General Education Annual Course Assessment Form

Course Number/Title: NuFS 16: Science, Physiology, & Nutrition  GE Area: B2

Results reported for AY: 2016-2017  # of sections: 6  # of instructors: 3

Course Coordinator: Judi Morrill  E-mail: morrill@stanford.edu

Department Chair: Ashwini Wagle  College: Applied Sciences and Arts

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-3: Recognize methods of science, in which quantitative, analytical reasoning techniques are used.

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

In the Design Your Own Experiment to Test a Hypothesis class activity, the class was given a hypothesis, and divided into groups to design a study to test the hypothesis and present their proposal to the class. Each group voted for “the best-designed experiment” (excluding their own) and explained why this group should get the “research grant.” From their designs, reasons for their selection of which is best, and class discussion, the students demonstrated an understanding of the scientific method.

In the Analyze a Research Article assignment, students read an assigned research article, and wrote answers to assigned questions, e.g., why was this study done, what criteria were used to select the subjects, what conclusions were drawn from the data, whether the results support the study’s hypothesis, what are possible follow-up studies. Of the 244 students assessed on this written assignment, 60% were excellent (90%+), 25% very good (80-89%), 7% good (70-79%), and 8% marginal or failed (69% and below).

(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.)

We have no planned modifications for the upcoming year.
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?

Yes. The instructors meet before and after each semester, and communicate throughout each semester by email and/or phone to address concerns and to coordinate efforts in meeting the GE area B2 goals, content, and assessment.

(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.

N/A