General Education Annual Course Assessment Form

Course Number/Title _NuFS 16: Science, Physiology, & Nutrition__________ GE Area __B2_________

Results reported for AY ____2013-2014___ # of sections ___7_________ # of instructors __4__________

Course Coordinator: ___Judi Morrill______________ E-mail: __morrill@stanford.edu__________

Department Chair: __Lucy McProud______________ College: __Applied Sciences and Arts______

**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 SLO(s) were assessed for the course during the AY?
SLO-3: Students should be able to use the methods of science, in which quantitative, analytical reasoning techniques are used.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
In the “Design Your Own Experiment to Test a Hypothesis” class activity, the class was given a hypothesis, & divided into groups to design an experiment to test the hypothesis & presented their proposal to the class. Each group voted for “the best experiment” (excluding their own) & explained (orally & written) why this group should get the “research grant.” From their designs, reasons for their selection of which is best, and class discussion, the students demonstrated an understanding of the scientific method.

In the “Analyzing a Research Article” assignment, students read an assigned research article, & wrote answers to specific questions about the study, e.g., why this study was done, what criteria were used to select the subjects, what conclusions were drawn from the data, whether the results support the hypothesis. Of the 297 students assessed on this written assignment, 37% were excellent (90%+), 35% very good (80-89%), 16% good (70-79%), & 12% marginal or failed (69% & below).

In the “Research Topic Paper” assignment, students selected a topic relevant to the course & their life, & found reliable sources of information (they learned how to search the PubMed database in an earlier assignment). They submitted their topic choice & list of references in advance to ensure that the information in their paper would come from peer-reviewed, scientific sources. The assessment of their papers included how well they interpreted the studies in which quantitative, analytical reasoning techniques were used. Of the 292 students assessed, 37% were excellent (90%+), 34% very good (80-89%), 17% good (70-79%), and 13% marginal or failed (69% & below).
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.) We have no planned modifications for the upcoming year.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned? Yes. The instructors meet before and after each semester, and communicate informally between meetings to address concerns and to coordinate their efforts in meeting the area Goals, SLOs, content, support, and assessment.

(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 SLOs for writing.