

College of Health Science
FELO data, 2021-2022

FELO 2a: Students will develop an understanding of self that fosters personal wellbeing

Outcome Measure: KIN 1000 courses - Heart Rate, Curl-Ups and Push-Ups

Criteria for Success (if applicable): At least 50% of students participating in a KIN 1000 course will have improvements in Heart Rate. 60% of students participating in KIN 1000 will increase in curl-ups and push-ups from pretest to posttest.

Longitudinal Data: KIN 1000

Table 1	Fall 2017 (N=123)			Spring 2018 (N=105)			Fall 2018 (N=166)			Spring 2019 (N=136)			Fall 2019 (N=148)		
	Pre	Post	% Students Improved	Pre	Post	% students improved	Pre	Post	% students improved	Pre	Post	% students improved	Pre	Post	% Students Improved
3-Minute Step Test (BPM)	155	151	57%	148	141	64%	150	146	53%	146	140	57%	154	151	57%
1-Minute recovery (BPM)	100	93	54%	96	91	57%	93	90	52%	96	88	67%	120	116	57%
Curl-ups (1-minute timed)	30	35	66%	31	37	67%	31	35	49%	29	35	60%	29	33	52%
Push-ups (1-minute timed)	28	35	68%	31	42	82%	29	34	54%	27	33	69%	26	33	68%
Body Fat (%)	19.8	19.9	36%	23.8	23.2	59%	21.5	21.7	41%	NA	NA	NA	NA	NA	NA

Table 1	Spring 2020 (N= 135)			Fall 2020 (N= 137)			Spring 2021 (N= 81)			Fall 2021 (N= 82)		
	Pre	Post	% Students Improved	Pre	Post	% students improved	Pre	Post	% Students Improved	Pre	Post	% students improved
3-Minute Step Test (BPM)	137	132	56%	133	131	54%	130	123	40%	143	138	59%
1-Minute recovery (BPM)	105	98	60%	97	91	51%	109	106	39%	105	98	63%
Curl-ups (1-minute timed)	34	40	60%	33	40	51%	32	40	81%	33	35	35%
Push-ups (1-minute timed)	30	36	62%	27	32	62%	25	31	63%	28	33	40%

Table 1*	Fall 2021 On-Line (N= 16)			Spring 2022 (N= 108)		
	Pre	Post	% students improved	Pre	Post	% students improved
3-Minute Step Test (BPM)	125	117.5	67%	147	140	73%
1-Minute recovery (BPM)	97	94	61%	106	100	58%
Curl-ups (1-minute timed)	35	45	50%	33	38	47%
Push-ups (1-minute timed)	22	26	44%	31	38	42%

Table 2 ACSM Standards Curl-up (N=148) Push-up (N=148) Activity (N=130)	Fall 2019 % of students who fell into the good, very good or excellent category pre curl-up (N=105)	Fall 2019 % of students who fell into the good, very good or excellent category post curl-up (N= 134)	Fall 2019 % of students who shifted categories curl-up (N=67)	Fall 2019 % of students who fell into the good, very good or excellent category pre push-up (N=119)	Fall 2019 % of students who fell into the good, very good or excellent category post push-up (N= 134)	Fall 2019 % of students who shifted categories push-up (N=67)	Fall 2019 Average # of minutes of activity per week
	71%	91%	45%	80%	94%	52%	187 Minutes
Curl-up (N=134) Push-up (N = 134)	Spring 2020 % of students who fell into the good, very good or excellent category pre curl-up (N=112)	Spring 2020 % of students who fell into the good, very good or excellent category post curl-up (N= 130)	Spring 2020 % of students who shifted categories curl-up (N=58)	Spring 2020 % of students who fell into the good, very good or excellent category pre push-up (N= 115)	Spring 2020 % of students who fell into the good, very good or excellent category post push-up (N= 126)	Spring 2020 % of students who shifted categories push-up (N=53)	Average # of minutes of activity per week
	83%	90%	43%	85%	93%	39%	243 Minutes
Curl-Up (N=137) Push-Up (N=137)	Fall 2020 % of students who fell into the good, very good or excellent category pre curl-up (N= 99)	Fall 2020 % of students who fell into the good, very good or excellent category post curl-up (N= 118)	Fall 2020 % of students who shifted categories curl-up (N=80)	Fall 2020 % of students who fell into the good, very good or excellent category pre push-up (N=96)	Fall 2020 % of students who fell into the good, very good or excellent category post push-up (N=124)	Fall 2020 % of students who shifted categories push-up (N= 81)	Fall 2020 Average # of minutes of activity per week
	72%	86%	65%	69%	91%	59%	258 Minutes
Curl-up (N=81) Push-up (N=81) Activity (N=99)	Spring 2021 % of students who fell into the good, very good or excellent category pre curl-up (N=63)	Spring 2021 % of students who fell into the good, very good or excellent category post curl-up (N= 72)	Spring 2021 % of students who shifted categories curl-up (N=41)	Spring 2021 % of students who fell into the good, very good or excellent category pre push-up (N=61)	Spring 2021 % of students who fell into the good, very good or excellent category post push-up (N= 72)	Spring 2021 % of students who shifted categories push-up (N=41)	Spring 2021 Average # of minutes of activity per week
	78%	89%	51%	75%	89%	51%	285 Minutes
Curl-up (N=82) Push-up (N=82)	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021

Activity (N=103)	% of students who fell into the good, very good or excellent category pre curl-up (N=72)	% of students who fell into the good, very good or excellent category post curl-up (N= 77)	% of students who shifted categories curl-up (N=29)	% of students who fell into the good, very good or excellent category pre push-up (N=66)	% of students who fell into the good, very good or excellent category post push-up (N= 69)	% of students who shifted categories push-up (N=33)	Average # of minutes of activity per week
	88%	94%	35%	80%	84%	40%	272 Minutes
Curl-up (N=90) Push-up (N=90) Activity (N=104)	Spring 2022 % of students who fell into the good, very good or excellent category pre curl-up (N= 87)	Spring 2022 % of students who fell into the good, very good or excellent category post curl-up (N= 98)	Spring 2022 % of students who shifted categories curl-up (N= 50)	Spring 2022 % of students who fell into the good, very good or excellent category pre push-up (N= 93)	Spring 2022 % of students who fell into the good, very good or excellent category post push-up (N= 98)	Spring 2022 % of students who shifted categories push-up (N= 45)	Spring 2022 Average # of minutes of activity per week
	81%	92%	47%	87%	92%	42%	313

Interpretation and Conclusion:

The data for body composition has been removed from assessment data as we stopped collecting data in the fall of 2018. During this past spring semester we did not meet the criteria for success for curl ups or push-ups. When we look at ACSM standards (see Table 2) you will see that although we did not meet our criteria for success, both push up and curl-up data shows signs of positive fitness in both areas. Over 93% of our students in the curl up category and over 92% of students in the push-up category fell into the good, very good, or excellent categories by the completion of the class. This data aligns with past semesters. Our criteria for success states that at least 50% of students will have improvements in Heart Rate (HR). This semester, we saw that 73% improved in their peak HR (meaning they did not have to “work” as hard to complete the posttest); however, only 58% showed improvements in their 1-minute recovery HR. Of the 108 students who participated in testing, 18 completed the pre and post testing on their own, primarily due to being quarantined during testing times. Data for those who completed the tests on their own is slightly different than data collected when under the supervision of a faculty member; however, no significant changes have been observed. Heart rate data showed better improvements when testing on their own, but curl-up and push-up data showed less of an improvement. A further assessment in this series reveals that on average/week students are spending approximately 313 minutes engaging in intentional physical activity. This is 163 minutes above the weekly ACSM requirements. When all of the hours were summed up, students participating in a KIN1000 course logged over 4888,555 total minutes of physical activity.

Changes to be made:

Prior to spring 2020, all testing took place under the supervision of a faculty member. During the pandemic, students conducted pre and post testing on their own, with both video and written instructions. This past fall, one KIN1000 section was online, and this class

conducted all testing on their own, while all other courses completed testing under the supervision of faculty. This past spring, all testing took place under the supervision of a faculty member unless a student was unable to attend in-person testing. The department will continue to collect data and analyze the method of testing for future courses to determine whether or not we should allow testing to take place on their own. In the fall of 2022 the assessment committee will propose changes to the criteria for success for the curl-up and push-up data. Suggested changes are as followed: at least 75% of students will fall into the good, very good or excellent category by the end of the semester. Rational for change: we have consistently not met our criteria for success because the percentage of students who fall into the good, very good or excellent category during pre-testing is so high that there is little room for change. Instead, it would be more beneficial to look at the post testing results rather than changes from pre to post testing.

FELO 2a: Students will develop an understanding of self that fosters personal wellbeing

Outcome Measure: KIN 1000-Overall Personal Wellbeing Reflection Paper

Criteria for Success (if applicable): Students will score 3 or above on personal wellbeing rubric after taking PED 1000

Table 2: Longitudinal Data: KIN1000

	Fall 16 (n=148)	Spr 17 (n=140)	Fall 17 (n=99)	Spr 18 (n=135)	Fall 18 (n=175)	Spr 19 (n=128)	Fall 19 (n=155)	Spr 20 (n=133)	Fall 20 (n=147)	Spr 21 (n=68)	Fall 21 (n=97)	Spr 22 (n=92)
Overall Personal Well-Being	3.2	3.5	3.4	3.5	2.6	3.4	3.0	3.6	3.4	3.8	3.6	3.7

Rubric Used: Figure 1

1	2	3	4
Response shows little or no recognition of the need to make a decision or set a goal or response lacks the appropriate process for decision making and/or goal setting	Response shows recognition of the need to make a decision or set a goal and provides evidence that some options or consequences were considered	Response shows recognition of the benefit of using decision-making or the goal setting process and provides evidence that options and/or consequences were considered	Response shows reflection and a logical progression through a decision-making or goal-setting process that includes full consideration of options and/or consequences and which results in a health-enhancing decision or goal statement

Interpretation and Conclusion:

Criteria for success met.

Changes to be made:

The scores for courses from Fall 2016 through Fall 2020 included an adjunct professor who is no longer teaching in this series. Scoring across the professors for Spring 2021 and Spring 2022 now appears to be more consistent, hence the higher score in these last two semesters. Total numbers are lower for KIN1000 courses as 2 sections transitioned to KIN2000 courses in the Spring of 2021 and 2 additional sections transitioned to KIN2020 courses in the Spring of 2022.

FELO 2a: Students will develop an understanding of self that fosters personal wellbeing

Outcome Measure: KIN 2030 courses - Heart Rate, Curl-Ups and Push-Ups

Criteria for Success (if applicable): At least 50% of students participating in a KIN 2000 course will have improvements in Heart Rate. 60% of students participating in KIN 2030 will increase in curl-ups and push-ups from pretest to posttest.

Longitudinal Data: KIN 2030

Table 1	Spring 2022 (N=32)		
	Pre	Post	% Students Improved
3-Minute Step Test (BPM)	144	137	56%
1 minute recovery (BPM)	112	107	56%
Curl Ups (1-minute timed)	32	36	56%
Push-ups(1-minute timed)	33	37	75%

Table 2 ACSM Standards Curl-up (N=32) Push-up (N=32) Activity (N=36)	Spring 2022 % of students fell into the good, very good or excellent category pre curl-up (N=29)	Spring 2022 % of students fell into the good, very good or excellent category post curl-up (N=30)	Spring 2022 % of students who shifted categories curl- up (N=11)	Spring 2022 % of students fell into the good, very good or excellent category pre push-up (N=28)	Spring 2022 % of students fell into the good, very good or excellent category post push-up (N=31)	Spring 2022 % of students who shifted categories push-up (N=17)
	91%	94%	34%	88%	97%	53%

Interpretation and Conclusion:

Spring 2022 was the first semester to offer KIN2030 (Lifestyle as Medicine). Although we did not meet our criteria for success for Heart Rate, the average HR for both the 3-minute step test and the 1-minute recovery were lower than that which was recorded in the KIN2000 course, which is a comparable course. When we look at ACSM standards (see Table 2) you will see that although we did not meet our criteria for success, both push-up and curl-up data shows signs of positive fitness in both areas. Over 94% of our students in the curl-up category and over 97% of the students in the push-up category fell into the good, very good or excellent categories by the completion of the class. A further assessment in these 2 sections reveals that on average/week students are spending approximately 366 minutes engaging in intentional physical activity. This is 216 minutes above the weekly ACSM requirements. When all of the hours were summed up, students participating in a KIN2030 course logged 197,806 total weekly minutes of physical activity.

Changes to be Made: In the fall of 2022 the assessment committee will propose changes to the criteria for success for the curl-up and push-up data. Suggested changes are as followed: at least 75% of students will fall into the good, very good or excellent category by the end of the semester. Rational for change: we have consistently not met our criteria for success because the percentage of students who fall into the good, very good or excellent category during pre-testing is so high that there is little room for change. Instead, it would be more beneficial to look at the post testing results rather than changes from pre to post testing.

FELO 2a: Students will develop an understanding of self that fosters personal wellbeing

Outcome Measure: KIN 2000 courses - Heart Rate, Curl-Ups and Push-Ups

Criteria for Success (if applicable): At least 50% of students participating in a KIN 2000 course will have improvements in Heart Rate. 60% of students participating in KIN 2000 will increase in curl-ups and push-ups from pretest to posttest.

Longitudinal Data: KIN 2000

Table 1	Fall 2018 (N=77)			Spring 2019 (N=120; BPM N=55; Curl/Push-ups)			Fall 2019 (N=196; BPM N=79 Curl/Push-ups)			Spring 2020 (N = 24)		
	Pre	Post	% Students Improved	Pre	Post	% students improved	Pre	Post	% Students Improved	Pre	Post	% Students Improved
3-Minute Step Test (BPM)	154	156	41%	162	159	45%	158	146	59%	136	133	42%
1 minute recovery (BPM)	100	94	55%	124	117	56%	123	112	59%	109	101	50%
Curl Ups (1-minute timed)	30	34	46%	34	37	47%	29	31	44%	38	46	50%
Push-ups(1-minute timed)	27	31	53%	29	33	49%	28	31	39%	33	38	54%
Body Fat (%)	25.8	26	32%	NA	NA	NA	NA	NA	NA	NA	NA	NA

Table 1	Fall 2020 (N=34)			Spring 2021 (N=84)			Fall 2021 (N=50)			Spring 2022 (N=113; BPM N=88 Curl/Push-ups)		
	Pre	Post	% Students Improved	Pre	Post	% students improved	Pre	Post	% students improved	Pre	Post	% students improved
3-Minute Step Test (BPM)	NA	NA	NA	120	117	67%	138	132	58%	150	144	60%

1 minute recovery (BPM)	NA	NA	NA	94	89	62%	105	102	52%	115	109	62%
Curl-ups (1-minute timed)	30	40	91%	35	40	46%	30	37	44%	29	34	45%
Push-ups(1-minute timed)	21	28	70%	25	29	74%	26	31	44%	23	27	35%
Body Fat (%)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Table 2 ACSM Standards Curl-up (N=79) Pushup (N=79)	Fall 2019 % of students fell into the good, very good or excellent category pre curl-up (N=56)	Fall 2019 % of students fell into the good, very good or excellent category post curl-up (N=68)	Fall 2019 % of students who shifted categories curl-up (N=32)	Fall 2019 % of students fell into the good, very good or excellent category pre push-up (N=66)	Fall 2019 % of students fell into the good, very good or excellent category post curl-up (N=71)	Fall 2019 % of students who shifted categories curl-up (N=18)
	70%	85%	41%	84%	90%	23%
Curl-up (N=24) Push-up (N=24)	Spring 2020 % of students fell into the good, very good or excellent category pre curl-up (N=22)	Spring 2020 % of students fell into the good, very good or excellent category post curl-up (N=22)	Spring 2020 % of students who shifted categories curl-up (N=1)	Spring 2020 % of students fell into the good, very good or excellent category pre push-up (N=18)	Spring 2020 % of students fell into the good, very good or excellent category post push-up (N=21)	Spring 2020 % of students who shifted categories push-up (N=2)
	92%	92%	4%	75%	88%	8%
Table 2 ACSM Standards Curl-up (N=34) Push-up (N=34)	Fall 2020 % of students fell into the good, very good or excellent category pre curl-up (N=24)	Fall 2020 % of students fell into the good, very good or excellent category post curl-up (N=33)	Fall 2020 % of students who shifted categories curl-up (N=20)	Fall 2020 % of students fell into the good, very good or excellent category pre push-up (N=17)	Fall 2020 % of students fell into the good, very good or excellent category post push-up (N=32)	Fall 2020 % of students who shifted categories push-up (N=26)
	76%	97%	59%	50%	94%	76%

Curl-up (N=84) Push-up (N=84)	Spring 2021 % of students fell into the good, very good or excellent category pre curl-up (N=69)	Spring 2021 % of students fell into the good, very good or excellent category post curl-up (N=79)	Spring 2021 % of students who shifted categories curl-up (N=39)	Spring 2021 % of students fell into the good, very good or excellent category pre push-up (N=63)	Spring 2021 % of students fell into the good, very good or excellent category post push-up (N=67)	Spring 2021 % of students who shifted categories push-up (N=62)
	82%	94%	46%	75%	80%	74%
Curl-up (N=50) Push-up (N=50)	Fall 2021 % of students fell into the good, very good or excellent category pre curl-up (N=37)	Fall 2021 % of students fell into the good, very good or excellent category post curl-up (N=44)	Fall 2021 % of students who shifted categories curl-up (N=22)	Fall 2021 % of students fell into the good, very good or excellent category pre push-up (N=37)	Fall 2021 % of students fell into the good, very good or excellent category post push-up (N=44)	Fall 2021 % of students who shifted categories push-up (N=22)
	74%	88%	44%	74%	88%	44%
Curl-up (N=88) Push-up (N=88) Activity (N=105)	Spring 2022 % of students fell into the good, very good or excellent category pre curl-up (N=72)	Spring 2022 % of students fell into the good, very good or excellent category post curl-up (N=86)	Spring 2022 % of students who shifted categories curl-up (N=44)	Spring 2022 % of students fell into the good, very good or excellent category pre push-up (N=61)	Spring 2022 % of students fell into the good, very good or excellent category post push-up (N=71)	Spring 2022 % of students who shifted categories push-up (N=31)
	82%	98%	45%	69%	81%	35%

Interpretation and Conclusion:

Fall 2018 was the last semester body composition measures were recorded. Criteria for success was made in regards to Heart Rate testing. Of the 84 students who participated in the HR testing, 25 students assessed HR using a HR monitor supplied by their professor, 4 students completed the testing on their own (related to quarantine), and the rest self-reported their HR data. A greater percentage of students showed a positive change in the average peak HR when using the HR monitors, concluding data might show greater positive results had more students utilized HR monitors. During this past spring semester we did not meet criteria for success for curl-ups or push-ups. When we look at ACSM standards (see Table 2) you will see that although we did not meet our criteria for success, both push-up and curl-up data shows signs of positive fitness in both areas. Over 98% of our students in the curl-up category and over 81% of students in the push-up category fell into the good, very good or excellent categories by the completion of the class which is consistent with past semesters. A further assessment in this series reveals that on average/week students are

spending approximately 506 minutes engaging in intentional physical activity. This is 356 minutes above the weekly ACSM requirements (although it should be noted that data did not distinguish between collegiate-athletes). When all of the hours were summed up, students participating in a KIN2000 course logged 797,077 total minutes of physical activity.

Changes to be made:

As the landscape for how we teach activity courses continues to change, we will need to consider how that changes our assessment outcome measures. Since assessment of heart rate up until spring 2020 had been done in a controlled environment and under the supervision of a faculty member, we may now need to consider outcomes that allow for assessment of heartrate and endurance without being assessed in a controlled environment, having had a semester of asynchronous testing and a semester of some participants self-reporting their HR data while others using a HR monitor. We may also need professors of this course to spend time in class, or asynchronously teaching students how to use their own devices (smart watches) which may record their heart rate as would have taken place during in-class sessions. These changes will most likely take place in fall 2023 if changes are to be made in an effort to continue collecting data for asynchronous data collection. In the fall of 2022 the assessment committee will propose changes to the criteria for success for the curl-up and push-up data. Suggested changes are as followed: at least 75% of students will fall into the good, very good or excellent category by the end of the semester. Rational for change: we have consistently not met our criteria for success because the percentage of students who fall into the good, very good or excellent category during pre-testing is so high that there is little room for change. Instead, it would be more beneficial to look at the post testing results rather than changes from pre to post testing.

FELO 2a: Students will develop an understanding of self that fosters personal wellbeing

Outcome Measure: Physical Activity Courses - Body composition, Heart Rate data and responses on survey

Criteria for Success (if applicable): Question #5 “As a result of this activity class I have a greater understanding and appreciation of what it means to learn and grow” 80% of students participating in a KIN activity course will report “somewhat” or “strongly agree” to the questions listed in the table below

Fall 2017 – Spring 2018

		Spring 2018			Fall 2017		
Question - As a result of this activity class I have a greater understanding and appreciation that/of:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Physical activity is related to my physical well being	362	374	97%	560	591	94%
2	Participating in physical activity is related to my emotional and spiritual well being	353	374	94%	549	590	93%
3	Participating in physical activity enhances my social well being	346	373	93%	531	590	90%
4	The beauty and gift of the human body and how these are influenced by pursuing activity	355	373	95%	540	590	91%
5	What it means to learn and grow in personal wholeness by being a steward of the human body	352	374	94%	523	586	89%
Question – As a result of taking this activity class I am more likely to:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Continue with physical activity in general	354	372	95%	548	591	93%
2	Continue with the type of activity involved in my activity class	308	373	83%	490	598	82%
3	Use physical activity to relieve stress and tension	347	372	93%	540	589	92%
4	Influence others to participate in physical activities	339	370	92%	510	589	87%

Fall 2018-Spring 2019

	Spring 2019	Fall 2018

Question - As a result of this activity class I have a greater understanding and appreciation that/of:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Physical activity is related to my physical well being	199	204	96%	368	399	92%
2	Participating in physical activity is related to my emotional and spiritual well being	194	204	95%	354	398	89%
3	Participating in physical activity enhances my social well being	190	204	93%	343	399	86%
4	The beauty and gift of the human body and how these are influenced by pursuing activity	192	204	94%	348	398	87%
5	What it means to learn and grow in personal wholeness by being a steward of the human body	189	204	93%	342	397	86%
Question – As a result of taking this activity class I am more likely to:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Continue with physical activity in general	194	204	95%	356	400	89%
2	Continue with the type of activity involved in my activity class	170	204	83%	307	400	77%
3	Use physical activity to relieve stress and tension	194	203	95%	349	401	87%
4	Influence others to participate in physical activities	185	202	92%	305	400	76%

Fall 2019-Spring 2020

		Spring 2020			Fall 2019		
Question - As a result of this activity class I have a greater understanding and appreciation that/of:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Physical activity is related to my physical well being	262	290	90%	281	296	95%
2	Participating in physical activity is related to my emotional and spiritual well being	268	290	92%	270	295	92%

Kines: FELO Data, 2021-22

3	Participating in physical activity enhances my social well being	280	292	96%	266	293	91%
4	The beauty and gift of the human body and how these are influenced by pursuing activity	220 59	292	96%	267	294	91%
5	What it means to learn and grow in personal wholeness by being a steward of the human body	266	292	91%	263	295	89%
Question – As a result of taking this activity class I am more likely to:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Continue with physical activity in general	270	292	94%	269	295	91%
2	Continue with the type of activity involved in my activity class	245	291	84%	242	294	82%
3	Use physical activity to relieve stress and tension	271	292	93%	268	295	91%
4	Influence others to participate in physical activities	246	292	84%	250	295	85%

Fall 2020-Spring 2021

		Spring 2021			Fall 2020		
Question - As a result of this activity class I have a greater understanding and appreciation that/of:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Physical activity is related to my physical well being	370	427	86%	542	554	98%
2	Participating in physical activity is related to my emotional and spiritual well being	404	428	94%	529	552	96%

Kines: FELO Data, 2021-22

3	Participating in physical activity enhances my social well being	404	428	94%	505	551	92%
4	The beauty and gift of the human body and how these are influenced by pursuing activity	406	427	95	532	551	95%
5	What it means to learn and grow in personal wholeness by being a steward of the human body	403	428	94%	512	550	93%
Question – As a result of taking this activity class I am more likely to:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Continue with physical activity in general	422	427	96%	531	553	96%
2	Continue with the type of activity involved in my activity class	373	427	87%	470	552	85%
3	Use physical activity to relieve stress and tension	399	426	94%	518	550	94%
4	Influence others to participate in physical activities	386	426	91%	481	549	88%

Fall 2021-Spring 2022

		Spring 2022			Fall 2021		
Question - As a result of this activity class I have a greater understanding and appreciation that/of:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Physical activity is related to my physical well being	348	358	97%	385	391	98%
2	Participating in physical activity is related to my	343	357	96%	377	390	97%

	emotional and spiritual well being						
3	Participating in physical activity enhances my social well being	339	355	95%	368	390	94%
4	The beauty and gift of the human body and how these are influenced by pursuing activity	340	356	96%	371	388	96%
5	What it means to learn and grow in personal wholeness by being a steward of the human body	333	355	94%	367	389	94%
Question – As a result of taking this activity class I am more likely to:		Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category	Total # of students who fell into the strongly agree Or somewhat agree category	Total Responses	Percent of students in the agree category
1	Continue with physical activity in general	344	357	96%	375	391	96%
2	Continue with the type of activity involved in my activity class	313	356	88%	343	389	88%
3	Use physical activity to relieve stress and tension	339	355	95%	369	390	95%
4	Influence others to participate in physical activities	323	356	91%	342	389	88%

Interpretation and Conclusions:

We met the criteria for success in all categories for from 2017 to spring 2022.

Changes that need to be made:

None at this time.