

East Carolina University General Education Assessment Action Plan Progress Report

GENERAL EDUCATION COMPETENCY AREA: HEALTH PROMOTION & HEALTH-RELATED PHYSICAL ACTIVITY

ASSESSMENT CYCLE: 2017-18 to 2020-21

INSTRUCTIONS: The completed Progress Report (to be completed in the last academic year of the assessment cycle) should be sent to the Dean of the college and copied to Kristen Dreyfus (springerk@ecu.edu) and Yihui Li (liy17@ecu.edu) or Ram Khatiwada (khatiwadar18@ecu.edu) **by the end of May 2021**. For each action planned please mark the status (Complete, In Progress, Not Started, or Not Applicable) and update the Progress on the Unit Response, Responsible Party and Timeline.

KINE

a. Pedagogical / Curriculum

Planned Action #1: Additional Course Development					
Additional course development Spring 2021 within HHP to address all GE learning outcomes related to health and exercise.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty	Summer 2020 – Spring 2022
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #1					
Due to budget restrictions and personnel shortages, new course development was not started during this past academic year. Future courses will be developed when personnel shortages are resolved.					
Planned Action #2: Assessment & Test Questions Revision					
Review and revise test questions for effectiveness.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty and GAs	Fall 2019-Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #2					
Several exam questions were identified using discrimination analysis and edited to more accurately assess student's understanding of key topics. These edited questions were implemented into Canvas courses, however it is unclear if students improved compared to original face-to-face examination baseline metrics because all exams were administered in an online format.					

Planned Action #3: Including Additional Student Feedback Questions					
In Fall 2019 additional student feedback questions were included into an assignment to better understand the student's mastery experiences in the course.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty and GAs	Fall 2019-Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #3					
Questions were added to an optional assignment and transferred to Canvas from Blackboard. Due to all courses being online, the results from these questions are being compared to other DE offerings from previous courses.					

b. Student Support Services

Planned Action #4: Highlighting & Bridging the Gap for On-Campus Resources					
Campus Recreation staff and personnel were invited to give presentations related to resources available to students to increase their physical activity preparation.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty	Fall 2019-Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #4					
Campus recreation staff worked to develop presentation materials and gave a guest lecture in class highlighting all on-campus resources for students. Unfortunately, due to the pandemic, campus resources for physical activity were limited and so it was difficult to determine the impact these presentations had.					

c. Faculty Development

Planned Action #5: Additional Training to Graduate Teaching Assistants					
GTA seminar refinement.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty and GAs	Fall 2019-Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #5					

GTAs participated in a weekly seminar to review course materials, practice teaching strategies, and offer suggestions to improve the course administration. This was very important during the pandemic as most GAs did not have any experience teaching in a DE format.						
Planned Action #6: Additional Training & Focus Exercise Prescription Modules						
Developed additional course modules to improve student learning outcomes in personal training and exercise prescription topics.						
Action Implementation Status (Mark One)				Responsible Party		Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty		Fall 2019-Spring 2021
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Progress on Planned Action #6						
Additional modules were developed prior to the pandemic and delivered online during the pandemic. Assessment scores for these topics did not significantly differ when delivered online vs in-person, so these modules appear to be sufficient at helping students achieved the desired mastery of these topics, regardless of delivery method.						
Planned Action #7: Canvas Training for Faculty and GTAs						
Familiarise Faculty and GTAs with resources and training for Canvas						
Action Implementation Status (Mark One)				Responsible Party		Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty and GAs		Fall 2019-Spring 2021
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Progress on Planned Action #7						
The college of HHP developed and provided training modules to give instructors the techniques provided to effectively deliver the course via Canvas. These modules will continue to be utilized and additional university Canvas training modules are provided at all times for GTAs and KINE 1000 Faculty.						

d. Other Areas

Planned Action # 8: Evaluate Student's Physical Activity Rates Before and After KINE 1000 Course		
Assess impact of course on physical activity rates.		
Action Implementation Status (Mark One)		Responsible Party
		Timeline

Complete	In Progress	Not Started	N/A	KINE 1000 Faculty and GAs	Fall 2019-Spring 2022
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #8					
Due to COVID restrictions this prior academic year, no data was collected for this assessment metric. COVID limited access to campus and physical activity facilities across the country, and we did not have an effective method to monitor these values online.					
Planned Action # 9: Administer a Likert Scale on Self-efficacy (Pre and Post) in Terms of Physical Activity					
Assessment was developed as an optional class activity.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	KINE 1000 Faculty and GAs	Fall 2019-Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #9					
Due to poor assessment participation, and given the pandemic restrictions, these data were not collected for the previous year.					

HLTH

a. Pedagogical / Curriculum

Planned Action #1: Adding Specific Contents in Face-to-Face Lessons					
Based on the analysis of the assessment results, we had planned to add some specific contents to our face-to-face lessons and reinforce them in the students' assignments and works.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty and two GTAs	Summer 2020 – Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #1					
<p>Due to Covid-19, this Fall 2021 semester will be there first time back in the classroom since the beginning of Fall 2020.</p> <p>The face-to-face lessons have more skill building activities and group work to connect the content to the students' lives and create more leadership opportunities compared to the asynchronous online class.</p> <p>Content on Covid-19 – implemented across all sections in our Infectious Diseases lesson that began Fall 2020.</p> <p>Content on Health Disparities and Equity – implemented across all sections in our Concept of Health lesson that began Fall 2020.</p> <p>Introduction to Transformative Leadership lesson – implemented in Honors College cohort pilot study during Spring 2021 and both summer session sections with a full rollout Fall 2021.</p> <p>Financial Wellness lesson – implemented in Karen Vail-Smith's HLTH 1000 sections Spring 2021 with a full rollout Fall 2021.</p>					
Planned Action #2: Contents Upgrades Based on New Health Information in HLTH 1000 Workbook					
We always update and upgrade our "Health 1000 Workbook", created in-house, to keep it updated with the new health information. In Spring 2020, we had planned to bring new edition of the textbook : HLTH: The Basics 13 th Edition.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty	Spring 2021 – Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #2					

Due to Covid-19, the HLTH 1000 faculty made the decision to not include the workbook from Summer II, 2020 through Fall 2021. The plan is to bring back a new and improved more personalized workbook in the Spring 2022.

The take home challenges after each lesson and weekly journaling along with the personal growth reflection paper that we created for the Honors College cohort pilot study in Spring 2021 took the place of the workbook and had far more impact than the workbook has ever had. These challenges and journal entries will be included in the workbook when we bring it back.

Planned Action #3: Redoing Online Lessons Using Canvas

After transitioning from Blackboard to Canvas and working with the recording software within it, “Studio,” the HLTH 1000 faculty thought it was best to redo all of our online lessons in Studio to not only update the content but to create consistently in the delivery of it to the students.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty	Summer 2020 – Summer 2021
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress on Planned Action #3

During the Summer 2020, every lesson was redone using Studio in Canvas. The faculty shared the load to give the students different styles and perspectives as well as voices. Some lessons have been updated since then to further update the content, such as the Concepts of Health and Infectious Diseases lessons.

Planned Action #4: Including Additional Student Feedback Question in HLTH 1000

The previous assessment data (quiz/test questions) was objective and did not include any student feedback. The data showed competency in the material, but failed show the impact the course had on the students, which the HLTH 1000 faculty wanted.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty	Spring 2021 – Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress on Planned Action #4

Before we participated in the Office of Faculty Excellence BB&T Course Redesign and Leadership Capacity Development Course Enhancement Grant, we wanted to get a handle on what we were currently doing. We had our students take a pre-intervention leadership survey at the end of the Fall 2020 semester.

In the Spring 2021, we piloted the leadership infused course with our Honors College cohorts and asked them to complete a pre-intervention and post-intervention survey.

In the survey we asked questions that would help us assess our impact and to see if we were doing what we were hoping to do.

For example, we asked:

1) Do you think HLTH 1000 helped empower you with the awareness needed to make informed decisions about your health and health-related behaviors?

91.23% answered yes, 8.77% answered maybe, and 0% answered no.

2) Do you think HLTH 1000 helped empower you with the skills needed to make informed decisions about your health and health-related behaviors?

91.07% answered yes, 8.93% answered maybe, and 0% answered no

3) Do you think HLTH 1000 helped you develop a more proactive health-focused mindset that encouraged you to adopt a healthier lifestyle?

85.71% answered yes, 12.5% answered maybe, and 1.79% answered no

We also provided the opportunity for plenty of qualitative feedback for students to let us know how we can improve the course and make it more impactful.

(Spring 2021 Post Leadership Survey results; full reports have been emailed)

Planned Action #5: Monthly Professional Development Meetings

The HLTH 1000 team of instructors (faculty and GTAs) planned to meet monthly (the last Friday of the month) to learn and practice skills from guest speakers and HLTH 1000 faculty to increase student engagement and teaching effectiveness.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HLTH 1000 Faculty & GTAs	Ongoing

Progress on Planned Action #5

While online during Covid, our meetings continued but we had to pivot our approach and meet via WebEx. Rather than meeting once a month as a group, having guest speakers, and practicing facilitation strategies and ways to increase student engagement, we met weekly, one week with just the Faculty mentor and their GTA mentees, and the following week as a large group. Since the course was set up asynchronously with the content already done, the focus of our meetings shifted to canvas training, handling students concerns especially those with covid, and feedback from Studio recordings by the GTAs. Since the GTAs were not teaching, they couldn't be observed in the classroom. Therefore, we had them create a lessons and record themselves using Studio in Canvas and share with their mentor.

This Fall 2021, we will hopefully go back to face-to-face meetings and be able to bring in guest speakers and do group activities.

b. Student Support Services

Planned Action #6: Highlighting & Bridging the Gap for On-campus Resources					
<p>HLTH 1000 brings awareness to resources on campus that can help our students with the content we cover. I planned to bring in guest speakers from around campus to our monthly professional development meetings to talk about what they do and the process involved. This educates our intrustrctors so we can share with our students so they know what to expect.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Facutly and GTAs	Ongoing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #6					
<p>In our lessons, we educate students on the relevant resources available to them, especially campus resources and encourage them to take advantage of them. We talk about what they can expect when they go there to increase their familiarity, which hopefully increases their efficacy and likilhood to use them. We also promote events that go on around campus that are relevant to our class.</p> <p>Specifically, we work closely with Campus Rec & Wellness, Counseling Center, Dining, Financial Wellness Hub, Ledonia Wright Cultural Center, LGBT+ Center, Student Health Services, Women and Gender Office, among others.</p> <p>For example, we talk about what the first appointment looks like with the Counseling Center and meeting with a dietitian from Student Health, and the process of getting screened for STIs at Student Health.</p>					
Planned Action #7: Bringing More Programmers, Events, and Speakers to Students					
<p>HLTH 1000 faculty planned on bringing the Passport program back, but keep it in house to make sure the events promoted directly related to our course. YOHO: Your Own Health Odyssey would allow us to bring in our own speakers as well as promote other "YOHO approved" events put on by other areas of campus.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline

Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty and GTAs	Ongoing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #7					
<p>During the Spring 2020 semester, we rebranded what was known as the Wellness Passport Program into YOHO: Your Own Health Odyssey. The Passport program, which was started as a partnership with HLTH 1000 and Campus Rec & Wellness, evolved into a more campus wide inclusive programming and included other classes like COAD 1000. Many events didn't align with our curriculum and eventually the program fizzled as the staff changed over in Campus Rec & Wellness.</p> <p>To meet the needs of our students outside the classroom, we decided to bring this concept back but keep it within HLTH 1000 and have our own schedule. We would host our own events and speakers as well as promote current events and speakers held by other areas of campus that related to our curriculum.</p> <p>With Covid shifting us online, YOHO took a backseat but we are looking forward to bringing it back this Fall 2021.</p>					

c. Faculty Development

Planned Action #8 : Faculty Professional Development					
<p>The content covered in HLTH 1000 changes regularly so it is important for the faculty to stay up to date and provide the most accurate information to our students. It is encouraged that our faculty attend conferences, workshops, seminars, and/or trainings when available in areas that relate to our course.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty	Ongoing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #8					
<p>Trainings held by the Office of Faculty Excellence and the North Carolina School Health Training Center, as well as health-related conferences, albeit virtual during this pandemic have been very helpful to the HLTH 1000 faculty.</p> <p>As program director, I do not require the faculty to attend any as a group, but certainly advocate for any that will help us with our students.</p>					
Planned Action #9: Revising GTA Observation Form					
<p>Updating the current GTA observation form will provide the faculty mentor more areas to evaluate and give the GTAs more helpful feedback to improve their teaching effectiveness.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty & GTAs	Fall 2021 – Spring 2022
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress on Planned Action #9					
The GTA Observation Form that has been used for more than a decade needed to be updated. The biggest reason was it more objective in checking boxes than subjective with specific feedback. The new GTA Observation Form will parallel the current Peer Evaluation Form used for faculty.					
Planned Action #10: Canvas Training to Faculty					
With the change from Blackboard to Canvas, it was imperative that the faculty were well trained in Canvas. Not only did they have to know it for their own sections, they had to be able to teach and answer questions their GTA mentees had to help them.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty	Fall 2020 – Spring 2021
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #10					
I am thankful to be a part of the pilot group to use Canvas as it helped me train my colleagues and GTAs for HLTH 1000.					

d. Other Areas

Planned Action #11: Necessary Adjustments Done Based on Student's Feedback on HLTH 1000 Course Assessment Quiz					
An adjustment needed to be made because the feedback provided by the course assessment quiz was limited. The HLTH 1000 faculty wanted more data to tell us if the course was effective and impactful.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 Faculty	Ongoing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #11					

In the past, we used a handful of test questions for general education outcomes assessment, which didn't really tell us much. Sure it told us that our students were competent in those select questions, but our course is so much deeper than the tests we give. It was time to update our methods so we as educators could gain some information that will help us to give our students the most impactful experience possible.

With the addition of the take home challenges, journal reflections, and personal growth reflection paper, it added a lot more skill building, introspection, and leadership development to the course. Since the reflection papers painted a more accurate picture of what HLTH 1000 does, it seemed like the right thing to use that as our assessment tool.

With the help of Susannah Berry, I tied our outcomes assessment questions to the rubric of the paper.

The paper asks the following questions:

Influence: Identify the factors that positively influenced your health and wellness the most while taking this class. Did your actions and leadership positively impact others? Explain.

Barriers & Strategies

Identify the barriers you came across in achieving optimal health and strategies used to overcome them.

Application

What concepts, skills, tools, or methods did you use to assess and improve your personal health this semester?

Impact

Did this course meet or exceed your initial expectations of what you thought you were going to get out of it? Explain

The student responses gave us way more information to help us improve our course than answering a question correctly on an exam ever could.

The only issue I found with using this as a method of assessment is for students that do not complete the assignment. They could miss this assignment but still pass the class and meet the expectation standard.