General Education Annual Course Assessment Form

Course Number/Title: NUFS 144 Food Culture: Consuming Passions

GE Area: Area V

Results reported for AY: 2014-2015

# of sections: 24

# of instructors: 8

Course Coordinator: Ashwini Wagle

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Department Chair: Dr. Lucy McProud

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 SLO(s) were assessed for the course during the AY?

During the year 2014-2015, GELO #2 was assessed and states that students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

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

The research paper was identified as the assignment to collect data for GELO 2 to make data consistent amongst all 8 instructors. The research paper requires the students to research a food indicative of a culture or cultural tradition/ceremony for one cultural group with which they are unfamiliar. The idea is to gain an understanding for how these foods are symbolic to that culture outside of the U.S. and how they tie into this culture’s historical background and contemporary lifestyle. Students will be able to research into the history and background of food or traditions for different cultures and also compare and contrast to the majority culture in the U.S.

Out of approximately 705 students assessed during the AY 2014-2015, approximately 54.6% averaged a “B+” or better on the research paper, 32.7% averaged a “C” or better on assessment activities and 12.6% received “C-” or failed the assessment.

Although there are other assignments and activities in the course that are applicable to GELO 2, such as the student presentations, cultural artifacts activities, and embedded exam questions etc., an effort has been made to collect assessment data and report on one assignment only as per the Program Planning Committee report.
The Department of Nutrition, Food Science and Packaging recently completed the Program Planning Report which included the General Education Report. Feedback from the Program Planning Committee (PPC) in May 2015, asked for consistency in the NUFS 144 course content amongst all instructors to bring a global focus. The committee also requested for a revised course syllabus to reflect all the changes and to identify one assignment dedicated to assess each GELO. In response to the PPC report, several changes were made to the course and some of the changes made are as follows:

- Uniform textbook and course readings throughout all sections
- Three assignments were identified to assess each of the three GELOs respectively.
- Consistent course syllabus template was provided to all instructors to follow starting Spring 2016.
- Excel spreadsheet was provided for each instructor to collect data for assessment.
- A shell was created for NUFS 144 and other GE courses on Canvas and all NUFS 144 related course material was uploaded for all instructors. NUFS 144 coordinator made sure all instructors were added to the shell and could access the information.

Other modifications made include NUFS 144 being added as a required course for all Dietetics concentration students. The course meets the Dietetics concentration Program Learning Outcomes (PLO’s) KRD 3.2 and KRD 5.1.

- KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.
- KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

No other modifications have been planned for the course content, assessment activities or schedule at present.

**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?

All sections of the course are aligned with Area “V”: Culture, Civilization and Global Understanding for course content, CLO’s, GELO’s and assessment. The course has been taught by the same set of 8 instructors for the past 3 years and three new instructors have been added in the last two years with close supervision from Ashwini Wagle, Associate Professor and coordinator for the course and one of the instructors for 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 SLOs for writing.

NUFS 144 Food Culture course has an enrollment cap of 30 students per section and instructors may add some students based on their discretion. Most instructors however limit the sections to 35 students or below. For the academic year 2014-2015, the average number for each of the 24 sections taught was 29.

All students complete a variety of oral and written assignments in the form of cultural comparison presentations, group presentations, research paper, journals, self-evaluation of food habits, and cultural artifacts assignment. Rubrics are provided to students to guide them in writing papers and utilized by faculty in providing feedback on work submitted. Students are given information to research in the library and tutorials with the library liaison are arranged. Students are also encouraged to utilize the services of the CASA Student Success Center and the Writing Center to improve the quality of the written reports. The written reports, the journal assignment and the essay questions on exams along with extra credit activity account for more than the required 3000 word limit for the course. Most faculty now make use of Canvas for teaching, and use the Speedgrader on Canvas for providing feedback to students. Speedgrader is a convenient tool and faculty are able to comment and provide feedback and communicate with the student in a private setting.