

From: [Vankeerbergen, Bernadette](#)
To: "Welty, Celeste"
Cc: [Vaessin, Harald](#); "pfister.1@osu.edu"
Subject: Entomology 2101
Date: Tuesday, January 22, 2013 10:22:38 AM
Attachments: [2100_GE_Assessment_plan\[1\].doc](#)

Dear Celeste,

On Tuesday, January 15, the ASCC Natural and Mathematical Sciences Panel reviewed proposals for a course request for Entomology 2101 (GE Natural Sciences—Biological Sciences).

The Panel *did not take a vote* on this course. The Panel had a number of questions or concerns, which I here list:

- Course proposal has a lab. What happens in the lab? It looks like a recitation (which word is actually used multiple times in the proposal). In addition, there are at least 5 weeks where there is no lab (lab schedule mentions “no lab” or “student presentations”).
- If Dept of Entomology wants to teach the course as such, the “lab” designation needs to be changed to “recitation.”
- If Dept of Entomology wants to keep the lab, the proposal needs to clearly show what hands-on lab exposures are included in the course. Note: Adding materials may affect the number of credit hours for the whole course. (For example, one could imagine a 4-credit course: 3 credits for lecture and 1 credit for lab).
- p. 1 of syllabus mentions: “2 one hour lectures/week MTF”. Two lectures cannot spread over 3 days. Also, why those particular days?
- p. 1 of syllabus: Clearly identify GE goals and expected learning outcomes. The header “student learning goals” should be replaced with a statement such as: “Goals and expected learning outcomes for GE Natural Science-Biological Science.” The goal pasted in the current syllabus is incorrect (should not be course-specific) and learning outcomes 1 and 2 should not be written in the future tense (“will” should be removed). The correct GE language can be consulted here: <http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Natural%20Science>
- Request to proofread course goals and topics list on curriculum.osu.edu form.
- Syllabus: The assessment plan mentions the possibility to earn bonus points: Insects in the News. Request to include this bonus assignment in the syllabus as well.
- Assessment should specifically be about the GE expected learning outcomes. The assessment plan submitted is more about the course in general. This is the information that is included in the ASC Curriculum Handbook:

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?

Again, notice that the assessment plan currently in curriculum.osu.edu does not *specifically mention/tie the 4 expected learning outcomes for GE Natural Sciences-Biological Sciences with the assessment measures (direct or indirect)*. I am attaching a sample GE assessment plan for Biology 2100. While this may not be a perfect plan, it does clearly indicate that the GE assessment plan is about those 4 expected learning outcomes, not about the whole course.

- In sum: Generally, course is definitely suitable as BA-only GE Natural Science-Biological Science course, but lab component would not be sufficient.

I will return the course via curriculum.osu.edu in a minute to enable the department to address the points above.

Should you have any questions about this feedback, do not hesitate to contact Harald Vaessin, Chair of the ASCC NMA Panel (cc'd on this e-mail), or me.

Best wishes,
Bernadette

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