

College of Health Science
FELO data, 2020-2021

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

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

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

Longitudinal Data: PED 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)		
	Pre	Post	% Students Improved	Pre	Post	% Students Improved	Pre	Post	% students improved
3-Minute Step Test (BPM)	137	132	56%	130	123	40%	133	131	54%
1-Minute recovery (BPM)	105	98	60%	109	106	39%	97	91	51%
Curl-ups (1-minute timed)	34	40	60%	32	40	81%	33	40	51%
Push-ups (1-minute timed)	30	36	62%	25	31	63%	27	32	62%
Body Fat (%)	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Interpretation and Conclusion:

Fall 2018 is the last semester body composition measures were recorded. During spring semester we did not meet the learning outcome for curl ups or push ups, however we met the learning outcomes for heart rate. When we look at ACSM standards (see table 2) you will see that although we did not meet our learning outcome, our push up and curl up data shows signs of positive fitness improvements in both areas. In general, 51% of students shifted categories of fitness at the completion of the class in both the push up and curl up standards, respectively. When comparing current data to data collected since Fall 2019, which is when we began looking at push up and curl up data according to ACSM standards (table 2), the average shifting of categories of fitness at the completion of the class in curl ups was 51% and 50% for push ups. One of our criteria for success is that 60% of students participating in PED1000 will show improvements in both curl ups and push ups. While we did not meet this criteria, over 89% of students in both categories feel into the good, very good or excellent categories by the completion of the class. When comparing current data to data collected since Fall 2019, on average 94% and 93% of students fell into the good, very good or excellent categories by the completion of the class. This shows that current data aligns with past semesters. A further assessment in this series reveals that on average/week students are spending approximately 285 minutes participating in physical activities. This is 135 minutes above the weekly requirement for the course. When all of the hours were summed up, students participating in PED1000 logged 422,578 total minutes of physical activity!

Changes to be made:

Prior to spring 2020, all testing took place during class time. Due to Covid-19 and changes to course structure (remote/asynchronous courses), students have been conducting pre and post testing on their own. No significant changes have been noted in fitness changes with the testing taking place at home. In the event that we return to in-person teaching, we will resume in-class testing. However, for students who are taking remote courses, pre and post testing will be offered as a homework assignment. Data will be compared for those who complete in-class testing compared to self-assess testing.

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

Outcome Measure: PED 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

	Spr 16 (n=178)	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)
Overall Personal Well-Being	3.4	3.2	3.5	3.4	3.5	2.6	3.4	3.0	3.6	3.4	3.8

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:

Scores for fall 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 now appears to be more consistent, hence the higher score in this current semester. Total numbers are lower for PED1000 courses as 2 sections transitioned to PED2000 courses.

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

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

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

Longitudinal Data: PED 2000

Table 1	Fall 2018 (N=77)			Spring 2019 (N=120; BPM) N=55; Curl/Pushups)			Fall 2019 (N=196; BPM N=79 Curl/Pushups)			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)		
	Pre	Post	% Students Improved	Pre	Post	% students improved
3-Minute Step Test (BPM)	NA	NA	NA	120	117	67%
1 minute recovery (BPM)	NA	NA	NA	94	89	62%

Curl Ups (1-minute timed)	30	40	91%	35	40	46%
Push-ups(1-minute timed)	21	28	70%	25	29	74%
Body Fat (%)	NA	NA	NA	NA	NA	NA

Table 2 ACSM Standards Curl up (N=79) Push up (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%

Interpretation and Conclusion:

During spring semester we met the learning outcome for heart rate and push ups but not for the curl up test. Heart rate, curl up and push up tests were not monitored by the professor of the course during this semester. Instead, students completed these tests on their own, as many students had chosen to take PED2000 remotely. In past PED2000 courses, several sections assessed heart rate using heart rate monitors supplied by the professor of the course. You will note higher numbers being reported for the spring 2021. In general, 67% of students saw improvements in their 3-minute step test and 62% saw improvements in their 1-minute recovery which exceeds our learning outcome of at least 50% of students showing improvements. This data is higher than the averages of past semesters (Fall 2019-Fall 2020) which show a 47% and 55% improvement in heart rate category. As this is our first semester where students were both in-person, remote, and a mix, it is not yet known if it was the style of teaching or the method of testing that higher numbers are being reported for spring 2021. A criteria for success which we did not meet is shown in curl up data. Our learning outcome states that 60% of students will show improvements, however it should be noted that 82% of students fell into the good, very good or excellent category during pre testing and 94% fell into this category during post testing, far exceeding ACSM standards (see table 2).

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 has 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. 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 spring 2022 if changes are to be made in an effort to continue collecting data for asynchronous data collection.

GELO 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 PED 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%

Kines: FELO Data, 2020-21

2	Participating in physical activity is related to my emotional and spiritual well being	268	290	92%	270	295	92%
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%
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	406	427	95%	532	551	95%

	are influenced by pursuing activity						
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%

Interpretation and Conclusions:

We met the criteria for success in all categories for from 2017 to spring 2021.

Changes that need to be made:

None at this time.