

Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below
send to learningassessment@pcc.edu by **June 22, 2012**; with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.

- 1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.**

In 2010-11 academic year, HE SAC assessed Communication and Cultural Awareness Core Outcomes. The Cultural Awareness Outcome assessment was carried over into the 11-12 academic year. We will file a separate Annual Report for that assessment.

In the Communication Outcome Assessment Annual Report, we shared that we assessed a written assignment used by all HE 262 sections. From this process and subsequent SAC discussions, the SAC had determined "that the assignment instructions needed to be revised to clarify expectations for the students. Also, discussion was held around whether or not to develop a grading rubric for the assignment. In addition, it was agreed that one –three well written student papers would be kept and used in future classes as examples. The overall impression is that our students have the writing skills – syntax and organization – but may lack experience in writing a paper that asks for reference citation and synthesizing several resources. Sample papers, along with more extensive instructions, may provide the additional guidance needed" (Annual Report 2010-11)

In the 2011-12 year, the instructions for the online assignment were revised. Additional information was provided in the assignment instructions on how to write a paper. In addition, instructors were encouraged to find exemplary papers to post as examples for students. The faculty team that revises the online HE 262 SAC Shell and teaches course sections throughout the year hope to gather this summer and discuss if these revisions have made a positive difference.

- 2. Describe the assessment design (tool and processes) used. Include relevant information about:**

Core Outcome: Community and Environmental Responsibility

The district-wide effort to evaluate the Core Outcomes occurred at the same time HE 278: Human Health and the Environment was getting developed. At that time, it became evident that no Health courses were addressing the Community and Environmental Responsibility Core Outcome to a Level 4, 'Demonstrates thorough, effective, and/or sophisticated application of knowledge and skills.' To address this particular Core Outcome and, a new project for the new course was developed with the goal to help students achieve a Level 4. The assignment is a term-long behavior modification

assignment based on the Trans-theoretical Model (TTM). The three distinct steps of the assignment have the identified purposes of:

- Step 1: To identify one modifiable behavior that will reduce the risk and/or promote the health of the individual, the community, and/or the environment (**See Attachment A**);
- Step 2: To develop a plan to modify the behavior (**See Attachment B**); and
- Step 3: To reflect upon and evaluate the relationships between the behavior and individual, family, and group to inform future personal and community health decisions (**See Attachment C**).

During Step 1, students complete a table that helps identify which behaviors they're 'Not ready to change' (pre-contemplative) or 'Really ready to change' (contemplative). The behaviors encouraged by instructors to change are ones that are in the contemplative phase, modifiable, and affect human health and the environmental health. During Step 2, students use personal reflection and instructor feedback to identify benefits and barriers to the behavior modification they chose. After implementing the behavior modification for four weeks, students reflect upon and evaluate their experience in Step 3. There, connections are made between the individual and the community; reflections are made connecting the behavior to the health of the individual and/or the environment. Taken as a whole, the student has the potential to achieve a Level 4, mastery level, of the Core Outcome. Using the time-tested formula of simple, yet explicit, behavior modification goals, true change can occur (**See Attachment D – Student Reactions to Assignment**).

- **The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).**

Core Outcome: Community and Environmental Responsibility

The assessment was a review of the work produced by students during all three steps of the assignment. The rubric used to evaluate Step 2 and Step 3 was used to evaluate student work during the term (**See Attachments E and F**). Students were provided the rubrics ahead of time so they are familiar with what was expected of them. This 'portfolio' provided a sample of work that spanned across the quarter.

- **The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?**

Core Outcome: Community and Environmental Responsibility

To select student work samples to evaluate the Community and Environmental Responsibility Core Outcome, complete portfolios, alphabetically ordered, were selected from the following HE 278: Human Health and the Environment classes:

- Fall 2011 Face-to-face ($n=9$)
- Fall 2011 On-line ($n=16$)
- Winter 2012 Face-to-face ($n=11$)
- Winter 2012 On-line ($n=21$)

These courses were chosen because these were the courses where the assignment is implemented, provides a sample from both Face-to-face and On-line students, and generated a sample size that is large enough to produce patterns to see successes and identify trouble spots.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.

Core Outcome: Community and Environmental Responsibility

The Community and Environmental Responsibility Rubric (**See Attachment G**) was used to evaluate each completed student 'portfolio'. This was created by using the Community and Environmental Responsibility description page, <http://www.pcc.edu/resources/academic/core-outcomes/co-comm-environmentalresponsibility.html>. Additionally, at the completion of each course, students were asked to share their reactions to the assignment. A total of twelve were collected, three from each section evaluated (**See Attachment D**). By reviewing the completed Community and Environmental Responsibility Rubric and incorporating feedback from the students, the student work and the project itself, are holistically evaluated.

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Core Outcome: Community and Environmental Responsibility

Two evaluators, Alissa Leavitt and Michael Meagher, worked together to assess the students work using the Community and Environmental Responsibility Rubric (**See Attachment G**). The first two portfolios were evaluated by both to ensure inter-evaluator reliability. Students were marked as either achieving the set level of mastery or an emerging level of mastery when evaluating a completed portfolio.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

Core Outcome: Community and Environmental Responsibility

The Community and Environmental Responsibility Core Outcome Rubric (**See Attachment G**) was used for the 57 student work samples (20 Face-to-face and 37 On-line). The summary of the results can be seen on **Attachment H**. Two points were identified from the results: A few questions could be rephrased to assist the students in understanding what is being asked of them; and, the actual rubric used, **Attachment G**, might need to be reworked to make it more applicable to the intent of the assignment.

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.

Core Outcome: Community and Environmental Responsibility

See Attachment H for the data results table.

Overall, most students achieved the 'emerging' level of knowledge and skills in each of the levels. As students move from Level 1 to Level 4, fewer achieved the 'mastered' level of knowledge and skills.

- **Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.**

Core Outcome: Community and Environmental Responsibility

See Attachment H for the data results table.

4. **Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).**

Core Outcome: Community and Environmental Responsibility

This annual assessment allowed for us to examine the behavior change assignment for knowledge and skills for each indicator within in each level. We learned that some of the assignment questions should be rephrased to encourage further self-reflection and awareness of how the behavior change impacts the community and the environment. For example, in Step 3, the Reflection and Summary Paper (**See Attachment B**), students are asked to "describe how this one behavior has the potential to reduce the risk and/or promote the health of the individual, the community and/or the environment". Perhaps this question should have three explicit parts, where students will reflect on how the behavior reduces the risk and/or promotes the health of the individual (part a), the community (part b) AND the environment (part c). This same type of revision could occur in Part B of the assignment as well, giving students the opportunity to identify how the behavior relates to local issues in the community. Also, Step 3 could include another question that asks about how their behavior change contributes to a community issue and offer solutions and strategies to continue the behavior change in the future.

5. **Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.**

Core Outcome: Community and Environmental Responsibility

We learned that some of the indicators should be revised to capture students' success in achieving the indicators that may not be clear as currently written. In addition, perhaps some of the sample indicators should be removed.

For example:

Level 3: Describe the relationship of the democratic process to community problem-solving.

- Suggest removing

Level 4: Critically evaluates the causes, consequences and solutions of environmental issues.

- These are done satisfactorily, could they be developed further through assignment revision?

Level 4: Critically evaluate the causes, consequences and solutions of social issues.

- Assignment would need to be revised to include this critical analysis, perhaps adding a research component

Level 4: Takes active roles in community problem-solving.

- Assignment would need to be revised to include this component which would be more difficult in the online courses. Face-to-face courses could include brainstorming around their behavior change with other students and then answering a reflection question in the summary paper.

2. Describe the assessment design (tool and processes) used. Include relevant information about:

Core Outcome: Self-Reflection

HE 250 is a lower division transfer course which serves to fulfill the student HE requirement for the AAOT. A main course outcome which drives the course curriculum and design is to enhance personal wellness. The three outcomes of HE 250 are as follows:

1. Identify current personal health status;
2. Analyze health risks, and
3. Plan effective health enhancement/wellness strategies.

HE 250 was selected for Self Reflection because it is well established that one's ability to accurately self-reflect is a key component in one's ability to plan effective health enhancement strategies leading to improved personal health and wellbeing

- **The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).**

Core Outcome: Self-Reflection

The foundation assignment in all sections of HE 250 Personal Health across the PCC district, Lifestyles Assignment: Evaluating Your Lifestyle & Planning for a Change (ATTACHMENT I), was mindfully developed to assist students in addressing these course outcomes. The ability to

successfully achieve the goals of this assignment however hinges on a student's ability to accurately self-reflect.

The 4 goals of the assignment are as follows:

1. Assess current, personal health status;
 2. Reflect upon current personal health areas that are being attended to and upon areas that need attention;
 3. Identify future health implications of your current health practices and attitudes; and
 4. Assess each of the health dimensions from your personal perspective
- **The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?**

Core Outcome: Self-Reflection

Characteristics of Courses Sampled:

10 courses were sampled from over three different terms, 5 from on-line sections and 5 from on-campus sections. In the academic year 2011-2012 twenty five sections of HE 250 were offered, on average, across the PCC district (excluding summer), 7 of which were online and 18 on campus.

Characteristics of Students Sampled:

N = 10 Students.

A typical class enrollment for HE 250 is 30-35 students. The 10 students, selected at random, therefore represent 30% percent of an average student enrollment per course section.

- **Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.**

Core Outcome: Self-Reflection

Our goal in applying this Self Reflection Rubric (ATTACHMENT J) to the Lifestyles Assignment was to enable the reviewer to ascertain the overall level of student self-reflection for the assignment. Additionally, we were keen to determine the level of self-reflection for each of three summary sections (A, B and C) of the Lifestyles Assignment in order to identify sections of the assignment which either succeeded or fell short in facilitating students achievement of the outcomes and are thus in need of modification.

To this end, the Self Reflection Rubric was modified in order to independently evaluate individual sections of the Lifestyles Assignment Summary Paper (sections A, B and C) for five individual components of Self Reflection: Clarity, Relevance, Analysis, Interconnections, and Self-Criticism. Student responses were scored for each component of self-reflection based on a score of 7-10 as followings:

| 5 Components of Self Reflection | Score | Self-Reflection Levels |
|---------------------------------|-------|------------------------|
|---------------------------------|-------|------------------------|

| | | | |
|------------------|--|----|-------------------------|
| Clarity | | 10 | Reflective Practitioner |
| Relevance | | 9 | Aware Practitioner |
| Analysis | | 8 | Reflection Novice |
| Interconnections | | 7 | Unacceptable |
| Self-Criticism | | | |

- **How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).**

Core Outcome: Self-Reflection

To ensure that results were reliable, four HE 250 instructors, 3 full-time and 1-part-time, from 3 different PCC campuses applied the Self Reflection rubric to the Lifestyles Assignment.

- 3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?**

Core Outcome: Self-Reflection

Results generated from application of the Self Reflection Rubric (ATTACHMENT K) indicate that HE 250 students demonstrate a high level of self-reflection on the Summary Paper of the Lifestyles Assignment overall. Additionally, scores indicates that students are demonstrating a high level of self-reflection in reach oh the 3 thematic sections of the Summary Paper.

- **If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.**

Core Outcome: Self-Reflection

See Attachment K

- **Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.**

Core Outcome: Self-Reflection

See Attachment K

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

Core Outcome: Self-Reflection

As a result of this assessment, we learned that this rubric and the assignment demonstrate a high level of self-reflection.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

Core Outcome: Self-Reflection

If this tool indeed accurately assesses self-reflection, the HE SAC could take steps to evaluate other HE Assignments for self-reflection using this tool. Results from that application could then be used to inform development and modification of other Health assignments requiring, as an essential component, a meaningful degree of self-reflection.

Attachments

for the

Community and Environmental

Responsibility Core Outcome

and

Self-reflection Core Outcome

Attachment A – Step 1

Student Name:

Step 1 Assignment – Generating a List – 15 points

Because this is the first on-line assignment of the course, below are instructions in how to complete and post assignments in Desire2Learn.

- Save this file onto your computer or thumb drive
- Close the file.
- Open the saved version.
- Complete the assignment by typing directly into the grey boxes. Note: The spell check function does not work in the grey fields. Monitor your spelling and grammar.
- Save the completed file.
- Upload the assignment as an attachment to the appropriate Dropbox location by the assigned due date (refer to course calendar).

The purpose of this multi-phase assignment is to:

1. Identify one modifiable behavior that will reduce the risk and/or promote the health of the individual, the community, and/or the environment;
2. Develop a plan to modify the behavior; and
3. Reflect upon and evaluate the relationships between the behavior and individual, family, and group to inform future personal and community health decisions

Attachment A – Step 1

Step 1 Assignment – Generating a List – 15 points

Only the wisest and stupidest of men never change.

-- Confucius

It is not the strongest of the species that survive, or the most intelligent, but the one most responsive to change.

-- Charles Darwin

When you're finished changing, you're finished.

-- Benjamin Franklin

Change. Modification. Alteration.

We, as a species, are capable of modifying our behavior. We can learn to incorporate and then unincorporate cigarette smoking in our daily life. We can learn how to successfully design and implement a sustainable exercise routine. We can also learn and become versed in including various cognitive and relaxation activities that can positively affect our individual stress-level.

The field of behavior modification is enormous. Visit any book store (or website) and you will find rows and rows (links and links) of Self-help, Self-improvement, and Health behavior resources. There are numerous hypotheses, theories, models, and dime-store anecdotes that all attempt to capture the most effective ways to affect change in humans.

And yet, people typically don't like change.

But when there is change, there is opportunity.

The model that we are going to draw from in this multi-phase project is called the Transtheoretical Model (TTM), also called the "Stages of Change". It was first proposed in the 1980s by Dr. James Prochaska and is now one of the most widely used models of health behavior. Some reasons that it is so popular are that it:

- Is intuitive and treats people similarly;
- Meets people where they are;
- Recognizes the **time** aspect of change; and
- Admits that relapse is quite possible and should therefore be 'named' and planned for

This assignment is designed for you to identify modifiable behaviors in both the built and natural environments that when reduced, will reduce the harm/risk to your health; and/or, when increased, will promote your health.

Step 1 Assignment – Phase 1: Generating a list of potential behavior changes

Step 2 Assignment – Phase 2: Identifying, planning, and implementing behavior change

Step 3 Assignment – Phase 3: Summary and Self-reflection

Attachment A – Step 1

Step 1 Assignment – Generating a List – 15 points

Reflect upon your behaviors and habits. Ask yourself, “With what I know already about my health and how it is affected by the physical and natural environment:”

- What am I able to recognize and admit to myself that I know I *should not* be doing?
- What am I able to recognize and admit to myself that I know I *should* be doing?

Once you have allowed yourself enough reflection time, complete the table on the next page. A total of five (5) behaviors are required for this portion of the assignment. For each of the five identified behaviors, identify if you:

1. Aren't ready to change;
2. Have been thinking about changing;
3. Really have been thinking about changing

Additionally, detail why the one behavior and its potential modification are significant to you.

For this assignment, and the general theme of the course for that matter, please know that you won't be asked to completely eliminate or completely incorporate the behavior change. This assignment will ask you to how might you reduce your risk and/or promote your health. The theory of risk reduction states that any modification, no matter its size, is significant to the individual; and as such, needs to be recognized.

Attachment A – Step 1

Step 1 Assignment – Generating a List – 15 points

Your grade is determined by:

- Each identified behavior and its corresponding category (1 point each; 5 points total)
- Each reflection about the behavior’s significance completed thoughtfully and thoroughly (2 points each; 10 points total)

Type your answers in the grey boxes. One example has been completed for you.

| Behavior | Which category does the potential to change this behavior lay (choose one) | | | Why is this behavior and potential modification significant to you - personally? |
|---|--|--------------------------|--------------------------|--|
| | Not ready to change | Somewhat ready to change | Really ready to change | |
| | | | | |
| Example: Driving to work in my car everyday | <input type="checkbox"/> | <input type="checkbox"/> | x | Example: While I am not ready to completely get rid of my car and live car-free, I am really thinking about taking mass-transit to work one day a week. I think that taking mass-transit one day a week is an acceptable and realistic start for me. |
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Keep this list in mind over the next couple of weeks.

For the next phase of the assignment (Step 2 Assignment), you will be asked to choose one behavior.

Some questions you’ll be asked in Step 2 will be:

- Which behavior would you choose?
- Which one would be most successful?
- How much are you ready to incorporate?
- What are the benefits, drawbacks, and barriers to the change?

Upload the assignment as an attachment to the appropriate Dropbox location by the assigned due date (refer to course calendar).

Attachment B – Step 2

Student Name:

Step 2 Assignment – Identifying the Behavior – 15 points

Save this file onto your computer or thumb drive. Close the file and open the saved version. Complete the assignment by typing directly into the grey boxes. Save the completed file. Upload the assignment as an attachment to the appropriate Dropbox location by the assigned due date (refer to course calendar).

The Step 2 Assignment is the next phase of the term-long project. Refer to the Step 1 Assignment for a review of the entire assignment's purpose. This portion of the assignment continues the work you began in Step 1. You will identify which particular behavior change you are willing to incorporate and then develop a plan for its implementation.

A well-written assignment will address all of the questions listed as complete sentences completed both thoroughly and thoughtfully.

There are a total of 8 questions. Blank responses or responses that are answered with a "None" or "N/A" will receive zero credit. Email me if you are having difficulty in identifying appropriate responses to the questions. Respect the note cited in the syllabus that it can take up to 48 hours to return an email so be sure to ask in advance.

Review the list generated and feedback provided in the Step 1 Assignment.

1. List the one behavior change you have decided to attempt and incorporate over the next four weeks.
2. Why have you chosen to attempt this behavior change? (1 point)
3. Create a realistic, quantifiable, measurable, and attainable goal related to your behavior change. This idea stems from the risk-reduction philosophy noted in the Module 1 Assignment. A continuation from Module 1 Assignment example would be: *"Decrease the number of times I drive to work in my car from five days a week to four days a week and use mass-transportation on the one day I don't drive."* (3 points)
4. Identify and describe at least three benefits to either your individual or the environment's health by incorporating this behavior change. (1 point each; 3 points total)
5. Identify and describe at least three drawbacks to either your individual or the environment's health by incorporating this behavior change. (1 point each; 3 points total)
6. Describe and detail preparations you will need to make in order to successfully incorporate the behavior change. (2 points)

Attachment B – Step 2

7. Describe any barriers or challenges you are able to foresee in successfully incorporating this behavior. (2 points)

8. What will you do if you are unsuccessful in incorporating the behavior change in one particular week and 'relapse'? (1 point)

Now it's time to begin incorporating your goal.

You are asked to incorporate the goal for Weeks 4, 5, 6, & 7.

You will find a model of a data collection form on the following page. Print this and keep it for your records. You will use it to complete the reflective essay due in Step 3.

Attachment B – Step 2

Data Collection Form

| | | | |
|-----------------|---|--|--|
| <p>Module 4</p> | <p>On a scale of 1-5, how easy was it to implement the change during Module 4?</p> <p>1 = super challenging 5 = super easy</p> <p>1 2 3 4 5</p> | <p>Record any challenges and successes that have come up during this week of implementation.</p> | <p>Record any new insights that have come up during this week of implementation.</p> |
| <p>Module 5</p> | <p>On a scale of 1-5, how easy was it to implement the change during Module 5?</p> <p>1 = super challenging 5 = super easy</p> <p>1 2 3 4 5</p> | <p>Record any challenges and insights that have come up during this week of implementation.</p> | <p>Record any new insights that have come up during this week of implementation.</p> |
| <p>Module 6</p> | <p>On a scale of 1-5, how easy was it to implement the change during Module 6?</p> <p>1 = super challenging 5 = super easy</p> <p>1 2 3 4 5</p> | <p>Record any challenges and insights that have come up during this week of implementation.</p> | <p>Record any new insights that have come up during this week of implementation.</p> |
| <p>Module 7</p> | <p>On a scale of 1-5, how easy was it to implement the change during Module 7?</p> <p>1 = super challenging 5 = super easy</p> <p>1 2 3 4 5</p> | <p>Record any challenges and insights that have come up during this week of implementation.</p> | <p>Record any new insights that have come up during this week of implementation.</p> |

Attachment C – Step 3

Student Name:

Step 3 Assignment – Reflection and Summary Paper – 20 points

The Reflection and Summary Paper consists of four sections for a total of 20 points. Answer directly beneath each section, save your paper, and upload to the Dropbox area by the due date.

Section 1 – Process Reflection (4 points)

1. Describe your behavior modification and objective statement. Is this something that you can or want to continue to incorporate into your life? What modifications would be needed? (4 points)

Section 2 – Data Analysis (4 points)

2. Review your Data Records. Provide a summary of what you noticed along the way. Share any new skills, lessons, or habits developed along the way. (4 points)

Section 3 – Experience (3 points)

3. What barriers were newly identified? What patterns did you notice? (3 points)

Section 4 – Connection of self, environment, and community (9 points)

4. How has your background (parents, peers, culture, and media) influenced your behavior that you addressed? What traditions/habits/thought-patterns did you have to address in order to make the change? (3 points)
5. Describe how this one behavior has the potential to reduce the risk and/or promote the health of the individual, the community, and/or the environment. (3 points)
6. What long-term impacts could your single behavior change make on the individual, family, and group to inform future personal and community health decisions? (3 points)

Attachment D – Student Reactions to assignment

- The term behavior project was good. I have permanently implemented this change into my life. I felt that the module 8 assignment was clear and to the point for instructions.
- I struggled a little with where to place my responses because of the way the questions were phrased; in order to provide a complete answer to each question, I had to repeat myself. As a person who likes to write well, that felt bad. I really love the rubric for the final essay where you explain what needs to be covered and the qualitative assessments, so perhaps present the assignment as a reflective essay instead of separate questions.
- I liked that it all played together and got us involved in making a change. It made it real and applicable to daily living. Love all of it.
- I would have liked more continuation between the beginning and the end of the project. Such as each week as part of the homework or a second ongoing discussion we should comment on our progress. This way we could be held accountable as well as encourage our classmates or help them come up with solutions to barriers.
- I loved the behavior change project, I love a good challenge! Also, I think it is helpful for students to break out of their cushy bubbles and try something new. I love classes that make you experience something you may not have otherwise, or push you to make a positive change. As for the module 8 questions, I think that section 3, where you ask about new barriers and about the experience could be phrased differently. Otherwise, it was great. I enjoyed the "purpose of this assignment" sections of every assignment where you have questions to think about and guide the student into the right train of thought to complete the assignment (especially assignment 4). Perhaps you could use some of these questions at the end of the assignment in order to have the student grasp the concept even better. Thank you so much for being such an attentive professor and for making the class so interesting! I look forward to possibly taking more online classes with you in the future!
- I thought it worked very well, it was a little confusing that module 8 was actually referring our behavior change goal, but I assumed.
- I thought it was interesting as my behavior did change slightly after all the stuff I was taught during this course. I think most students will find it exciting and interesting to see the differences in their views on things.
- I really liked it. It was a challenge to myself to change my habits to positively impact my health and that of the environment. Although, I am not longer biking (it hurts my butt :)) but I did rediscover my love of Bikram yoga thanks to you and I am able to support some local small businesses in the mean time :)
- The project was good to me, because I'm in that mode. I want to change. Little by little. I would assume that if someone really is into the class and interested in learning, that they would be persuaded by it to make that change also. Maybe some reminders between Week 3 and Week 8 to record data needed so at Week 8 we're not thinking..."hmmm..how long did it take me to do that?" or "when did I do this or that?". Maybe also a question about how we could influence others to maybe make the change that we just made. Or would we want to influence others? If so, what are we doing about it?
- I really liked that the project was a part of class, it felt good to apply what I was learning into my daily life. I find myself still stopping to look at an alternative cleaner for the house and I love the website that shows the impact a particular product has on a person.
- I found the long term behavior change project a bit dull. However, I'm not sure what project could replace it. Perhaps it was because I didn't really pick an "exciting" behavior change, but even if I picked another behavior to work on I think I would feel the same way. I think that the project worked with a three credit class, but I guess I would like a little more out of the project. As far as the module 8 assignment questions, I think that reflection, data analysis, experience, and connection of self and environment covered all aspects of the assignment quite well. I didn't feel like there were any questions missing in the summary, and I feel like the questions you asked were very straightforward and easy to understand.
- From a student perspective, the term-long project was at first a sort of unwanted chore. But, considering that its suppose to make you change your mind about a behavior, I do think it was a good project for this class because it did change mine! I think the questions in the assignment are already allowing enough personal reflection, but I thought maybe just one last question could be open to any comments about the project, or how the student felt about their behavior change at the beginning and then at the end of the project. Did it convince them it was beneficial or not?

Attachment E – Rubric Used to Evaluate Step 2

| Question | 0 points | 1 point | 2 points | 3 points |
|---|--------------|--|--|--|
| Why have you chosen to attempt this behavior change? | Not answered | Provided explanation | N/A | N/A |
| Create a realistic, quantifiable, measurable, and attainable goal related to your behavior change. | Not answered | Goal could be developed further to assist in success | Goal could be developed further to include something either quantifiable and/or measurable | Goal is both quantifiable and measurable |
| Identify and describe at least three benefits to either your individual or the environment's health by incorporating this behavior change. | Not answered | One benefit fully described | Two benefits fully described | Three benefits fully described |
| Identify and describe at least three drawbacks to either your individual or the environment's health by incorporating this behavior change. | Not answered | One drawback fully described | Two drawbacks fully described | Three drawbacks fully described |
| Describe and detail preparations you will need to make in order to successfully incorporate the behavior change. | Not answered | Response could be developed further to strengthen response | Fully detailed | N/A |
| Describe any barriers or challenges you are able to foresee in successfully incorporating this behavior. | Not answered | Barriers and challenges described; response could be developed further to support response | Barriers and challenges fully described | N/A |
| What will you do if you are unsuccessful in incorporating the behavior change in one particular week and 'relapse'? | Not answered | Provided explanation | N/A | N/A |

Attachment F – Rubric Used to Evaluate Step 3

| Criteria | 0 points | 1 point | 2 points | Level 4 3 points |
|--|--------------|---|--|----------------------------------|
| Section 1 - Is this something that you can or want to continue to incorporate into your life? | Not answered | Somewhat address; response could be enhanced | Fully and thoughtfully addressed | N/A |
| Section 1 - What modifications would be needed? | Not answered | Somewhat address; response could be enhanced | Fully and thoughtfully addressed | N/A |
| Section 2 - Data summary presented | Not answered | Somewhat address; response could be enhanced | Fully and thoughtfully addressed | N/A |
| Section 2 - New skills, lessons, or habits developed presented | Not answered | Somewhat address; response could be enhanced | Fully and thoughtfully addressed | N/A |
| Section 3 - Barriers and patterns did you notice detailed | Not answered | Minimally address; response could be enhanced | Somewhat address; response could be enhanced | Fully and thoughtfully addressed |
| Section 4 - a. How has your background (parents, peers, culture, and media) influenced your behavior that you addressed? What traditions/habits /thought-patterns did you have to address in order to make the change? | Not answered | Minimally address; response could be enhanced | Somewhat address; response could be enhanced | Fully and thoughtfully addressed |
| Section 4 - b. Describe how this one behavior has the potential to reduce the risk and/or promote the health of the individual, the community, and/or the environment. | Not answered | Minimally address; response could be enhanced | Somewhat address; response could be enhanced | Fully and thoughtfully addressed |
| Section 4 - c. What long-term impacts could your single behavior change make on the individual, family, and group to inform future personal and community health decisions? | Not answered | Minimally address; response could be enhanced | Somewhat address; response could be enhanced | Fully and thoughtfully addressed |

Attachment G – Community and Environmental Responsibility Core Outcome Rubric

Level 1: Limited application of knowledge and skills.

| Sample Indicators | Mastered | Emerging |
|--|----------|----------|
| Identify current social and environmental issues. | | |
| Describe one’s own roles in the community. | | |
| Identify methods of participation in civic and environmental action. | | |

Level 2: Basic application of knowledge and skills.

| Sample Indicators | Mastered | Emerging |
|---|----------|----------|
| Identify causes and/or solutions to one or two social and environmental issues. | | |
| Identify the benefits to the community of service to individuals and/or the community as a whole. | | |
| Demonstrates participation in civic and environmental action. | | |
| Predict the consequences of solutions to one or two social and environmental issues. | | |

Level 3: Demonstrates comprehension and is able to apply essential knowledge and skill.

| Sample Indicators | Mastered | Emerging |
|--|----------|----------|
| Suggest a new and unique solution to a current social and an environmental issue. | | |
| Collect information on a specific community issue. | | |
| Relate the role community involvement in his or her learning process. | | |
| Describe the relationship of the democratic process to community problem-solving. | | |
| Evaluate the impact of one’s own daily actions on the community and the environment. | | |

Level 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

| Sample Indicators | Mastered | Emerging |
|---|----------|----------|
| Critically evaluate the causes, consequences and solutions of social issues. | | |
| Recommend a solution to a community issue based on information collected. | | |
| Takes active roles in community problem-solving. | | |
| Critically evaluates the causes, consequences and solutions of environmental issues. | | |
| Recommend and rank daily actions for their impact on the community and the environment. | | |

Attachment H – Completed Community and Environmental Responsibility Core Outcome Rubric

Level 1: Limited application of knowledge and skills.

| Sample Indicators | Mastered | Emerging |
|--|----------|----------|
| Identify current social and environmental issues. | 57 | 0 |
| Describe one’s own roles in the community. | 57 | 0 |
| Identify methods of participation in civic and environmental action. | 57 | 0 |

Level 2: Basic application of knowledge and skills.

| Sample Indicators | Mastered | Emerging |
|---|----------|----------|
| Identify causes and/or solutions to one or two social and environmental issues. | 57 | 0 |
| Identify the benefits to the community of service to individuals and/or the community as a whole. | 57 | 0 |
| Demonstrates participation in civic and environmental action. | 57 | 0 |
| Predict the consequences of solutions to one or two social and environmental issues. | 25 | 27 |

Level 3: Demonstrates comprehension and is able to apply essential knowledge and skill.

| Sample Indicators | Mastered | Emerging |
|--|----------|----------|
| Suggest a new and unique solution to a current social and an environmental issue. | 51 | 6 |
| Collect information on a specific community issue. | 57 | 0 |
| Relate the role community involvement in his or her learning process. | 46 | 11 |
| Describe the relationship of the democratic process to community problem-solving. | 0 | 0 |
| Evaluate the impact of one’s own daily actions on the community and the environment. | 49 | 8 |

Level 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

| Sample Indicators | Mastered | Emerging |
|---|----------|----------|
| Critically evaluate the causes, consequences and solutions of social issues. | 22 | 31 |
| Recommend a solution to a community issue based on information collected. | 47 | 10 |
| Takes active roles in community problem-solving. | 12 | 45 |
| Critically evaluates the causes, consequences and solutions of environmental issues. | 0 | 57 |
| Recommend and rank daily actions for their impact on the community and the environment. | 57 | 0 |

Attachment I - Lifestyles Assignment: Evaluating Your Lifestyle & Planning for a Change

Lifestyles Assignment: Evaluating Your Lifestyle & Planning for a Change

HE 250 - Personal Health

Assignment Goals:

- 1) Assess your current health status
- 2) Reflect upon current personal health areas that are being attended to and upon areas that need attention
- 3) Identify future health implications of your current health practices and attitudes
- 4) Assess each of the health dimensions from your personal perspective

Assignment Directions:

Complete each of the three areas below directly on this paper.

Part A: Health Assessments

Directions for this section: Complete the Health Assessments listed below. Do not submit the assessment sheets. Transfer your results to the table and blanks provided below.

- 1 – Personal Health Portfolio: Physical and Mental Health Assessment (textbook)
- 2 – Worksheet 10: Identify Your Stress Level and Your Key Stressors (website)
- 3 – Worksheet 23: The General Well-Being Scale (website)

Personal Health Portfolio: Physical and Mental Health Assessment Results

| Portfolio Sections | Average Score (100 is highest) |
|---------------------------------------|--------------------------------|
| Physical Functioning | |
| Limitations Due to Physical Health | |
| Limitations Due to Emotional Problems | |
| Energy/Fatigue | |
| Emotional Well-being | |
| Social Functioning | |
| Pain | |
| General Health | |

Attachment I - Lifestyles Assignment: Evaluating Your Lifestyle & Planning for a Change

Worksheet 10: Identify Your Stress Level and Your Key Stressors

How many of the 13 statements did you answer "yes" to? _____

Worksheet 23: The General Well-Being Scale

Your total points _____ Interpretation of point's _____

Part B: Wellness Dimensions Analysis

Directions for this section: After completing the required reading in Chapters 1 and 3 as well as completing the Health Assessments above, write a brief analysis (one paragraph) of what you learned about yourself regarding each of the Health Dimensions listed below.

Each paragraph should address your:

1. Strengths for this dimension,
2. Level of attentiveness to the dimension (high or low priority), and
3. Suggestions to strengthen this dimension in your overall health and wellness.

This portion of the assignment is expected to be 1-2-pages, single spaced, with 1-inch margins on all sides.

Physical Dimension –

Social Dimension –

Spiritual Dimension-

Emotional Health -

Intellectual Health

Occupational Dimension–

Environmental Dimension -

Attachment I - Lifestyles Assignment: Evaluating Your Lifestyle & Planning for a Change

Part C: Summary Paper

Directions for this section: Listed below are three themes with sub-themes. Write 1-2-pages, single spaced, with 1-inch margins on all sides.

Theme One: Summary of Your Overall Current Health Status

- A summary of your current health status. (Provide direct information from your Personal Health Portfolio results in your answer)
- Which areas you doing well in and why.
- Which areas you doing less-than well in and why.

Theme Two: Ecological Model of Health and Wellness/Social Determinants in Your Life

- How your background (parents, culture, religion, traditions, etc.) influences your health and wellness.
- Current interpersonal factors, community and social institutions, and public policy that influence your health

Theme Three: Potential Personal Behavior Change/Stages of Change

- List future potential health concerns indicated by this assessment
- List an area where you are willing to consider a behavior change.
- Discuss what you see as motivation for this potential behavior change.
- Difficulties you foresee in bringing about this behavior change and
- How you plan to address them.

Attachment J – Self-reflection Rubric

| | |
|--------|--|
| POINTS | Clarity |
| 10 | The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader |
| 9 | Minor, infrequent lapses in clarity and accuracy. |
| 8 | There are frequent lapses in clarity and accuracy. |
| 7 | Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately |
| POINTS | Relevance |
| 10 | The learning experience being reflected upon is relevant and meaningful to student and course learning goals. |
| 9 | The learning experience being reflected upon is relevant and meaningful to student and course learning goals. |
| 8 | Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader. |
| 7 | Most of the reflection is irrelevant to student and/or course learning goals. |
| POINTS | Analysis |
| 10 | The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. |
| 9 | The reflection demonstrates student attempts to analyze the experience but analysis lacks depth. |
| 8 | Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. |
| 7 | Reflection does not move beyond description of the learning experience(s). |
| POINTS | Interconnections |
| 10 | The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. |
| 9 | The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals |
| 8 | There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences. |
| 7 | No attempt to demonstrate connections to previous learning or experience. |
| POINTS | Self-Criticism |
| 10 | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. |
| 9 | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions. |
| 8 | There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, |
| 7 | Not attempt at self-criticism. |

Attachment J – Self-reflection Rubric

For Part C: Summary Paper Themes One, Two and Three:

Apply the rubric to evaluate the components of Self Reflection: Clarity(C), Relevance(R), Analysis(A), Interconnections(I) and Self-Criticism(SC). Check the box indicating the average score for self-reflection demonstrated out of 50 & indicate DL or F2F.

Theme One: Summary of Overall Current Health Status

- A summary of your current health status. (Provide direct information from your Personal Health Portfolio results in your answer)
- Which areas you doing well in and why.
- Which areas you doing less-than well in and why.

C ___ **R** ___ **A** ___ **I** ___ **SC** ___ **Total Section A Score: ___/50**

Theme Two: Ecological Model of Health and Wellness/Social Determinants in Your Life

- How your background (parents, culture, religion, traditions, etc.) influences your health and wellness.
- Current interpersonal factors, community and social institutions, and public policy that influence your health

C ___ **R** ___ **A** ___ **I** ___ **SC** ___ **Total Section B Score: ___/50**

Theme Three: Potential Personal Behavior Change/Stages of Change

- List future potential health concerns indicated by this assessment
- List an area where you are willing to consider a behavior change.
- Discuss what you see as motivation for this potential behavior change.
- Difficulties you foresee in bringing about this behavior change and
- How you plan to address them.

C ___ **R** ___ **A** ___ **I** ___ **SC** ___ **Total Section C Score: ___/50**

Average A, B and C = ___/50

| | | | |
|-----------------------------------|--------------------------------|------------------|---------------|
| Circle the course modality | Reflective Practitioner | 45-50 pts | Score: |
| On-Line | Aware Practitioner | 40-44 pts | Score: |
| On-Campus | Reflection Novice | 35-39 pts | Score: |
| | Unacceptable | 30-34 pts | Score: |
| | | | |

Attachment K – Self-reflection Rubric Results

| Themes | Theme Scores On-Line | Theme Averages | Self-Reflection Level |
|-----------------|---------------------------|------------------------|--------------------------------|
| A | 48, 50, 48, 44, 43 | Theme One 46.6 | Reflective Practitioner |
| B | 46, 48, 48, 43, 40 | Theme Two 45 | Reflective practitioner |
| C | 46, 48, 49, 38, 40 | Theme Three 44.2 | Aware Practitioner |
| Averages | 47, 49, 48, 42, 41 | Themes A-C 45.4 | Reflective Practitioner |

| Themes | Theme Scores On-Campus | Theme Averages | Self-Reflection Level |
|-----------------|---------------------------|------------------------|--------------------------------|
| A | 45, 50, 48, 46, 50 | Theme One 47.8 | Reflective Practitioner |
| B | 44, 49, 45, 46, 44 | Theme Two 45.6 | Reflective practitioner |
| C | 45, 45, 50, 46, 46 | Theme Three 46.4 | Reflective Practitioner |
| Averages | 45, 48, 48, 46, 47 | Themes A-C 46.8 | Reflective Practitioner |