

From: [Vankeerbergen, Bernadette](#)
To: [Otter, Christopher; Heikes, Jacklyn C.](#)
Cc: [Heysel, Garrett; Savage, Shari; Oldroyd, Shelby O.](#)
Subject: RE: History 2206
Date: Wednesday, February 27, 2019 12:06:00 PM
Attachments: [image001.png](#)

Dear Chris and Jacklyn,

Just a note to let you know that Shari Savage, the faculty Chair of the Arts and Humanities 1 Panel, has looked over the revision for History 2206 and has approved the revised submission. One comment/advice you might like to pass on to the faculty member is that doing indirect assessment (evaluation online) in week 10 is not as likely to yield reliable data as at the end of the course (week 13 or 14). Why not wait until the end of the semester when presumably all the ELOs have been duly covered? Again this is just for the faculty member to keep in mind when implementing the plan.

We are advancing the course to the next level.

I am including the usual reminder that the GE assessment plan will need to be implemented from the very first offering of the course and GE data will need to be gathered. As is the case for all new GE courses, after the second offering of the course, the Assessment Panel will ask the department to submit an initial report summarizing GE assessment results of those first two offerings (following the format in Appendix 11 of the ASC Curriculum and Assessment Operations Manual [p. 130]

https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_Curriculum_and_Assessment_Operations_Manual_2018-19.pdf). The Assessment Panel and/or our office can help the department with any aspect of the GE assessment requirement. Shelby Oldroyd, ASC Curriculum and Assessment Assistant, will also make sure to contact the department before the course is offered and provide any assistance that may be needed with assessment. Could you please let the faculty member know?

My best,
Bernadette



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From: Vankeerbergen, Bernadette
Sent: Tuesday, December 4, 2018 11:54 AM
To: Bowerman, Ashley <bowerman.14@osu.edu>; Otter, Christopher <otter.4@osu.edu>
Cc: Heysel, Garrett <heysel.1@osu.edu>; Savage, Shari <savage.12@osu.edu>; Hawkins, Julia N. <hawkins.552@osu.edu>
Subject: History 2206

Dear Chris and Ashley,

The Arts and Humanities 1 Panel of the ASC Curriculum Committee recently reviewed a new course proposal for

History 2206 (with GE Historical Study).

The Panel unanimously approved the course with two contingencies and two recommendations:

- Contingencies:
 - P. 2 of syllabus: Delete expected learning outcome #4. This is not a GE expected learning outcome for Historical Study. (GE language is here <https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Historical%20Study>)
 - Provide GE assessment plan that is both specific to the course and more detailed. While the Panel recognizes that the current generic assessment plan has been used by the Dept of History for several years, it is also true that when that plan has been implemented to submit a GE assessment report the results have been mixed. Furthermore, currently all courses (from any department) that are submitted to an ASC Panel for GE approval come with a very specific plan that is unique to the course. Here are some useful tips:
 - Please consult GE assessment instructions on pp. 51-54 of the ASC Curriculum and Assessment Operations Manual
https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf
 - Assessment of discrete ELOs should be discussed *separately*. For each ELO, there should be at least one specific direct measure. (One or two is an appropriate number.) An indirect method is recommended as well. Using assignment grades is often not a good way to do GE assessment as more often than not other factors than strict adherence to a GE ELO factor into an assignment grade. (Indeed, most instructors will have predetermined criteria that they use to give a grade to a course assignment—including, for example, criteria related to their students' writing skills—& there may not be a link between those criteria and each specific GE ELO.) It is preferable to use a rubric tied to each GE ELO.
 - For the level of student achievement for each ELO, the instructor would then say something like, "80% of students will be expected to achieve level 3 for ELO1" (adjust as needed).
 - In an appendix, provide one or more specific example(s) for each assessment method that will be used. E.g., a very specific essay prompt or pre-post test question that will be used to assess ELO1 etc.
 - We are providing a sample GE assessment plan for an English course (with another GE category). Unfortunately, we do not have a satisfactory plan for GE Historical Study, but the principles are the same—for whatever GE category. We recommend that you use the table format of the manual, but you do not have to (the English plan uses a narrative rather than a table but the different fields in the table are addressed nonetheless).
- Recommendations:
 - P. 4: "Scheduling of Assignments" and "Attendance policy": Lack of specificity (use of "may" in a course policy) is not helpful to students: "Assignments turned in late without explanation *may* be subject to a lowering of the grade" and "Students who miss more than four class sessions *may* result in a penalty of a letter grade." Either grades are reduced or they are not. Likewise the attendance policy should be more detailed.
 - The title of the course is "History of Paris, Origins to the Present." However, none of the readings seem to address Paris today (in the 21st century). Colin Jones's book ends in 1995 & Adam Gopnik's book ends in 2000. Include readings that cover contemporary Paris.

I will return the course to the initiator queue via curriculum.osu.edu so that the Department of History can address the feedback of the Panel.

Should you have any questions about this feedback, please contact Shari Savage (faculty Chair of the Arts and Humanities 1 Panel; cc'd here), or me. You may also wish to talk to Julia Hawkins (faculty Chair of the Assessment

Panel; cc'd here).

My best,
Bernadette



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