General Education Annual Course Assessment Form

Course Number/Title __NUFS 001A___________________ GE Area __B1____________________________

Results reported for AY 2017-2018______ # of sections __1________ # of instructors __1_________

Course Coordinator: __Kasuen Mauldin________ E-mail: _kasuen.mauldin@sjsu.edu____

Department Chair: __Ashwini Wagle__________ College: __CHHS_____________________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 1: Students should be able to use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

The assignment used for GELO 1 assessment was the Food Science Written Report, which asks students to select a food recipe and research the science behind the ingredients and cooking methods. Because NUFS 001A was not taught for several years and the new instructor had to create brand new materials for Fall 2017, significant changes were made to the Food Science Written Report between Fall and Spring semesters for AY 2017-18. Assessment data:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Sec #</th>
<th>Instructor</th>
<th># Students</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>1</td>
<td>Mauldin</td>
<td>30</td>
<td>80%</td>
<td>13%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1</td>
<td>Mauldin</td>
<td>36</td>
<td>33%</td>
<td>39%</td>
<td>8%</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

In Fall 2017, 100% (all) students in the class received a passing grade of C or higher on this assignment. Because the Fall 2017 grading rubric for this assignment was too general in allocating points, it was difficult (and would have been unfair) for the instructor to justify docking points for unanticipated errors. In Spring 2018, the instructor adjusted the assignment and grading rubric to provide more details and clarification on how points would be earned. In Spring 2018, 81% of students in the class received a passing grade of C or higher on this assignment while 19% of students failed the written report. A lesson learned is that students enrolled in lower division GE classes need more support in scientific writing and communicating their knowledge about food science using the scientific method. Action plan detailed in next question/answer section.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The instructor plans to break up the assignment into smaller pieces where students can get detailed feedback before continuing to write their reports, to review examples of well written reports in class, and to grade a draft of the report and dock points - then require a mandatory meeting with the instructor during office hours to review/correct errors to earn points back for final report submission.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

There is currently only one section of this class. If more than one section of this class is offered in the future, all sections will align.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Not Applicable