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# General Information

**Date: May 16th, 2022**

**Grant Round: 19**

**Grant Number: 582**

**Institution Name(s): Columbus State University**

**Project Lead: Erick Richman**

**Team Members (Name, Title, Department, Institutions if different, and email address for each): Erick Richman, Physical Activity and Wellness Program Coordinator, Department of Kinesiology and Health Sciences**

**Course Name(s) and Course Numbers: KINS 1106 – Lifetime Wellness**

**Semester Project Began: Spring 2021**

**Final Semester of Implementation: Spring 2022**

**Total Number of Students Affected During Project: 1056 in total (Fall 2021: 459 Students ; Spring 2022: 597 students)**

# Narrative

## Key Outcomes

**Outcome** **Overview**

The development and adoption of this OER text went smoothly and met the intended outcomes, as evidenced by the high degree of student satisfaction, clear demonstrations of student learning, and the sole grantee receiving Columbus State University’s award for Excellence in Online Teaching in large part due to the positive student reception of the KINS 1106 course.

As KINS 1106 – Lifetime Wellness is a required course for undergraduates (replacing the previous Concepts of Fitness as a core component), this project resulted in wide-reaching, high-impact outcomes for over 1,000 students in the 2021-2022 school year alone with broad implications for their ability to address their personal health and improve their study and professional skills. The new course prep will continue to be updated and delivered to students in future semesters.

**Summary of Transformation**

Undergraduate students at Columbus State are required to take a Wellness course as a component of the core. The goal of this grant was to develop and adopt course materials for KINS 1106 – Lifetime Wellness, which was approved in 2020 as a replacement/update to PHED 1205 – Concepts of Fitness. The approach consisted of the following phases: Initial Advisory Board Interviews; Follow-Up/Content Interviews; Collection and Review of Existing Materials; Development of Additional, Original Materials; Course Design and Delivery. The process resulted in a new text titled *Interdisciplinary Perspectives in Lifetime Wellness* that uses original writing alongside existing OER and hyperlinked external resources to provide a cohesive, relevant, and integrative learning experience for students.

**Interview Phase**

The initial phase of the project consisted of identifying potential interview candidates for inclusion in the Advisory Board interviews, which were intended to provide a breadth of insight and perspective into the needs of students and the interconnected nature of health and well-being in order to direct the development of the new course materials. As sole grantee, I spent approximately two weeks at the onset of the project in Spring 2021 reviewing faculty profiles from our institution to identify potential candidates with the availability, interest, and relevant professional experience and academic expertise to contribute to the project.

I then reached out to these faculty through email, informing them of the scope, approach, and auspice of the project and asking them to identify their degree of interest. Initial interviews were held (via the Zoom virtual conferencing software) with those who agreed to participate in order to identify topics, concepts, theories, and ideas for further investigation across the project and through the secondary follow-up/content Interviews.

University support staff (i.e., Assistant Dean of Students, Career Center head, Counseling Center student counselors) were also recruited to provide their insights and feedback; The Student Government Association President and student newspaper Editor-in-Chief were interviewed as representatives of the student body and later provided oversight and feedback on the course design.

Initial interviews were held in April and May to identify topics, concepts, theories, and ideas for further investigation across the project and through the second round of more content-focused interviews, which followed in late May, through June, and into July.

In the summer, a student assistant was hired through the department. This student assistant helped with a number of content interviews, providing a student’s perspective to our interview questions. The assistant later held their own interviews with faculty, as well as peers, counselors, and student representatives, demonstrating their attainment of various “soft skills.”

These interviews took place over about three months, resulting in approximately 70 hours of accumulated interview time that informed the selection of course topics and materials.

**Course Development**

Using the insights and feedback from these interviews along with conversations and debriefs with the student assistant, I then developed a new outline for the KINS 1106 – Lifetime Wellness course.

Through the summer, I used the insights gained from the interviews and the resulting course outline to review various OER collected during the project, identifying resources for inclusion.

I then prepared original material to link the external resources and existing OER together into a cohesive set of accessible materials, building a course structure around best practices in online education and modern theories of pedagogy and student engagement.

For example, each class module consists of a reliable, step-wise set of four learning activities based in Bloom’s Taxonomy (i.e., Comprehension Quiz, Application Activity, Evaluation Discussion, and Cumulative Reflection) and each of the three major sections (Foundations of Well-being, Principles of Adaptation, and Nutrition) ends with a written Practical Application Activity that presents students real-life scenarios to reinforce, practice, and apply what they’ve learned.

See (in the supporting materials) a document prepared in Fall 2021 to quickly communicate the course approach to my team of adjunct faculty.

The final phase of the course development process took place across late July and early August, following the originally stated timeline and allowing for a full roll-out of the new course in Fall 2021.

**Course Delivery**

The newly designed course package (including the supporting materials, policies, rubrics, activities, etc.) was completed in early August 2021 as per the originally stated project timeline. Ahead of the Fall 2021 semester’s start, KINS 1106 – Lifetime Wellness was distributed to 10 faculty teaching 18 sections serving 459 students. These students saved approximately $55,000 (in comparison to the previously-used $120 textbook) and reported extremely positive experiences as discussed further in the Measures section of this report.

In Spring 2022, 16 faculty taught 27 sections of the course, serving 597 students who saved approximately $70,000 over the previously-required textbook.

Across both semesters, these 1,056 students saved approximately $135,000 and overwhelmingly expressed appreciation for the materials and course design: in particular, reporting satisfaction with the introduction of practical tools related to effectiveness in collegiate education and how to maintain healthy and supportive relationships.

**Impacts on Instruction**

The new course resulted in a great deal of consistency and reliability in our Wellness course offering, providing students a flexible-yet-rigorous curriculum to learn scientific foundations from psychology, sociology, biology, and other fields; obtain practical, actionable tools (such as Yale University’s R.U.L.E.R. method for emotional regulation); and relate these to their personal experiences. Adjunct faculty reported great satisfaction with the ease of onboarding (due to my focus on accessibility, clarity, and expediency in the course design) and that the fluidity and efficiency of the course (especially with regard to rubrics and grading procedures) allowed them greater time than in the past to engage students in feedback, one-on-one communication, etc. In comparison to previous semesters, program administration has been much more efficient and effective due to the consistency, clarity, and adaptability of course policies and on-boarding of adjunct faculty to the new course.

**Impacts on Students and Performance**

As the course begins with a lesson on the evidence-based application of metacognitive strategies for student success, students extensively report that learning about how to metacognitively analyze and address their learning improves their approach to their other classes. The intention of introducing the course with metacognition as the primary component provides students the framework to more effectively recognize, understand, and address their existing knowledge, habits, and beliefs with regard to health, fitness, and diet; secondarily, many professors expressed a perception of need for students to possess more effective study skills and personal responsibility habits. Hence, this course appears to be effective in supporting students in achieving both better foundations for personal health as well as in facilitating potential improvements in degree progress and the attainment of learning outcomes in their other classes.

## Lessons Learned

Although serving as the sole grantee allowed for me to develop a vision of the course based on my professional experience and the insights from the Advisory Board interviews, the scope and intention of this project was ambitious and would have benefited greatly from additional team members who could have collaborated with me on the work and distributed tasks in order to lower the hectic pace that was required in order to capture the breadth of faculty perspectives I saw as necessary to achieving the highly successful outcomes of the project. Now with the experience of this project, I would advise myself or others to begin the process of developing a team as early as possible. As well, various vacancies at the university affected aspects of the project.

## Materials Created or Revised

*Interdisciplinary Perspectives in Lifetime Wellness, 1st Edition* is the collection of course materials prepared for KINS 1106 – Lifetime Wellness. The course materials were built within the CougarVIEW/D2L learning management platform and have been exported and compiled into a single Word document for ease of access and distribution. It consists of original elements (especially the writing for 1-1, 1-2, and 1-3) and introductory components that direct students through a variety of external/excerpted/remixed materials included under academic free use and attribution licensing, respectively. The OER text will be made available through the CSU ePress and provided to ALG in the near future. It is offered under CC BY SA NC 4.0.

# Quotes

From the anonymous Fall 2021 Student Course Evaluations (Provided in the Data Materials)

**“One of the best professors and classes I’ve had. I really appreciated the time and effort that was put into the material for us to learn.”**

**“The material was presented in an effective manner with reviews of previous material built in each week.”**

**“The most effective thing about this course was the weekly modules on different topics related to wellness. I learned a lot about my wellness, my physical body, and my mind that I will definitely use in the future. All the content that the weekly modules had allowed me to get multiple points of view on the topic. As well as the activity to reflect on the readings, they allowed me to put what I learned into practice.”**

# Quantitative and Qualitative Measures

## Uniform Measures

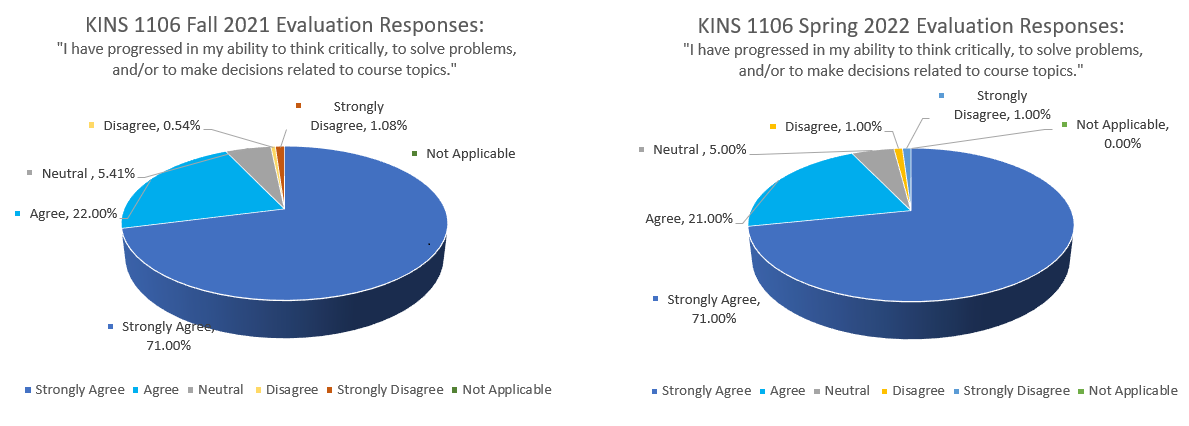
**Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: 1,056

In response to the anonymous course evaluation prompt, “I have progressed in my ability to think critically, to solve problems, and/or to make decisions,” student responses following implementation (Fall 2021 and Spring 2022) were overwhelmingly positive:

* Positive: 93 %
  + - (324 of 350 respondents chose “Strongly Agree” or “Agree")
* Neutral: 5 %
  + - (19 of 350 respondents chose “Neutral”)
* Negative: 2 %
  + - (7 of 350 respondents chose “Disagree” or “Strongly Disagree”



## SLOs and Grades

**Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

Choose One:

* Positive: Higher performance outcomes measured over previous semester(s) (71 % earned “A” grade in Spring 2022 vs 61 % in Spring 2021 ; 60 % earned “A” grade in Fall 2021 vs 39 % in Fall 2020)

## DFW Rates

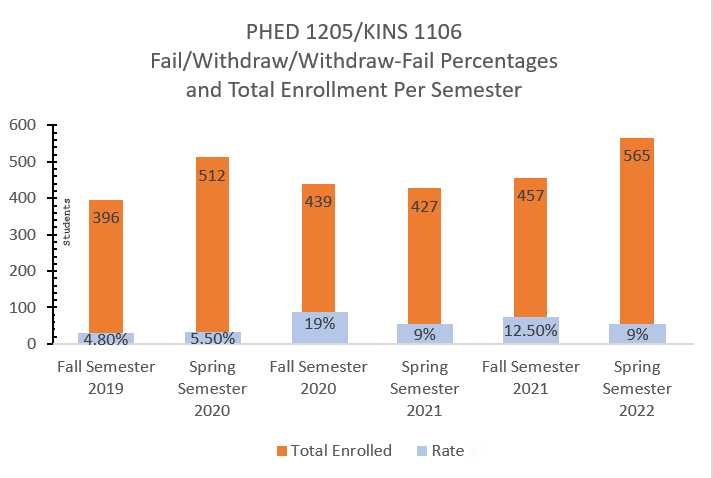
**Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

* + 9 % of students, out of a total 565 students affected (in Spring 2022), dropped/failed/withdrew from the course in the final semester of implementation

Choose One:

* Positive/Neutral:
  + - 0.89 % of 427 students in Spring 2022 vs 9 % in Spring 2021
    - 12.5 in Fall 2021 vs 19 % in Fall 2020



## Measures Narrative

**Student Response**

Since the initiative to replace PHED 1205 – Concepts of Fitness (and the required textbook) with KINS 1106 – Lifetime Wellness (and OER materials) took place across the pandemic, comparisons are difficult to draw; however, student response was extremely positive and laudatory as demonstrated in the course evaluation results and extensive, appreciative comments. In particular, the vast majority of student comments on these evaluations indicated a great deal of satisfaction with the course and praised the usefulness, accessibility, and relatability of the materials and activities provided. Many students expressed that the course had improved their ability to succeed in their other courses and to better address their personal relationships, physical activity, and nutritional status.

**Attainment of Outcomes**

Greater attainment of course outcomes as reflected in the final grade is demonstrated across both Fall 2021 and Spring 2022 in comparison to historical data from Fall 2020 and Spring 2021, as shown in the earlier graph.

**Examples of Student Work**

The new course design was developed using current best practices in online education for impact and accessibility, which was particularly reflected in the high rate of students expressing their appreciation for the metacognitive end-of-class reflections and relatable, actionable “Practical Application Activities.” Samples of student work on these assignments are provided as demonstration of successful outcomes.

**Letter of Support for Excellence in Online Teaching from Fall 2021 Lifetime Wellness Student**

Finally, please find a letter written by a Fall 2021 Lifetime Wellness student in support of my candidacy for the Excellence in Online Teaching award as further demonstration of the positive student response and overall success of this project.

**Considerations**

The success of the project is due to the achievement of the intended outcomes of the grant: i.e., the successful attainment of a broad set of perspectives on the challenges young people face in pursuing collegiate education and personal well-being, which facilitated my ability to design a course that would provide students the information, practices, and space to develop their own personally relevant toolkit. Though the pandemic certainly influenced outcomes in many ways, approaching this course from the student perspective (with the many faculty and staff insights in mind) and including students in the development and review process ensured an impactful, accessible, and relatable course that we plan to continue to update and offer in support the Physical Activity and Wellness Program’s goals for supporting all undergraduate students in their degree progress and personal achievement.

# Sustainability Plan

The KINS 1106 course – with the collected materials *Interdisciplinary Perspectives in Lifetime Wellness, 1st edition –* will continue to be distributed within the learning management system each semester to ensure CSU students are able to complete their wellness requirement in a flexible, high-impact, online course setting that meets their needs for understanding and addressing their health, wellness, and capability. The Physical Activity and Wellness Program Coordinator will continue to maintain and update the internal course package for use in future semesters, continuing with Summer and Fall 2022 and beyond. Updates to the CSU ePress and other versions of the OER text will be made as needed.

# Future Affordable Materials Plans

Consideration will be given to obtaining an additional grant for further development of the OER materials and course package. Many ideas and elements were explored in this process, including preparing higher-quality face-to-face recordings (in comparison to the Zoom platform used for the interviews in Spring and Summer 2021) and creating ‘highlight reels’ of diverse professors’ insights into health and well-being to share with students. Another idea that was considered but ultimately not determined to be high priority was to invite and collaborate with students to produce artistic works to illustrate and support the text materials. Future grants may be considered to revisit these ideas to continue to ensure the Lifetime Wellness course best supports students in their personal, professional, and collegiate success.

# Future Scholarship Plans

My presentation for the 2022 USG Teaching and Learning Conference, *What Were You Thinking? Applying Metacognition in the Classroom to Equitably Support Self-Ownership of Learning, Self-Compassion, and Growth Mindset,* was developed out of the insights into online best practices and pedagogical research obtained during this grant. Other opportunities for extending, applying, and sharing will be explored in the future.

# Description of Photograph



Headshot; Erick Richman,

Physical Activity and Wellness Program Coordinator at Columbus State University

Lead/Sole Grantee – *Interdisciplinary Perspectives in Lifetime Wellness*

Course Designer and Administrator for KINS 1106 – Lifetime Wellness