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

Two GELOs were assessed in the academic year 2016-2017. Both GELO 2 (Recognize the interrelation of the physiological, social/cultural, and psychological factors on development across the lifespan) and GELO 3 (Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups of individuals) were assessed this AY. In an effort to more closely align the assignments with the GELOs, there were modifications made to the assignments between Fall 2016 and Spring 2017, therefore, the results noted below will identify each semester individually.

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

**GELO 2** was assessed among 91 students in Fall 2016. For this assessment, students were asked to complete a dietary self-study assignment. Among all students, approx. 55% successfully completed the assignment and received As and 31% received Bs, for a total of 86% of students receiving at least a B. Of the remaining students, 4.5% received Cs, 4.5% received Ds, and 5% received an F. This assessment indicates that the majority of students successfully met GELO 2.

**GELO 2** was assessed among 75 students in Spring 2017. For this assessment, students were asked to recognize the relationship between their current eating habits and what they could predict would be their overall health at various stages of the lifecycle (ages 30, 50, and 70). Among all students, approx. 71% successfully completed the assignment and received As and 17% received Bs, for a total of 88% of students receiving at least a B. Of the remaining students, 1% received Cs, 0% received Ds, and 11% received an F. This assessment indicates that the majority of students successfully met GELO 2.

For both semesters, the lessons learned were that your food choices may not only impact your current health and nutrition status, but that they may also impact the physiological, psychological, and social quality of your life as you get older.

**GELO 3** was assessed among 91 students in Fall 2016. For this assessment, students were asked to complete a Learning Styles Preference questionnaire. Among all students, 90% successfully completed the assignment and received As and 2% received Bs, for a total of 92% of students receiving at least a B. Of the remaining students, 0% received Cs, 1% received Ds, and 7% received an F. This assessment indicates that the majority of students successfully met GELO 3. Lessons learned were that each student had preferred ways of communicating with other students and preferred ways of absorbing and learning material. Examples of how to
incorporate methods based on their preferences were discussed.

GELO 3 was assessed among 75 students in Spring 2017. For this assessment, students were asked to complete a Social Skills Rubric. For this assessment, after students worked in small groups to review course material, they were asked to assess their own social skills relative to building positive interpersonal relationships with their fellow classmates. Using specific criteria, they graded themselves on conversation skills, cooperative skills, self-regulation skills, and conflict management skills. Among all students, 92% successfully completed the assignment and received As and 0% received Bs, for a total of 92% of students receiving at least a B. Of the remaining students, 0% received Cs, 0% received Ds, and 8% received an F. This assessment indicates that the majority of students successfully met GELO 3. Lessons learned were that each student became aware of the various interpersonal skills that are needed in order to communicate in positive ways with other classmates.

(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.)

There are no modifications to the assessment schedule planned for the upcoming year. However, working with the GE coordinator between Fall 2016 and Spring 2017, assignments associated with most of the GELOs for NuFS 9 were modified to more specifically reflect the GELO criteria. Some assignments had sections added to them to more explicitly represent the GELO, and one assignment was replaced with another. This is reflected in the assessment data above.

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, all sections are still aligned with the area goals, GELOs, Content, Support and Assessment. The instructors that taught this course had good communication with each other and the assessment coordinator. Communication has been facilitated through creation of a Canvas shell that is accessible by instructors. Course materials, including assignments and assessment materials are posted on Canvas and readily available for all teaching the course.

(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