General Education Annual Course Assessment Form

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

Results reported for AY 2017-18  
# of sections: 24 (12 each semester)  
# of instructors: 2 from NUFS, 6 from KIN

Acting Course Coordinator: Peggy Plato (2016-2018)  
Course Coordinator: Marjorie Freedman (on leave)

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Department Chair: Ashwini Wagle (NUFS), Matthew Masucci (KIN)  
College: CHaHS

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 will be able to 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?

All instructors use the same assignment to assess student achievement of GELO 1. The assignment is titled the Analysis of Scientific Literature #2. This assignment requires students to comprehend the objectives/purposes of a study as well as the methods used to examine/study the problem. In addition, students critically evaluate the strengths and weaknesses of the scientific research study (including the research design, methods, and discussion), and describe how the findings fit into the larger scope of literature on a particular topic.

A common grading rubric is used by all instructors for this assignment. Out of 50 possible points, a maximum of 35 points are possible for the ability to critically evaluate the scientific research study 31-35 points for demonstration of outstanding critical thinking by the student and the ability to make informed statements based on the research design, methods, and discussion, 26-30 points if the student is able to demonstrate some of the skills but significant points are overlooked, and ≤25 points if the student is unable to critically evaluate the research study and make evaluative statements supported by the findings.

During the fall 2017 and spring 2018 semesters, 635 students were assessed; 63% scored 31-35 points, demonstrating the ability to critically evaluate scientific literature and use this information to answer a question related to physical fitness or nutrition; 29% scored 26-30 points, demonstrating some ability to answer a question using information from a scientific research study, but overlooking
a number of significant points, and 8% scored less than ≤25 points, indicating an inability to critically evaluate a research study and apply that information to answer a question related to physical fitness or nutrition.

(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.)**

No modifications were made to the Analysis of Scientific Literature #2 in AY 2016-2017. However, in an effort to improve student performance in GELO 1, instructors were given an option to modify how they administered the Analysis of Scientific Literature #1 which is the first assignment of the semester. Both NUFS instructors and several KIN instructors modified course content to devote a full class period to scaffold the assignment by small and large group work. Students were still required to write and submit their own Analysis of Literature #1 paper following the same syllabus guidelines and rubric in keeping with prior semesters.

**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?**

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 evidence to answer questions related to relationships between nutrition, physical fitness, health, disease, and performance. All sections utilize common assignments (written and oral) and grading rubrics and faculty teaching the course meet on a duty day each semester to discuss the course, what is working well, and ways to improve 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/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); all sections have all papers and the oral presentations linked to Area R GELOs. Four written papers are required, two papers that require students to critically evaluate scientific research studies (peer-reviewed journal articles) and two critical evaluations of a consumer product, one a nutrition product and one a fitness product or program. Instructors exercise autonomy as to how they provide feedback on written assignments. Some instructors provide electronic feedback, while others provide feedback on hard copies of assignments. Regardless of method, care is taken to assist students with mastering material, as each type of assignment is completed twice, and it is expected that grades improve on subsequent papers over the semester.