

2018 – 19/2019 – 2020 General Education Assessment Plan

Department: Health & Human Performance	Date:10/27/19
General Education Committee has selected the following area for the 2018-2019 & 2019-2020 assessment cycles: Analysis: to recognize, understand, critically evaluate and synthesize the components of a topic using methods appropriate to the discipline.	
General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome? The committee selected this outcome based upon the emphasis on developing higher –order thinking in CUNE graduates.	
Department: <i>What student outcome will the department assess that addresses: “The student will be able to demonstrate effective communication skills for personal, academic and professional purposes?</i> HHP 285 - Topics in Nutrition: The student will be able to recognize, understand, interpret and critically evaluate the components of a "fad diet.	
Department: <i>What specific question(s) are you attempting to answer through assessing this student outcome? What are you trying to find out? There may be more than one question, but no more than three.</i> Can students identify key components of a "fad diet"? Can students evaluate components of a "fad diet" as to safety and congruence with weight reduction and dietary guidelines and recommendations?	
Methodology: <ol style="list-style-type: none">1. OBJECT* - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Students will conduct a "fad diet" critique as a final project for the class [HHP 285 - Topics in Nutrition].<ol style="list-style-type: none">a. <i>How does this data address the assessment question?</i> The critique will demonstrate to what degree students are able to identify, understand, interpret, and critically evaluate key components of a "fad diet" as they compare and evaluate the diet with/to established and safe weight reduction and dietary guidelines and recommendations. [Assignment from 2019 attached]<ol style="list-style-type: none">i. <i>Include/attach a description/example of assessment tool to be used.</i>2. <i>How will data be collected?</i> Students will submit a written copy of their critique.	
Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss : <ol style="list-style-type: none">1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Critiques will be analyzed utilizing a revised scoring rubric based on the assignment requirements. Rubric for this assignment will be revised from last year to better discriminate between levels and quality of analysis Categories for levels of performance will be expanded to a minimum of 4 such categories. In addition, rubric will be expanded to include more specific and separate criteria/elements as opposed to one overall “score” for the two major sections. Finally, the rubric will provide the opportunity to assess using a range of scores within each level of performance. [2019 rubric attached - will be revised]2) How you will know if it is good (i.e. score required by % of students): If 80% of the students score 80% or better.	
Submitted by: Vicki Boye Date: 10/27/19 Assessment Committee Reviewed (Date): 10/28/19 Department Chair notified of approval/or additional action needed: Approved 10/28/19	