

East Carolina University General Education Assessment Action Plan Progress Report

GENERAL EDUCATION COMPETENCY AREA: HEALTH PROMOTION & PHYSICAL ACTIVITIES

ASSESSMENT CYCLE: 2021-22 to 2024-25

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 Ram Khatiwada (khatiwadar18@ecu.edu). 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.

Health

a. Pedagogical / Curriculum

Planned Action # 1: Improving/Refining Workbook for the Hybrid Classes					
<p>The HLTH 1000 faculty have the students' best interests at the forefront of what we do, and we are constantly looking for ways to improve the course and increase our impact.</p> <p>In the summer of 2022, we rebuilt our workbook from scratch to go along with our hybrid course (our standard and most popular delivery method). For the online lessons, there is a fill in the blank section to go along with the online lesson, a Now What? application and reflection section, and pre-work questions to prime students for our face-to-face lessons. Students shared their appreciation for the Now What? reflective sections and pre-work to prep them better for the face-to-face lessons. The journaling component is powerful to improve mindfulness and be more intentional about their decisions. It also allows them to document and see the growth as a leader.</p> <p>Each year the workbook receives updates. We are in the process of updating the reflection questions in the workbook</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2022 - 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action # 1					

The workbook is a constant work in progress and receives updates every semester with the bulk of the changes taking place over the summer. The information above has all been completed, but the workbook continues to receive updates as needed.

In the summer of 2024, we switched a few of the lessons around. We moved Introduction to Transformative Leadership lesson into our Concept of Health lesson. We combined Psychological Health and Mental Health Conditions into one lesson and moved it online. We redid the Process of Addictions lesson and moved it face-to-face. We added a new Drug lesson and put it online. We redid Introduction to Sexuality lesson and moved it online. We redid our Sexually Anatomy & Response lesson and moved it face-to-face. All of these changes required updates with our workbook.

As lessons received updates, the questions to go along with the videos were edited. The reflection and application questions along with the pre-work questions got updated as well. GTAs helped me with these questions to make them more relevant and impactful.

Planned Action # 2: Course and Curricula Updates

This summer, we are working with two Graduate Teaching Assistants (GTAs) solely to work on courses and curricula updates.

The workbook will be looked over thoroughly this summer and updated as we see fit.

In Spring 2023, we selected a new textbook for Fall 2023 implementation. We decided to use the newest edition of the current textbook we have been using. Health The Basics 14th Edition by Rebecca Donatelle, 2023. With a new textbook comes all new assessments.

- This summer we will build new quizzes and tests using a new textbook (14th edition). For the quizzes, we are building test banks from the text in Canvas, which pulls 5 questions from at random for each student. The tests are being created using multiple banks from the text and our homemade questions.

We are building learning activities using H5P in a no-risk (not graded) setting and using it as study tools. For example, we are converting our old quizzes into H5P so students can test their knowledge before moving forward to the graded quiz. We are looking to incorporate other engagement types as well, such as accordion, drag the words, drag and drop, flash cards, image pairing, etc.

We are collaborating with other departmental faculty (Dr. Jennifer Matthews and Mrs. Tamra Church) to incorporate new content into our stress and psychological health lessons regarding the brain and the Community Resiliency Model (CRM).

The face-to-face lessons and online lessons are in the process of being updated as well to make sure we are providing the most relevant and appropriate information to our students.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2023 - 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress on Planned Action # 2

The summer of 2023's focus was obtaining Quality Matters (QM) certification for our online version of HLTH 1000. All versions of HLTH 1000 benefited from this process from a course design, organization, and alignment perspective.

We did make several content improvements in 2023, but the summer of 2024 was focused on content updates across all versions of HLTH 1000. All of our online lessons were redone and shortened in length. More H5P content was added for students to play with the content rather than just listen to it. All of our face-to-face lessons were updated as well to incorporate more activities with our students.

During the summer of 2024, HLTH 1000 went through some pretty big curricular changes regarding the format of our lessons. We are still covering the same topics but just in a different way. We switched several lessons around in how they are delivered to students.

Planned Action # 3: Quality Matters (QM) Certification

The program director is in the process of going through the ECU Summer CourseFIT program with the Office of Faculty Excellence (OFE) to get the online version of HLTH 1000 Quality Matters certified for Fall 2023 implementation. May 8 – 12, he attended a weeklong retreat to learn new and exciting ways to bring the course to life. He is assigned an Instructional Support Specialist and Faculty Mentor to work with him along the way. As a result, the course as it appears in Canvas is being completely rebuilt and redesigned. Once approved by Quality Matters, he will build two more master shell courses (sandboxes) for our hybrid and summer course accordingly to make sure our students are getting a course that is set up in a way that is fully accessible, easy to understand and follow, engaging with multiple modalities of learning, and fully mapped and aligned with our program, course, and module objectives.

As a result of CourseFIT, we are building infographics for the bookends of each lesson with a Why Should You Care? And Take Aways. For example:

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2023 - 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action # 3					
<p>The HLTH 1000 online full semester course received a 100% score Quality Matters certification on August 4, 2023.</p> <p>Using this course design as a template, the program director built 6 master templates for HLTH 1000 during the summer of 2024: 1) HLTH 1000 Online, 2) HLTH 1000 Honors, 3) HLTH 1000 Online, 4) HLTH 1000 Summer 1, 5) HLTH 1000 Summer 2, 6) HLTH 1000 Project Kitty Hawk</p> <p>The QM experience has greatly benefited all of HLTH 1000 in so many ways.</p>					
Planned Action # 4: Modification on the Personal Growth Reflection Paper for Online and Honors Sections					

'Personal Growth Reflection Paper' is being modified for the online and honors sections of HLTH 1000 in the fall of 2023. These changes were brought about during the CourseFIT retreat with the help of my instructional support specialist and faculty mentor. Rather than have students write a paper, we will give them a choice to answer the questions in a variety of ways. They can choose to write a paper, create a PowerPoint slide deck, an Adobe Express or Canva infographic, submit a video, or other per instructor approval. Additionally, we are updating the rubric for clarity and to help instructors with grading.

Personal Growth Project



Final Submission

Instructions

As you reflect back on this semester on all the content we covered, your own personal challenges, struggles, victories, etc, **illustrate about the impact this course has had on you and how you have grown as an individual and leader.**

Think about the 10 transformative leadership qualities when it comes to leadership growth.

- **Individual Qualities:** Self-knowledge, Authenticity, Commitment, Empathy, Competence
- **Group Qualities:** Collaboration, Shared Purpose, Disagreement with Respect, Division of Labor, A Learning Environment

You have been journaling all semester, and this project provides you the opportunity to formalize and sum up your thoughts. This is not only helpful for me as your instructor but for you as well moving forward.

Format:

- This project can be a reflection paper, PowerPoint slide show, Canva or Adobe Express infographic, video, or other method per instructor approval.

Grading:

- I am grading this based on your effort. Answer these 4 questions. Your project should be well thought out and have supporting evidence of your growth.
- **Influence:** In what ways has this class positively influenced your health and well-being to become a better version of your previous self? Did your actions positively impact others (leadership potential)? 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.

Personal Growth Project Final Submission						
Criteria	Ratings					Pts
Influence In what ways has this class positively influenced your health and well-being to become a better version of your previous self? Did your actions positively impact others (leadership potential)? Explain.	20 to >19.0 pts Exceeded Expectations Answered questions using at least 3 specific and thorough examples that directly related to course content. Evident that you took this class seriously, applied the content to your life outside the classroom, and benefited from it.	19 to >14.0 pts Met Expectations Answered questions with at least one specific and thorough example that directly related to course content.	14 to >9.0 pts Fair Performance Answered questions but lacked specific and thorough example related to course content.	9 to >0.0 pts Poor Performance Briefly and vaguely answered questions. Evident that little time and energy was spent on this project.	0 pts Did Not Submit Did not submit assignment.	20 pts
Barriers & Strategies Identify the barriers you came across in achieving optimal health and strategies used to overcome them.	20 to >19.0 pts Exceeded Expectations Answered question using at least 3 specific and thorough examples that directly related to course content. Evident that you took this class seriously, applied the content to your life outside the classroom, and benefited from it.	19 to >14.0 pts Met Expectations Answered question with at least one specific and thorough example that directly related to course content.	14 to >9.0 pts Fair Performance Answered question but lacked specific and thorough example related to course content.	9 to >0.0 pts Poor Performance Briefly and vaguely answered question. Evident that little time and energy was spent on this project.	0 pts Did Not Submit Did not submit assignment.	20 pts
Application What concepts, skills, tools, or methods did you use to assess and improve your personal health this semester?	20 to >19.0 pts Exceeded Expectations Answered question using at least 3 specific and thorough examples that directly related to course content. Evident that you took this class seriously, applied the content to your life outside the classroom, and benefited from it.	19 to >14.0 pts Met Expectations Answered question with at least one specific and thorough example that directly related to course content.	14 to >9.0 pts Fair Performance Answered question but lacked specific and thorough example related to course content.	9 to >0.0 pts Poor Performance Briefly and vaguely answered question. Evident that little time and energy was spent on this project.	0 pts Did Not Submit Did not submit assignment.	20 pts
Impact Did this course meet or exceed your initial expectations of what you thought you were going to get out of it? Explain	5 to >4.0 pts Exceeded Expectations Answered question using at least 3 specific and thorough examples that directly related to course content. Evident that you took this class seriously, applied the content to your life outside the classroom, and benefited from it.	4 to >3.0 pts Met Expectations Answered question with at least one specific and thorough example that directly related to course content.	3 to >2.0 pts Fair Performance Answered question but lacked specific and thorough example related to course content.	2 to >0.0 pts Poor Performance Briefly and vaguely answered question. Evident that little time and energy was spent on this project.	0 pts Did Not Submit Did not submit assignment.	5 pts
Total Points: 65						

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2023 - 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action # 4					
<p>The additional options for the Personal Growth Project have been well received by students. This project has evolved from an assignment to a Discussion Board as of fall 2024. Rather than students submitting their project to the teacher alone, they post it to the discussion board as a showcase of their personal growth throughout the course and other students have the ability to see it and provide feedback. This allows more student-to-student engagement and leadership impact.</p> <p>We also added this project to the full semester online version of HLTH 1000 in addition to our honors cohorts.</p>					
Planned Action # 5: Take Home Challenges for the Online Sections replaced with Journal Reflections					
<p>The 100% online class does not have a physical workbook. The workbook is essential for the hybrid class to get students to come to class. They can only get credit for their completed work if they come to class. With the online class, we had take-home challenges for each lesson and had students reflect on them in a journal template we created in Microsoft Word. This summer we are redoing the take-home challenges with journal reflections. Each one will have application prompts and reflection questions as journal assignments that the students complete in Canvas.</p> <p>Submitting them weekly will engage them in the content on a regular basis and prevents students from trying to complete them all at once shortly before they are due. For example:</p> <p>Stress</p> <ul style="list-style-type: none">•Application Prompt<ul style="list-style-type: none">•In a recent survey of former HLTH 1000 students (n = 1,073), 38% experienced severe emotional stress and 47% reported that stress was negatively affecting their health.•Stress can play a huge role in whether students stay in school, get good grades, and succeed in their career paths. It can also wreak havoc on students’ ability to concentrate, understand, and retain information, and lead to relationship problems, drug and alcohol use, and other maladaptive behaviors.•Our stress response is determined by 1) our perception of the stressor, 2) our coping ability, and 3) our environment. Your life is how you see it, and you have the power to mindfully change the lens at which you view.•Reflection Question:<ul style="list-style-type: none">oTalk about a stressful experience in your life and how you got through it or are dealing with it. What have you learned about your perceptions, coping abilities, and environment?					

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2023 - 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action # 5					
<p>The journal reflections have been a great addition. It provides more opportunities for reflection, application, and impact. The journals also help students see different areas of growth throughout the semester, which really helps them with their Personal Growth Project.</p>					

b. Student Support Services

Planned Action # 6: Guiding Students to Utilize Available Campus Resources					
<p>HLTH 1000 does a good job of bridging the gap for on-campus resources related to health and well-being for students. We discuss several resources in class throughout the semester as well as have them in our workbook (hybrid sections) and Canvas pages.</p> <p>Monthly professional development instructor meetings address hot topics to help meet our students' needs. We will bring in speakers from across campus to educate our instructors on resources our students would benefit from. The more we know about them, the more we can share with our students.</p> <p>The resources section of our workbook is being updated with a lot more detail. Before we had names of resources along with their location, number, and website. We are adding information about what each resource does and offers to students as well.</p> <p>HLTH 1000 continues to collaborate with other areas on campus to sponsor, participate, and/or plug programs, speakers, and events to students.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2023 - 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #6					

In addition to the information above, during the summer of 2024, we added different ECU Resources that correspond with each lesson to the Instructional Resources page in Canvas. Prior to this, resources were in one section in Canvas and in our workbook. We thought they would be utilized more if students didn't have to go far (in this case another couple clicks on their mouse) to receive them. For example, while watching the Psychological Health lesson, we discuss the Counseling Center. Underneath the video is ECU Resources with the ECU Cupola icon for a visual cue with a link to the Counseling Center.

Sample:

ECU Resources:

Counseling Center [Links to an external site.](#)

Additional Counseling Services [Links to an external site.](#)

Student Health Mental Health Care [Links to an external site.](#)

c. Faculty Development

Planned Action #7: Professional Development to the Instructors

We continue to hold monthly professional development instructor meetings, faculty mentor/GTA mentee teaching observations, Department of Health Education and Promotion faculty peer observations.

- For example, during the fall of 2022, our HLTH 1000 professional development meeting guest speakers included:

- Ellen Goldberg, MSN, RN, Student Health Services, Update on Covid, Flu, and Monkeypox. August 17, 2022.

- Mrs. Jamie Williams, Teaching Instructor, Department of Health Education and Promotion, Ways to Increase Student Engagement: Icebreakers, Brainstorms, Energizers, Grouping Strategies. August 17, 2022.

- Mikala Staton, Oncology Specialist, Current cancer trends prominent in college aged students. September 2, 2022.

- Sarah Grace Ramsey, Center for Communication Excellence, Finding Your Voice in the Classroom, Managing Classroom Presence through Non-verbal Communication, and General Public Speaking Tips. October 28, 2022.

- During the spring of 2023, our HLTH 1000 professional development meeting guest speakers included:

- Dr. Jennifer Matthews, PhD, Professor, Department of Health Education and Promotion, Brain Science of Stress, Adverse Childhood Experiences (ACEs), trauma, resiliency, and Community Resiliency Model. March 31, 2023.

Faculty continuously attend training, workshops, and conferences as they become available to get new ideas and improve their teaching effectiveness. Some examples of this include:

- Healthy Teen Network Sexual Health Conference: Dare to Dream of a New Era. October 17-19, 2022, Miami, FL
- Quality Matters – Improving Your Online Course, by Dr. Natasha Lindsey, Associate Professor, Instructional Technology and Design, University of North Alabama. March 10, 2023
- Bystander Intervention: Understanding Harassment and Discrimination by the Office for Equity and Diversity. January 20, 2023
- NCSEXCON: Re-envisioning, Reimagining, Renewing, Sexuality. May 10 – 11, 2023. Cary, NC
- Supporting Engaging Conversations About Sex and Sexual Health (SECS) Conference: May 23 – 24, 2023. Greenville, NC

We will encourage Faculty to attend training, workshops, and conferences as they become available in the future.

During the fall semester, we will have a Canvas training based on the course overall from QM certification, a 3-hour Community Resiliency Model (CRM) training for all HLTH 1000 instructors, Police Officer Michael Fecteau is going to talk about us about Emergencies on campus and in the classroom, and Student Health Services is going to talk to us about Sexually Transmitted Infections and testing.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	HLTH 1000 faculty & GTAs	2022 - ongoing
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress on Planned Action #7

We continue to have monthly professional development workshops and speakers for our HLTH 1000 team of instructors. HLTH 1000 Professional Development Workshop speakers included:

Fall of 2023: LaShae' Wilson, Director of Clinical Services and Jay Jacobs, Health Promotion Project Manager, Student Health Services gave us an update on STIs on campus and hot topics to discuss in class; Office Mike Fecteau, Community Affairs, ECU Police, talked about campus safety and Run, Hide, Fight.

Spring 2024: Lauren Thorn, DSW, LCSW Director, Center for Student Success talked to us about the Center for Student Success and how students can use these resources.

Fall 2024: Stacy Muse, Information Technology, Intro to Poll Everywhere; Meeting Recap with Ellen Goldberg, Student Health Services, Sexually Transmitted Infections Testing.

Kinesiology

a. Pedagogical / Curriculum

Planned Action # 1: Revising and Redesigning Course Contents and Assignments					
<p>The textbook for the course has been redesigned to improve the flow of concepts, and assignments will focus on the student's development of individual health and fitness programs centered around their own personal fitness goals. Additionally, the textbook for this course has been redesigned to add depth to concepts identified in this assessment report where students were not meeting the criterion of success. Additional assignments have been added to the face-to-face section that requires the application of course concepts to develop personalized physical activity and health plans.</p> <p>The wording of the exam questions was reviewed, and some of the question/response text was edited for clarity. Course text chapters with lower exam question correct response rates (i.e., Goal Setting) focused on providing additional resources and content to the material provided.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Program Director & Graduate Assistants	2023-2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #1					
<p>The KINE 1000 course received Quality Matters Certifications following the successful completion of the redesign project. This redesign of the course focused on improving the course textbook, assignments, and exam questions.</p>					

b. Student Support Services

Planned Action #2: Additional Class Activities and Peer Discussion					
<p>Effective goal setting was one key course concept that many students struggled with, so additional class activities will focus on this concept and utilize peer discussion and review to refine goal-setting strategies.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Program Director & Graduate Assistants	2023-2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #2					
<p>Effective goal-planning principles were included in all aspects of the course. Students complete a goal planning assignment at the beginning of the semester with other in-class activities included in all aspects of the course. Students complete a goal planning assignment at the beginning of the course, with other in-class activities throughout the semester related to the student developed goal, with a final assignment that allows the student to reflect on the goal setting principles, and their development.</p>					

Planned Action #3 : Participating Students in Out-of-Class Activities					
Face-to-face students will be encouraged to explore health and fitness offerings on campus that are appealing to them through out-of-class assignments related to course concepts. Ideally, this will help improve the application of course concepts by having the students identify relevant physical activities associated with specific course topics and plan, monitor, and reflect on their experience with each of the self-chosen activities. Students will be provided with the option to take the course in-person or online. This new option will allow students to take the course in a setting they feel most comfortable to complete course content and engage in physical activity requirements.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Program Director & Graduate Assistants	2023-2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #3					
To fulfill this action item, the course facilitated connections with campus fitness centers, wellness programs, and recreational activities by providing a curated list of offerings that aligned with course topics. Additionally, students were given the flexibility to choose between in-person or online formats for the course, ensuring they could engage in physical activity assignments in a setting that was most comfortable and accessible for them.					

c. Faculty Development

Planned Action #4: Skills Development Seminar for the Instructors					
Instructors in the course will participate in a required weekly seminar to develop their pedagogical approaches to online and face-to-face instruction. Instructors will be given a lesson plan rubric and examples of effective class activities related to specific concepts and will be tasked each week to develop their teaching plans to enhance student learning autonomy. Results from the previous week will be evaluated and discussed during the weekly session. New ideas are shared at the seminar, and instructors will devise a strong plan to enhance the application portion of the course to improve the outcomes related to SLO 3 in particular. Additionally, instructors of this course have been provided with additional resources and training to strengthen their knowledge and delivery of the content to assist in student understanding and retention.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Program Director & Graduate Assistants	2023-2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #4					
Course instructors engage in regular seminars, and have attended various professional developments, and presentations related to the content area being delivered. Additionally, instructors have presented at different health and physical education related conferences, providing the ability to network with other professionals within the subject matter.					

Planned Action #5: Peer Support and Mentoring for the Instructors					
Instructors will receive updated guides and resources to help with their abilities to instruct and guide students. Content guides are being developed for instructors to use that will help place emphasis on important elements of the modules being covered. Additionally, lead instructor positions have been created that will allow peer support and mentoring among instructors as an additional resource to ensure quality content and instruction are being provided to students.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Program Director & Graduate Assistants	2023-2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #5					
Instructors are provided with physical and digital resources pertaining to the content to be delivered, guides on assisting and responding to students, as well as lecture content guides. Lead instructor roles have contributed to the improvement of leadership, and mentorship for all instructors.					

Recreation Sciences

a. Pedagogical / Curriculum

Planned Action # 1: Enhance Teaching/Learning Materials					
For four questions used to assess SLO 1 and SLO 2 that were below the criterion level of 75% (as being answered correctly), Faculty will enhance the PPTs and/or change answer options to provide more clarity and direct link to textbook readings and relation to stress management as health promotion. Unit will also make sure such PPTs and questions are updated for all sections of the course. Additional instructional materials can be added such as topic specific-podcasts, or short videos. Also, low stakes activities can be built in using H5P content creator to help student self-assess where they need to improve.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Instructors/RT Program Director	Spring 2024-present
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action # 1					

As part of the face to face courses, PPTs and pedagogical media were updated to support the linkage between course content and stress management related to health promotion. For example, simulation videos, pictures, stress-related research videos, and in-class activities were added. To complete this planned action, the instructors need to meet to review and make necessary updates across all sections to ensure content consistency.

Powerpoints will continue to be evaluated. Content and addition resources will be determined to add to each module. Online instructors will create PPT videos to help discuss and further explain topics on PPT.

Planned Action # 2: Review and Revise the Rubric

Faculty will review and revise the rubric for the Physical Activity/Active Recreation Assignment to make it more realistically reflective of the cut-off score (75% or higher instead of 52% or higher) for meeting and exceeding expectations. Unit will also make sure rubric is updated for all sections of the course.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Instructors/RT Program Director	Spring 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress on Planned Action # 2

Rubric was changed for this assignment for all sections to more realistically reflect the cut-off score (75% or higher instead of 52% or higher) for meeting and exceeding expectations.

We also changed the rubric primarily to include the four levels of outcomes to match the IPAR assessment outcome levels and to have the ratings in a sliding scale per level.

Criteria	Ratings				
This criterion is linked to a Learning Outcome Physical Activity Log Completed Physical Activity Log	9 to >8.0 pts Exceeds Expectation Participated in & logged a minimum of 10 hours of physical activity / active recreation in at least 2 different activities	8 to >7.0 pts Meets Expectation Participated in & logged a minimum of 10 hours of physical activity / active recreation; did not log hours clearly/completely OR only participated in ONE type of physical activity.	7 to >6.0 pts Developing Logged 5-9 hours of physical activity / active recreation in 2 or more physical activities.	6 to >0 pts Minimal Participated in / Logged 1 to less than 5 hours of physical activity / active recreation.	

Criteria	Ratings				
This criterion is linked to a Learning OutcomeEffect on Overall Health How did engaging in physical activity affect Overall Health?	4 to >3.5 pts Exceeds Expectation Provided a clear and thorough description of how physical activity affected overall health with a strong rationale; demonstrated critical thought and reflective thinking. This section was at least 1/3 page in length or more.	3.5 to >3.0 pts Meets Expectation Provided some response to how physical activity affected overall health, but superficial and did not reflect critical thought or thinking. Very short or limited response (less than 1/3 of page)	3 to >1.0 pts Developing Provided a fair description of how physical activity affected overall health with weakness in the rationale; demonstrated fair to poor critical thought and reflective thinking. This section was almost 1/3 or less than 1/3 in page length.	1 to >0 pts Minimal Provided a poor description of how physical activity affected overall health lacking in rationale; demonstrated poor critical thought and reflective thinking. This section was very short or included a limited response (less than 1/3 in page length).	
This criterion is linked to a Learning OutcomeParticular Activity more or less effective Was a particular activity more or less effective for you? Why or why not and which activity?	4 to >3.5 pts Exceeds Expectation Provided a clear and thorough description of which activity was more or less effective with a strong rationale; demonstrated critical thought and reflective thinking. This section was at least 1/3 page in length or more.	3.5 to >3.0 pts Meets Expectation Provided an adequate description of which activity was more or less effective with proficient rationale; adequately demonstrated critical thought and reflective thinking. This section was 1/3 or almost 1/3 in page length.	3 to >1.0 pts Developing Provided a fair description of which activity was more or less effective with weakness in the rationale; demonstrated fair to poor critical thought and reflective thinking. This section was almost 1/3 or less than 1/3 in page length.	1 to >0 pts Minimal Provided a poor description of which activity was more or less effective lacking in rationale; demonstrated poor critical thought and reflective thinking. This section was very short or included a limited response (less than 1/3 in page length).	

Planned Action # 3: Student Peer Review as Pilot Project					
We will continue to incorporate peer reviews of student instructional stress management intervention videos as part of assessment process in at least one course section as pilot and expand in the next year to at least one more section (i.e., one online and one face to face). Directions for constructive feedback from peer reviews are provided and are monitored and evaluated by the instructor. Instructor's evaluation and feedback is final assessment for grade for each student's instructional video.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Instructors/RT Program Director	Spring 2025-Fall 2025
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action # 3					
This peer review of instructional videos was implemented in one section of RCTX 2200 during two semesters by one instructor prior to the progress report dates; however, this has not continued since during the progress report semesters by other instructors. This is a project the program still wants to work on and continue among various sections and instructors. As such, most sections have not included student peer reviews for the stress management intervention video. However, instructors are open to piloting it during the Spring 2025 and Fall 25 semester in both a face-to-face section and an online section. Assistance from the instructor who implemented earlier will occur to ensure these two Canvas courses are properly set up to allow this peer interaction.					

b. Student Support Services

Planned Action #4: Provide Student Support Information/Resources					
Student support resources will continue to be included in several locations of the Canvas course for each course section. Most sections have this, but we will make sure the formatting of all course sections are the same and have primary headings at the top of the main page including student health & safety inside the classroom and outside the classroom, student orgs and recreation. Relevant links can be captured under each and will include links to resources such as the: ECU Student Health, ECU Campus Recreation and Wellness, Well-Being at ECU, ECU Counseling Center (252-328-6661), ECU Counseling Center-Urgent Support Services, ECU LiveSafe, National Suicide and Crisis Lifeline Dial 988.					
When we discuss content on areas such as community support and student resources, this information will also continue to be included in relevant course modules.					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Instructors/RT Program Director	Spring 2024
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #4					

Relevant links for resources as indicated above on campus have been included in the Canvas course most specifically when content is discussed in modules.

There is a specific Module towards the top of the Canvas course titled and with the following links:

General ECU Information for Students and Quick Links

[ECU Information for Current Students](#)

[ECU Student Health.](#)

[ECU Campus Recreation and Wellness](#)

[Well-Being at ECU](#)

[ECU Counseling Center \(252-328-6661\)](#)

[ECU Counseling Center-Urgent Support Services](#)

[National Suicide and Crisis Lifeline | Dial 988](#)

[ECU LiveSafe](#)

Also as an example, the Week 7 Module also covers *Life-Situation Interventions: Interpersonal* with the chapter outline including:

- Asserting yourself.
- Conflict resolution.
- Communication.
- Emotional intelligence.
- Techno stress.
- Time management.
- Social support networking.

Therefore, there is an area in the module titled and with the following links:

Additional Reading and Resources

[Cyberbullying](#)

[ECU Counseling Center-Urgent Support Services](#)

c. Faculty Development

Planned Action #5: Professional Development on DE Training

Some faculty instructors already have Quality Matters/course fit training from ECU and some faculty instructors have experience from previous university employment trainings. However, instructors will continue additional online and Canvas workshops to remain current with DE opportunities and techniques. Faculty instructors will continue to attend conference sessions, workshops, etc. on DE/technology. We will start planning for this course to be QM certified in the future to continue to enhance student learning outcomes.

Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Instructors	Spring 2024- Spring 2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #5					
<p>DE training has been maintained by faculty instructors for this course as substantiated by the requirement in annual evaluations and adjunct reviews for the department by the Department Chair.</p> <p>The QM certification target deadline for the course will be between Fall 2026 -Fall 2027.</p>					
Planned Action #6 : Professional Development on Content Area of Stress Management					
<p>As recreational therapists, stress management techniques are included as interventions in our field. We are trained in this area and have foundational knowledge and experiences. Therefore, faculty instructors will be certified and licensed in RT and will continue to attend conference sessions, workshops, etc. on such content area.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Instructors	Spring 2024- Spring 2025
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #6					
<p>Faculty instructors maintain their licensure and certification in recreational therapy through conference, workshop, etc. attendance to maintain foundational knowledge and skills in interventions in the field including areas related to stress management.</p>					

d. Other Areas

Planned Action #7: Other Plans					
<p>We will continue a discussion on the possibility of an evaluation of pedagogical outcomes on stress management with college students taking this course.</p>					
Action Implementation Status (Mark One)				Responsible Party	Timeline
Complete	In Progress	Not Started	N/A	Faculty Instructor/RT Program Director	Spring 2024- present
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Progress on Planned Action #7					
<p>We have continued to discuss the possibility of a formal evaluation (to submit for an IRB approved study) of pedagogical outcomes for this course with data from multiple sections.</p> <p>The IRB submission target deadline will be by Fall 2026 for evaluation study for the course.</p>					