General Education Annual Course Assessment Form

Course Number/Title: NuFS/KIN 163, Physical Fitness & Nutrition  GE Area: R

Results reported for AY 2016-17  # of sections: 24 (12 each semester) # of instructors: 2 from NuFS, 6 from KIN

Course Coordinator: Marjorie Freedman (Peggy Plato during fall 2017)

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Department Chair: Ashwini Wagle (NuFS), Matthew Masucci (KIN)  College: CASA

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 – Students will be able to apply a scientific approach to answer questions about the earth and environment.

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

All instructors use the same assignment to assess student achievement of GELO 3. Groups (approx. 4 students) present to the class on a topic related to physical fitness or nutrition, with each student presenting information from a professional journal article on the topic. The groups are required to integrate and synthesize the research information, including comparing and contrasting the information from the research articles. Examples of topics include: What is the effect of creatine supplementation on strength performance? What is the role of Vitamin E in reducing heart disease risk? How does exercise affect cognitive function? A common grading rubric is used by all instructors for the oral presentation. Out of 25 points possible, a maximum of 10 points are possible for the ability to critically evaluate the scientific research: 7-10 points for demonstration of critical thinking by the student and the ability to make informed statements based on the research, 4-6 points if the student is able to articulate some of the research but significant points are overlooked, and 0-3 points if the student is unable to critically evaluate the research study and make evaluative statements supported by the research. During the fall 2016 and spring 2017 semesters, 638 students were assessed; 84% scored 7-10 points, demonstrating the ability to critically evaluate scientific literature and use this information to answer a question related to physical fitness or nutrition; 15% scored 4-6 points, demonstrating some ability to answer a question using information from a scientific research study, but overlooking a number of significant points, and 1% scored less than 4 points, indicating an inability to critically evaluate a research study and apply that information to answer a question related to physical fitness or nutrition.
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.)

In fall 2016, the grading rubric was modified to reduce the number of items assessed and focus more directly on the student’s ability to critically evaluate scientific research and use this research to inform the student’s opinion on a topic related to physical fitness or nutrition.

Part 2

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

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?

All sections are aligned with the Area R goals, GELOs, content, support, and assessment. NuFS/KIN 163 focuses on the scientific foundations of physical fitness and nutrition, and using scientific research to answer questions related to relationships between nutrition, physical fitness, disease, and performance. All sections require common assignments (written and oral), and faculty teaching the course meet on a duty day each semester to discuss the course, what’s working well, and ways to improve the course.

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/KIN 163 is an Area R course. The GE Guidelines indicate that the course should be limited to 40 students; the NuFS and KIN Departments have set an enrollment cap of 32 students to facilitate the oral presentations (8 groups of 4 students each); 4 groups present during the nutrition half of the course and 4 groups present during the fitness half of the course. All sections require the oral presentations and common writing assignments linked to the Area R GELOs. In the past, 4 written papers were required, 2 papers that required students to critically evaluate a scientific research study (scientific journal article) and two critical evaluations of a consumer product, one a nutrition product and one a fitness product or program. At the duty day meeting in spring 2016 and fall 2017, reducing the written papers to three was discussed because for half the students, three papers are due in the first 8 weeks of the semester (one consumer product paper, one analysis of a research study provided in class and, if presenting, a written analysis of the research article that is presented in class). Providing feedback on each assignment before the next assignment is due is quite challenging. It was decided that some sections would try a modification which replaces one of the scientific literature analyses with a practice analysis performed in class and then completed by the student at home. The effectiveness of the modified approach will be evaluated during the 2017-18 academic year.