**General Education Annual Course Assessment Form**

Course Number/Title: NuFS 144 Food Culture: Consuming Passions  
GE Area: R

Results reported for AY 2016-2017  
# of sections: 37  
# of instructors: 10

Course Coordinator: Ashwini Wagle  
E-mail: ashwini.wagle@sjsu.edu

Department Chair: Ashwini Wagle  
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 shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

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

For this assessment students work together in groups of 5 or 6 on a “World Culture Team Presentation,” focusing on a thorough examination of how the traditional food habits of a particular culture have evolved over time due to internal and external pressures, and the consequent effects on health status of individuals who change their food habits.

The results for the year indicate that student groups do very well on this assignment. In AY 2016-2017, assessment was conducted on 1,094 students from all 37 sections. Among all students, 81% received a score of at least B+ on the assignment and 10% received a score of B. Since 91% of all students received at least a B, this assessment indicated that most students met this GELO.

(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 planned for the coming year. However, instructors have now been using this assignment for several semesters, and some minor changes could be discussed and agreed upon by the instructors and coordinator, as instructors meet each semester and close the loop by discussing GELO assignments.

In AY 2017-2018, GELO 1 will be assessed.
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 area Goals, GELOs, Content, Support and Assessment. Even though there are a large number of instructors, all are using the same 3 assignments to assess each of the three GELOs. Instructors meet with the GE course coordinator at the beginning of each semester, and all have access to a CANVAS site that includes assessment materials, assignments, and other resources that they can use when teaching the course. Rubrics have been created in Canvas and are being used for grading in the Speed Grader.

(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 144 Food Culture course has an enrollment cap of 30 students per section, with 37 sections in AY 2016-2017. Some instructors added students over the cap and during the course of the year, 1 section had 36 students, 3 sections had 34 or 35 students, and 10 sections had either 31 or 32 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 2017, 21 sections are enrolled, so this may alleviate the problem of over-enrollment in some sections.