

From: Vankeerbergen, Bernadette
To: [Mitzen, Jennifer](#)
Cc: [Lam, Pok-Sang](#); [Haddad, Deborah](#); [Smith, Charles William](#)
Subject: Political Science 3596.01 and 3225
Date: Monday, November 07, 2016 11:49:00 AM
Attachments: [image001.png](#)

Dear Jennifer,

On Wednesday, November 2, the SBS Panel of the ASC Curriculum Committee considered new course requests for Political Science 3596.01 and 3225.

Please find below the feedback of the Panel:

- 1) Political Science 3596.01 (new course with GE Cross-Disciplinary Seminar and GE Diversity-Social Diversity in the US; both in-class and 100% distance learning request): unanimously approved with three contingencies:
 - Request concurrences from Sociology & AAAS.
 - GE assessment plans:
 - Once a GE assessment plan is implemented, it is expected to provide discrete data for each GE expected learning outcome (ELO) individually. Some of the assessment methods presented in the 2 assessment plans for 3596.01 seem to link more to the GE category as a whole rather than a specific GE expected learning outcome. Furthermore, course or assignment grades are here used for GE assessment. It is not recommended that course and assignment grades be used for GE ELO assessment since in most instances grades include many other factors than solely the effectiveness of the course in achieving the 3 ELOs of GE Cross-Disciplinary Seminar and the 2 ELOs of GE Diversity-Social Diversity in the US. It is preferable to use a rubric. For GE assessment, use focused methods (rather than, for example, three course examinations, as indicated in point 1 for Cross-Disciplinary Seminar) that clearly link to individual ELOs and use rubrics (if the grade for the assignment would include other factors than fulfillment of the GE ELO). Please see tables on pp. 73 and 77 of the ASC Curriculum and Assessment Operations Manual https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf
 - Point 1 of assessment plan for Diversity-Social Diversity in the US. The following sentence is not related to the paragraph: "The course will be deemed successful in meeting these learning outcomes if at least 75% of students pass each exam."
 - There are references to SEIs. These do not assess GE expected learning outcomes. Please remove.
 - Request to update disability statement: "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 614-292-3307, slds@osu.edu; slds.osu.edu."
- 2) Political Science 3225 (new course; requesting GE Social Science-Human, Natural, and Economic Resources & GE Diversity-Global Studies): unanimously approved with three contingencies:
 - Request concurrence from AEDE.
 - GE goals and expected learning outcomes for both requested GE categories should appear on syllabus.
 - GE assessment plans:
 - The comments made above for 3596.01 are also relevant for 3225. Please refer to tables in ASC Curriculum and Assessment Operations Manual.

- o A few specifics:
 - Will the memos for GE Diversity-Global Studies only pertain to ELO1? The goal of meeting ELO1 in the proposed course cannot be deemed achieved if 75% of students submit 90% of the memos. (And the opinion of students on their own memos is indirect assessment, not direct assessment.)
 - Point 2 (midterm and final) is only appropriate if those specific questions solely pertain to the GE ELOs. (Since specific sample questions are not provided, the panel cannot determine whether this is appropriate or not.) If the grades are based on anything else than the ELOs, then a rubric should be used for GE assessment (rather than grades).
 - How is ELO2 for GE Diversity-Global Studies assessed?
 - For GE Social Science-Human, Natural, and Economic Resources, please tie specific methods to each ELO; for each assessment method provide some specific examples/questions (e.g., if for expected learning outcome #1, embedded questions on a test are identified as a direct assessment method, in the appendix, some very specific sample embedded questions would be provided); prefer rubrics.
- o There are references to SEIs. These do not assess GE expected learning outcomes. Please remove.

I am going to return the two courses 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 Pok-sang Lan (cc'd here), faculty Chair of the SBS Panel, or me.

Best,
Bernadette



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