

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [McGraw, Scott](#)  
**Cc:** [Roup, Christina](#); [Haddad, Deborah](#); [Freeman, Elizabeth](#)  
**Subject:** RE: Anthropology 3418  
**Date:** Tuesday, November 07, 2017 9:46:00 AM  
**Attachments:** [image001.png](#)  
[Pharmacy 2367.pdf](#)  
[English 2277.docx](#)

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Dear Scott,

Last week the SBS Panel reviewed a revised submission for Anthropology 3418.

The Panel noticed lingering issues with the GE assessment plan for the two requested GE categories. The Panel provides the following information for the department's guidance.

To simplify and improve the GE assessment plan, it might be beneficial to first take a look at the tabular explanations provided in the ASC Curriculum and Assessment Operations Manual [https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC\\_CurrAssess\\_Operations\\_Manual.pdf](https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf). The explanation for GE Social Science—Individual and Groups starts on p. 68 and the table is on p. 69. The explanation for GE Diversity—Global Studies starts on p. 73 and the table is on p. 75.

Column that pertains to “Methods of Assessment”: For each GE expected learning outcome (ELO), there should be 1 (max 2) direct method(s) of assessment (e.g., course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work). Specific example(s) should be provided for each assessment method. An indirect method (e.g. student surveys about instruction; focus groups; student self-evaluations) is encouraged for each ELO but not mandatory. These tables are useful because even if the actual plan for a particular GE course does not use the tabular format, the tables are meant to drive home the point that in the GE assessment plan (and the subsequent GE report, once the course is taught) information should strictly focus on GE ELOs and be provided separately for each discrete GE ELO. (Foremost, the GE assessment plan is not a plan to assess the success of the course as a course with its own course goals & its own required mastery of content.)

The column that pertains to “level of student achievement expected for each ELO” could, for example, say something like: “For embedded question x, we expect that 75% of the students will achieve milestone 3 or capstone 4 on the attached rubric.” The rubric is strictly organized by GE ELO & is not used for grading purposes (only for GE assessment purposes). This is linked to the fact that assignment grades are in most cases not an appropriate measure for GE assessment.

We are providing a couple of samples. (These courses are not in the Social Sciences but have very good GE assessment plans.):

- [Pharmacy 2367](#) (with GE Writing and Communication—Level 2): Course has now been taught a few times & the College of Pharmacy submitted a GE assessment

report based on their implementing the GE assessment plan. It is a good GE assessment plan & the report shows how the plan was implemented. Pp. 1-4 are the GE assessment report. Then you will see 2 syllabi (one for the in-class version & one for the online version). The assessment plan starts on p. 23 (table is filled out in a succinct but very clear manner) & there is an excellent GE assessment rubric provided on p. 24. Some assessment data is provided in the last 3 pages.

- English 2277 (with GE Cultures and Ideas). A course syllabus is provided followed by the GE assessment plan (last 2 pages). The department has selected pretest-posttest as their direct assessment method for each GE ELO. A very specific question is provided for each GE ELO. The rubric on the next page is used to score the questions for GE assessment purposes (again, not the same as grading). The department has also decided to incorporate an indirect method of assessment: students will be able to state to what extent each GE ELO was fulfilled in the course (from “strongly agree” to “strongly disagree”).

In a minute, I will return Anthropology 3418 via curriculum.osu.edu to enable the department to address the Panel’s concerns about the GE assessment plan. In case you have further questions, Christina Roup (faculty Chair of the SBS Panel) is happy to meet in person with someone from the Department of Anthropology & if available someone from the ASCC Assessment Panel would join as well.

Regards,  
Bernadette



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**From:** Oldroyd, Shelby Q.  
**Sent:** Thursday, October 12, 2017 12:34 PM  
**To:** McGraw, Scott <mcgraw.43@osu.edu>  
**Cc:** Roup, Christina <roup.2@osu.edu>; Haddad, Deborah <haddad.2@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Freeman, Elizabeth <freeman.283@osu.edu>  
**Subject:** Anthropology 3418

Dear Professor McGraw,

On Tuesday, October 3, the Social and Behavior Sciences Panel of the ASC Curriculum Committee reviewed an existing course, Anthropology 3418, requesting GE Social Science- Individuals and Groups and GE Diversity – Global Studies.

The Panel did not vote on the proposal as they would like the following points addressed:

- Assessment plan:
  - Department clearly explained how assessment methods and the sample assignments map to the Expected Learning Outcomes (ELOs). However, it is unclear how these assignments are evaluated relative to the ELOs. The rubric provided by the department is a grading rubric, not an assessment rubric. Assignment grades are not considered an appropriate measure for GE assessment because factors other than GE achievement (e.g. spelling, formatting, etc.) impact grades. Please explain how these assignments will be evaluated relative to each ELO.
  - Assessment plan should include the expected level of achievement for each ELO.
- The disability statement on page 1 of the syllabus is outdated. Please update the statement to the following from the Curriculum and Assessment Operations Manual:
  - Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

I will return Anthropology 3418 to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Christina Roup (faculty Chair of the SBS Panel; cc'd on this e-mail), or me.

Best wishes,  
Shelby

**Shelby Oldroyd**

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