislabeled Expected learning outcomes) but not the actual boilerplate expected learning outcomes. For your convenience, I here paste the VPA goals and expected learning outcomes (generic and specific):

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.

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 VPA Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret significant works of art.
2. Students develop abilities to be an informed observer or active participant in a discipline within the visual, spatial, and performing arts.

- b) Provide explanation of what final exam will entail.

B. GE Assessment plan:

- a) Focuses on the main objectives of the course rather than the *VPA GE expected learning outcomes*.
- b) Does not provide specific direct and indirect methods to assess whether course is successful in achieving the GE expected learning outcomes overtime. Rather the plan deals with student assessment (in a non-specific way).

For your convenience, I am here pasting further instructions as to what a GE Assessment plan entails:

A GE assessment plan explains how one 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:

1. Description of the specific methods you will use to demonstrate that the aggregate of your students are achieving the goals and expected learning outcomes of this/these GE category/categories. Thus, if you plan to use direct measures such as embedded questions on exams, pre and post-tests, or a particular essay assignment, provide some examples. If you plan on using indirect measures such as opinion surveys or student self-evaluations, give concrete examples as well.
2. Explanation of the level of student achievement expected: What will you define as “success” in terms of student achievement of learning outcomes. For example, for an embedded question, you might define “success” as a certain percentage of students answering the question correctly. For an essay, you might define success as particular average overall score based on a scoring rubric.
3. Description of follow-up/feedback process: Once you collect the data on student achievement, how will you use this information to make course improvements? How will the information be archived?

I will return the course via curriculum.osu.edu in a minute. When you upload revised versions of the documents, could you please make sure the older versions are removed?

Should you or your faculty have any question about this feedback, don't hesitate to contact me or Professor Tim Leasure (Panel Chair)—cc'd on this e-mail.

Best regards,
Bernadette

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