

General Education Assessment Health Promotion and Physical Activities Action Plan

Please interpret the findings and provide a specific action plan that can be implemented to improve or reinforce student learning as a result of the assessment process. The action plan should address the area(s) in need of improvement or reinforcement. The plan does not have to be limited to general education student learning but could include departmental initiatives designed to improve student success.

Health Promotion

Part One: Results Discussion / Reflection

Please provide insightful interpretations of the results presented in the Assessment Results section, noting any relevant context/background or concerns the unit may have.

The results of our means of assessment were not surprising to the HLTH 1000 faculty. We are grateful we used open and closed-ended questions to measure the course's impact as we feel we got more information and value from the qualitative data.

For the closed-ended questions (test), we had three questions that did not meet expectations of 80% accuracy. These questions come from our online lessons (Addictions, Concept of Health, and Healthy Eating). Students have shared with us that they don't engage the same with the online content as they do in the classroom setting. They report that they do what they need to do to answer the questions they will be graded on. This is something we are working on this summer to create a variety of interactive content with HP5 to help with engagement and retention.

Questions that fell short:

- SLO1: Compulsive behaviors have the potential to produce the same feelings of euphoria as an addictive drug, but they can't lead to addiction. True (76% got correct)
- SLO2: The conditions that influence either positively or negatively access to and distribution of health-related services is known as social determinants of health. (65% got correct)
- SLO2: Americans currently consume too much sodium and too many calories from solid fats, added sugars, and refined grains, which replace nutrient-dense foods and beverages and make it difficult for people to achieve recommended nutrient intake while controlling calorie intake. (58% got correct)

For the open-ended questions (reflection paper), the assignment was not graded rigorously, and so if the students answered the questions with evidence, they received full credit. However, this does not accurately show the top students of the class who truly exceeded expectations. We are revising the rubric moving forward to make the rating description more detailed and explicitly mention what it takes for students to get exceed, meet, fair, or poor. This makes it clearer for students and the instructors to assign grades.

Part Two: Action Plan

Please describe what actions you will take as a result of the assessment in the following four areas.

A. Pedagogical / Curriculum

Action Plan 1: Improving/Refining Workbook for the Hybrid Classes

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.

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.

Each year the workbook receives updates. We are in the process of updating the reflection questions in the workbook.

Action Plan 2: Course and Curricula Updates

This summer, we are working with two Graduate Teaching Assistants (GTAs) solely to work on course 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 use 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 Plan 3: Quality Matters 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 Plan 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 Plan 5: Take Home Challenges for the Online Sections replaced with Journal Reflections

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.

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:

Stress

- Application Prompt
- 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:
 - Talk 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?

B. Student Support Services

Action Plan 6: Guiding Students to Utilize Available Campus Resources

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.

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.

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.

HLTH 1000 continues to collaborate with other areas on campus to sponsor, participate, and/or plug programs, speakers, and events to students.

C. Faculty Development

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

D. Other Areas

N/A

Kinesiology

Part One: Results Discussion / Reflection

Please provide insightful interpretations of the results presented in the Findings section, noting any relevant context / background or concerns the unit may have.

Kinesiology faculty were satisfied with the performance of all students on SLO 1 and SLO 2, with the vast majority (92% and 88%, respectively) meeting the criterion of success. Unfortunately, only 60% of the students met the criterion for SLO 3, driven primarily by face-to-face student performance (only 56% reached the criterion of meeting/exceeding expectations). In addition, several exam questions were reported to have very low correct rates in both SLO 2 and SLO 3, one in particular with SLO 3 having only a 7% correct response rate.

After reflection, there are a few factors to be considered when interpreting these results.

1. Fall 2021 was one of the first semesters where students returned to face-to-face instruction following COVID-19 pandemic restrictions. SLO 3 relates to the application of course concepts to assess and improve physical health. It is possible that students did not feel comfortable in the face-to-face setting, especially in a fitness facility, and that limited their ability to apply the concepts effectively in the face-to-face sections. This is supported because the online students were able to plan/program their own physical activities in locations where they were comfortable.
2. Fall 2021 also saw a change in personnel in the directorship of the LPAF program, with the longtime coordinator leaving for a new opportunity. This required a temporary faculty member to coordinate/train the instructors in the course content and delivery methods, and this could have partially contributed to the lower-than-expected results. Instructors planned the face-to-face course physical activities, rather than having designed class activities where the students would plan their own activities to enhance their ability to apply course concepts.

Part Two: Action Plan

Please describe what actions you will take as a result of the assessment in the following four areas.

A. Pedagogical / Curriculum

Action Plan #1: Revising and Redesigning Course Contents and Assignments

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.

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.

B. Student Support Services

Action Plan #2: Additional Class Activities and Peer Discussion

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.

Action Plan #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.

C. Faculty Development

Action Plan #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 Plan #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.

D. Other Areas

N/A

Recreation Sciences

Part One: Results Discussion & Reflection

Please provide insightful interpretations of the results presented in the Findings section, noting any relevant context / background or concerns the unit may have.

In Spring 2022, RCTX 2200, data was collected from four sections for both closed-ended exam questions and the open-ended artifacts used to evaluate student performance on the three Student Learning Outcomes (SLOs) adopted for the Health Promotion and Physical Activity competency area by the University. A total of 153 students completed the artifact for SLO 1 and SLO 2 and 168 students completed the artifact for SLO 3.

SLO 1 and SLO2

A general education assessment test, with 20 multiple-choice questions, was created in Canvas to assess SLO 1 and SLO 2. The test was administered towards the end of the semester. It was not the part of the final grade, however, students received extra points as an incentive to complete it. Ten questions were aligned to each outcome. The answer choices were randomized, and students could see only one question at a time while taking the test. Each question assessed on the multiple-choice exam had four possible responses (one correct response and three distractors or incorrect responses). There were four institutional achievement levels specified: Exceeds Expectation, Meets Expectation, Developing, and Minimal. Based on the number of correct responses to the set of ten (10) questions per SLO, these levels were specified by the Unit Assessment Committee as follows: Exceeds Expectation (9-10), Meets Expectation (8), Developing (5-7), and Minimal (4 or fewer). Based on this model, a student must respond correctly to 8-10 questions to perform at the desired level, Meets Expectation or above. **The Unit's Criterion for Success is that at least 75% of the students perform at this level.** Of the students assessed, 89% performed at the target level of Meets Expectation or above for SLO 1 and 90% of students performed at this level for SLO 2. Therefore, students met the Unit Criterion for Success for SLO 1 and SLO 2.

The 20 close-ended questions were targeted to assess how stress factors influence human health and wellness and affect major public health issues in society (SLO 1) and how stress can be a barrier to optimal health and what strategies can be used to cope with negative stress factors for achieving optimal health among all populations, including those experiencing health disparities (SLO2). These questions were developed from three chapters from the textbook from the instructor's guide bank of questions for *Chapter 1: What is Stress*, *Chapter 3: Stress and Illness/Disease*, and *Chapter 14: Strategies for Decreasing Stressful Behaviors*.

Observing the itemized analysis of the questions mapped to each outcome, more than 75% of students correctly answered 16 of the 20 questions, whereas less than 75% of students correctly answered four questions. Only 42% of the students correctly answered a question mapped to SLO 1 and less than 66% of the students correctly answered three questions mapped to SLO 2. The four questions with discussion/reflection that were answered correctly by less than 75% of the students, include the following:

SLO 1 Quiz Question Discussion & Reflection

Which of the following has been associated with coronary heart disease?

42% correctly answered

Answer: Baldness

This question for SLO 1 comes from the readings from the textbook *Chapter 3: Stress and Illness/Disease*. In the quiz, the four answer options to choose from include: a) Hypotension, b) Low serum cholesterol, c) Diets low in saturated fats, and d) Baldness. In the textbook chapter section on coronary heart disease (CHD), the author states that CHD “has been associated with diets high in saturated fats, a lack of exercise, obesity, heredity, and even maleness and baldness. However, the three major risk factors generally agreed to be most associated with coronary heart disease are hypercholesterolemia (high serum cholesterol), hypertension, and cigarette smoking....” (p. 51). While this is clear in the textbook as to what risk factors are listed, the PPT for the chapter does not review all the above listed risk factors from the readings; however, the PPT does list the three major risks (where two of the answer options can be eliminated). In the textbook, the author also goes on to state that while these are all major factors, several researchers are showing that more new cases of CHD do not exhibit these risk factors and that instead, their studies are showing that occupational stress causes more CHD than traditional risk factors. The answer of baldness is less of a behavior or consequence from a behavioral risk factor, and perhaps seen as misleading option to be included as a risk associated with CHD because one has less control over baldness. Therefore, to address the SLO 1 more directly and include answers that involve more behavioral factors that also tie in stress factors, the answer options to this quiz question could be changed to: a) Hypotension, b) Low serum cholesterol, c) Diets low in saturated fats, and d) Occupational Stress.

SLO2 Quiz Questions Discussion & Reflection

Which of the following is an example of a health behavior?

58% correctly answered

Answer: Using a seat belt

This question for SLO 2 comes from the readings from the textbook *Chapter 14: Strategies for Decreasing Stressful Behaviors*. In the quiz, the four answer options to choose from include: a) Writing a letter to a friend, b) Enjoying leisure time, c) Using a seat belt, and d) Doing chores. In the textbook chapter section, two types of behaviors are

discussed to address stress (i.e., activities one does to decrease stress but also activities that if they are not done, it increases stress) and that are designed to maintain health and wellness: health behaviors and lifestyle behaviors. The author states that “Health behaviors are considered a sub-class of lifestyle behaviors and are differentiated for emphasis. Health behaviors are defined as activities undertaken by people who believe themselves to be healthy for the purpose of preventing disease or detecting it in an asymptomatic stage. Examples of health behaviors are limiting sugar and salt in your diet, avoiding smoking cigarettes, using a seat belt, engaging in physical exercise, limiting your use of alcoholic beverages, and practicing relaxation techniques. Lifestyle behaviors encompass the whole host of activities in which people engage. Examples of lifestyle behaviors include everyday activities such as doing chores, going to school or work, and enjoying leisure times. Examples of other, less common lifestyle behaviors are asking someone for assistance, writing a letter to a friend, listening intently to a speaker, and meeting new people” (p. 331). While this is clear in the textbook readings as to examples of a health behavior and examples of a lifestyle behavior, the PPT also explains the differences between the two; however, using seat belts is not specifically listed in the PPT as an activity for a health behavior as it is listed in the textbook. There could also be confusion as to if using seat belts is a health behavior or a lifestyle behavior even though it is distinct in the chapter reading. To help clarify that using a seat belt is a health behavior, this could be added to the existing list on the PPT slide. And to address the question more directly and decrease any confusion with what is being asked in this assessment item, there could be an introduction to the main portion of the quiz question. It could be asked as such: “In the chapter, two types of behaviors are discussed to help address stress and strategies for decreasing stress, health behaviors and lifestyle behaviors. Which of the following is an example of a health behavior?”

Richard Lazarus, Anita DeLongis, and their colleagues have found that everyday hassles are even more detrimental to one's health than major life changes.

64% correctly answered

Answer: True

This question for SLO 2 addresses barriers to health related to stress and comes from the readings from the textbook *Chapter 1: What is Stress*. In the quiz, this a True/False answer and the question is taken verbatim from the textbook readings and although the authors are not specifically listed with the statement, withing the PPT for this chapter, it directly states in the PPT, “Daily hassles are more stressful than major events” (Slide 9). The question addresses the importance of everyday situations that may cause major stress and be detrimental to health in addition to those major life changes which have historically been emphasized more solely as detrimental stressors to health. The question and topic addresses more recent research on this area for the need to be aware of everyday hassles and detrimental stressors to health. This statement could be set in bold in the PPT to emphasize this statement and in the PPT, add the researchers, Richard Lazarus, Anita DeLongis, and their colleagues who are studying this important area to help clarify what the question is asking in this assessment item.

In the context of self-efficacy theory, verbal persuasion is the most effective method of producing long-lasting changes.

66% correctly answered

Answer: False

This question for SLO 2 comes from the readings from the textbook *Chapter 14: Strategies for Decreasing Stressful Behaviors*. Under the chapter section on Self-Efficacy Theory, the author provides four ways to increase self-efficacy: performance attainment, vicarious experience, verbal persuasion, and physiological state. This in turn helps increase confidence to decrease stressful behaviors and increase strategies to overcome stressful behaviors. In the textbook, the author specifically states for verbal persuasion, “though limited in its ability to produce long-lasting changes, verbal persuasion, can bolster a person’s confidence” (p. 341). These four areas are also listed on the PPT for the chapter; however, details of each way are not provided on the PPT. Therefore, on the PPT, a more descriptive sentence could be added to each of the four ways to increase self-efficacy to provide more clarity.

SLO 3

SLO 3 was assessed using an open-ended artifact. A *Physical Activity/Active Recreation Assignment* was used to assess this outcome. For this assignment students were required to practice a minimum of two different physical activities for a minimum of ten hours throughout the semester. They were required to log their dates and hours spent engaging in active recreation using a provided time log. Then they had to write a brief narrative explaining how engagement in *Physical Activity/Active Recreation* affected their stress levels and overall health. The institutional rubric used to evaluate student success at meeting SLO 3 consists of four achievement levels (Exceeds Expectation, Meets Expectation, Developing, and Minimal) across four criteria: 1) Summary of physical activity log, 2) Effects on stress level, 3) Effects on overall health, and 4) Effectiveness of particular activity. Based on the rubric worth 25 total points for SLO3, these levels were specified by the Unit Assessment Committee as follows: Exceeds Expectation (25-19.5), Meets Expectation (19.5-13), Developing (13-7), and Minimal (7-0). Based on this model, a student must score a 13 or higher to perform at the desired level, Meets Expectation or above. The Unit’s Criterion for Success is that at least 75% of the students perform at this level and 99% of students performed at this level for SLO 3. Therefore, students met the Unit Criterion for Success for SLO 3.

SLO 3 Assessment Item Discussion/Reflection

The cutoff to at least meet expectations is at 13 out of 25 which is almost half of the points at 52%. The rubric needs to be readjusted to reflect a more realistic goal of what meets or exceeds expectations for this assignment. For example, the score of 18.75 (75%) or higher is more realistic assessment of what meets and exceeds expectations for this assignment.

Part Two: Action Plan

Please describe what actions you will take as a result of the assessment in the following four areas.

A. Pedagogical / Curriculum

Action Plan 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 Plan 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 Plan 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.

B. Student Support Services

Action Plan 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.

C. Faculty Development

Action Plan 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 Plan 6: Professional Development on Content Area of Stress Management

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.

D. Other Areas

Action Plan 7 : Other Plans

We will continue a discussion on the possibility of an evaluation of pedagogical outcomes on stress management with college students taking this course.