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

**GELO 1** was assessed during the AY: Demonstrate an understanding of the methods and limits of scientific investigation.

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

**GELO 1** was assessed among 943 students in Fall and Spring 2017-18. For this assessment, students were provided with a scientific, peer reviewed journal article that they were required to assess the following questions. The article is rotated and selected by the instructors individually. Students were graded using the following rubric:

**Introduction:**
- After reading the introduction, explain in your own words, the reason(s) why the authors chose to conduct this research study? (3 pts)
- What scientific question is being addressed? (2 pts)
- What is the authors’ hypothesis? (2 pts)

**Subjects and Methods**
- What inclusion and or exclusion criteria were used to select the subjects for the study? Why? (2 pts)
- Describe the study design. (3 pts)

**Results**
- Briefly summarize the results described in the text or shown in the figure(s)/table(s). (3 pts)
- What conclusion(s) do the authors draw from these results? (2 pts)
- Do you think that the study results supported the authors’ hypothesis? Why or why not? How strong/convincing did you find the results? (3)
- What were the limitations of this study? (2 pts)
- Could you design a study that could provide additional answers to the question asked?

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.)
Ninety percent of the students are passing the assignment with a C or better so we feel the assignment is effective. The majority of F’s were students who did not complete the assignment vs. did not understand the assignment. The difficulty of the assignment is finding articles that are appropriate for non-science majors so instructors are sharing articles and rotating them amongst each other to prevent. The rubric could be updated to reflect clearer guidelines on the expectations for each section but the current one seems to work and instructors are individually explaining the grading criteria as needed.

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. Although there are a large number of sections and 11 different instructors taught this course there is good communication among instructors as well as between instructors and the assessment coordinator. Communication has been facilitated through creation of a Canvas shell that can be accessible by all 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.

NUFS 139 Hunger and Environmental Nutrition course has an enrollment cap of 30 students per section, with 38 sections in AY 2017-2018. Some instructors added students over the cap and during the course of the year, 1 section had 35 students, 3 sections had 33 students, and 10 sections had either 31 students. In most cases, the small number of students over the enrollment cap of 30 did not make a difference in terms of evaluations and grading. Faculty use consistent rubrics when grading assignments and are able to provide consistent and constructive feedback to students, even with a few students over the cap. For Fall 2018, 17 sections are enrolled, so this may alleviate the problem of over-enrollment in some sections.