

From: [Vankeerbergen, Bernadette](#)
To: [Nagar, Ila](#); [Smith, Jeremie S.](#)
Cc: [Heysel, Garett](#); [Wilson, Luke](#)
Subject: Arabic 3702
Date: Wednesday, January 15, 2020 2:23:00 PM
Attachments: [Assessment Report Classical Literature.pdf](#)
[image001.png](#)

Dear Ila and Jeremie,

On Monday, January 6, the Arts and Humanities 2 Panel of the ASC Curriculum Committee reviewed a request to create new course Arabic 3702 with GE Literature & GE Diversity-Global Studies.

The panel unanimously approved the request with one recommendation & contingencies regarding the GE assessment plan.

- Recommendation: Inform Film Studies Program about this new course.

- Contingencies about the GE assessment plan:
 - The table for GE Literature indicates that the direct method used to assess ELO1 will be in-class discussions. Discussions are not an appropriate way to gather quantitative data. On the next page (with examples of concrete questions), however, ELO1 is said to be assessed by discussion questions and questions for written reflection as well as short written assignments. Request to be consistent in the two documents and use another method than discussion.
 - The table for GE Literature indicates that the direct method used to assess ELO2 will be a staggered written research assignment. On the next page (with examples of concrete questions), however, ELO2 is said to be assessed by discussion questions and questions for written reflection as well as short written assignments. (Under the latter, the actual question seems to pertain to the co-designing a class assignment—not the staggered written research assignment.) Request to be consistent in the two documents and use another method than discussion.
 - The sample questions for GE Diversity-Global Studies indicate that class discussions will be used. As indicated above, discussions are not accurate assessment methods. Furthermore, that may be a cut-paste mistake since the table right before that does not refer to class discussions.
 - For both requested GE categories, it is not clear how some of the sample assessment questions provided relate to the actual ELOs. Thus, for GE Literature, how does the sample question pertaining to the integrative discussion question relate to the wording of ELO2? Please clarify. (At first sight, this seems to be a question asking one to reflect on one's work on a particular assignment in the course rather than a question that assesses that students through literature have appraised and evaluated the personal and social values of their own culture and the personal and social values of other cultures.) Likewise, for GE Diversity-Global Studies, how do the two sample questions for ELO2 assess that students now recognize that diversity shapes their *own* attitudes and values? Please clarify. (At first sight, neither question pertains to the students' own attitudes and values.)

- The indirect assessment section asks that students respond to questions about how the course fulfilled the GE ELOs. Those questions need to be answered at the beginning of the course and again at the end. Given the types of questions posed, it would be impossible for students to answer these at the beginning of the course. Thus, it is not useful to ask those questions as a baseline measurement at the beginning of the semester. Those questions should only be asked at the end of the course.

Having a workable GE assessment plan before teaching a new GE course for the first time ensures that the actual data gathering will proceed smoothly and correctly when the course is taught. Indeed, all this is done in light of the fact that after a new GE is taught twice, the Assessment Panel of the ASC Curriculum Committee asks that a GE Assessment Report be submitted for review by the Panel. I am including an assessment report for Classics 1101. It was reviewed by the Assessment Panel last week & was very, very well received. Classics 1101 has the same two GE categories as the ones NELC is requesting for Arabic 3702. Appendices 2 and 3 of the Classics report are the assessment plan that was used as well the specific questions. This example should help you address the contingencies for the Arabic 3702 assessment plan. Furthermore, Ila, when you are working with your faculty on developing new GE courses, it might be good to use this example to explain to your colleague(s) the reason for the GE assessment plan and what the ultimate goal is.

I will return Arabic 3702 via curriculum.osu.edu in a minute to enable the Department of NELC to address the feedback above.

If you have any questions, please do not hesitate to contact Luke Wilson, faculty Chair of the Arts and Humanities 2 Panel (cc'd here), or me. We are here to help departments.

Many thanks,
Bernadette



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