

Campus Recreation Program Assessment for the University of Montana

Written and prepared by

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Introduction

The University of Montana's Campus Recreation Program wanted to learn more about the student users of Fitness, Intramural, and Outdoor programs. A similar assessment was performed in 2003, with a primary focus on the Campus Recreation facility. Campus Recreation wanted to survey the students participating in the programs to assess participation, satisfaction, and outcomes, and solicit suggestions for improvement. The following discussion provides an overview of the research and shares the results of the study. The survey instrument is provided in Appendix A.

Research Team

Shawn Clouse, Ryan Wright and Brumby McLeod comprised the research team. This group created the overall research design, the instrumentation, and performed the data analysis. Other important contributors to the success of this project included the Campus Recreation staff, the Griz Card Data Center, the Management Information Student Association (MISA), and the Office of Admissions. Appendix B provides details of independent responsibilities during the research project.

Role of Secondary Data

Data regarding fitness center visitors are collected on a daily basis at the facility entrance via turnstiles. These machines are located at the front door to the facility to verify membership to the facility. All persons wishing to enter the facility are required to swipe their Griz Card (the college identification card) to gain access to the facility. Campus Recreation leases these machines from the Griz Card Data Center. The turnstile data provide useful counts on users of the facility, but not program participation because a number of programs are offered outside of the facility such as outdoor programs. The turnstile data links to the Griz Card Data Center, which is then able to provide additional information about the facility user such as gender, date of birth, academic status, etc. Typically, the facility usage records only contain the last used date, so the current visit overrides the previous visit in the data file. The researchers wanted actual behavior for comparison reasons, so a special request was made to have records for every swipe. This allowed researchers to get an actual measure of visits during the survey period including multiple visits to the facility. This data would also be linked to the survey data. The

turnstile data and Griz Card data are beneficial in regard to population parameters and actual visitation counts, but the limitations and scope of the secondary data necessitate the need to collect primary data.

Research Design

The purpose of this project was to learn more about the participants of Intramural, Fitness, and Outdoor Programs within Campus Recreation at the University of Montana. In particular, administrators would like to identify student demographics, visitation characteristics, satisfaction, outcomes, preferences, and suggestions across these three programs. In line with the 2003 study, the researchers decided to utilize a web-based survey for collecting the data. Since the programs were not confined to the facility, the researchers and Campus Recreation staff decided to solicit participants through multiple approaches. The first solicitation technique was to engage facility users at the turnstile. The other technique was to solicit participants at program functions. Postcards inviting participants to take the survey were distributed during a selected time period in February. To encourage participation, giveaways such as t-shirts, sweatshirts, and water bottles were given away. Participants were also entered into a drawing for a kayak. Six computer terminals were setup throughout the facility providing immediate access to the survey. The project for Campus Recreation is categorized as descriptive research, with the exception of the privacy section. The questionnaire was a cross-sectional study because the study involves researching a sample of characteristics and elements from the population of interest and the users will only be measured once.

The combination of these efforts resulted in 726 survey participants. After selecting only student participants and data cleansing, the useable surveys completed by students was 569 participants. Griz Card Data matched up on 493 of the 569 student participants. This indicates that 103 of the participants did not access the fitness center facility during the survey period. Of these, 362 participants took the survey on-campus. The technology did not allow the researchers to determine how many of these took the survey at the Campus Recreation computer terminals. The remaining 207 participants took the survey off-campus.

Survey Instrument

The survey instrument was a web-based questionnaire developed by the research team and Campus Recreation. The survey was built in a web-based application called Survey Monkey. This program allowed the researchers to build and pilot test the survey rapidly. It also allowed for easy administration to the proposed population by linking the survey to the Campus Recreation website. The survey consisted of approximately 110 items. This estimate is provided because of the fluctuation in items due to the removal of personal identifiers. These requirements were established during the IRB review process. Appendix A provides a listing of all questionnaire items organized by survey section.

The survey was comprised of six parts: consent, demographics, intramurals, outdoor, fitness, and privacy. The consent section provided an introduction of the research project; the risks associated with participation, and ultimately consent. Of the 726 participants, 33 chose not to consent. The demographics section provided general information about students and fitness center facility usage. The next three programs contained information specific to the program. The participant was only administered program questionnaire sections if they indicated participation in those programs. The final section of the survey addressed student perceptions of their personal information use in a university setting. This portion of the survey was utilized to validate a previously used research model and gain an understanding of privacy perception in a university context.

Survey Time Period

The survey was administered from Saturday, February 3rd, 2007 thru Sunday, February 11th, 2007. The IRB approval process required that this date be pushed back several times. The IRB approval process was complicated by the special requests for Griz Card Data showing facility usage and admissions information such as GPA and SAT. More importantly, this time frame was selected because all three areas of Campus Recreation were administering programs during this time period. The hours of operation for the fitness facility are provided in Appendix C.

Data Preparation

The initial step in the data analysis was the merger of data from the Griz Card Data Center and Admissions with the survey data. Participants outside of the survey period, and non-students were removed from the analysis resulting in 569 usable surveys. Evidence from the data suggests success in capturing non-facility users in the sample since 493 of the 569 participants accessed the fitness center facility during the survey period.

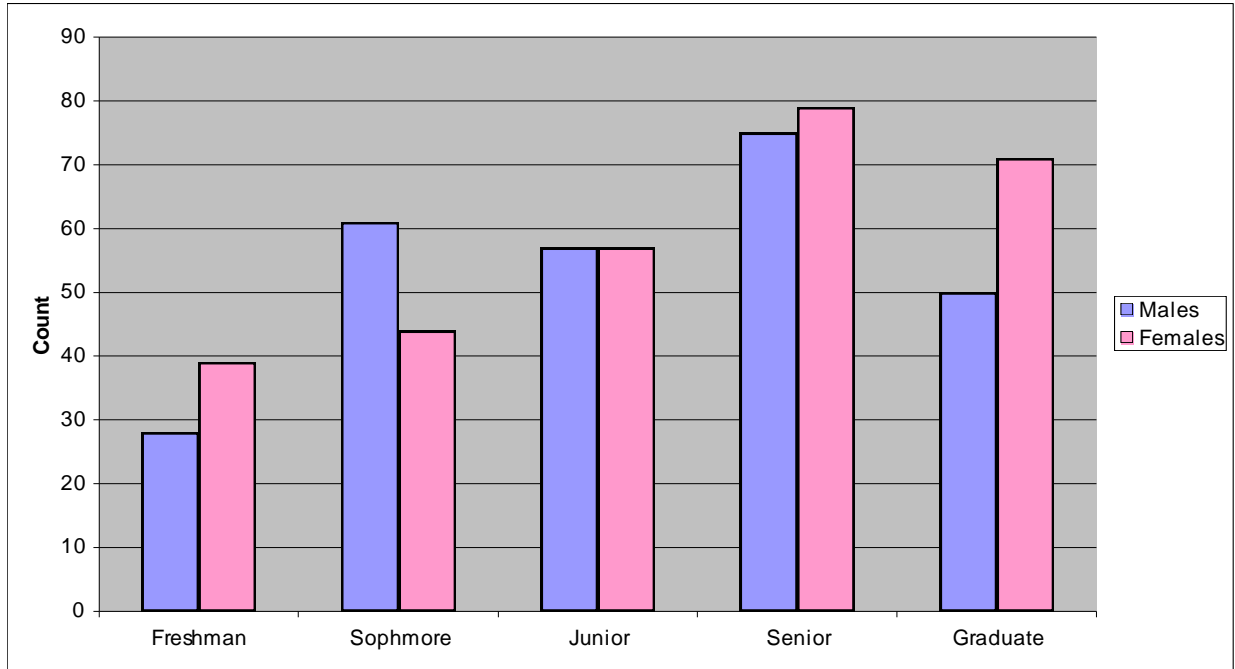
Results and Analysis

The remaining discussion will highlight the results of the web-based survey and the merged secondary data files from the Griz Card Data Center and Admissions. These areas will include demographics, intramurals, fitness, outdoors, and privacy. An additional section will discuss group comparisons before ending with the researchers final thoughts.

Student Demographics

Of the 569 student participants, 52% of the participants were female. The academics status by gender is shown in the figure below (see Figure 1). This data is a combination of self-report and secondary data; secondary data was used when there was discrepancy. Ninety five percent of the sample reported race as Caucasian. Five percent of the participants reported themselves as Athletes. Five percent of the participants indicated memberships at other fitness facilities in Missoula, Montana. Only 19 respondents indicated memberships at other fitness facilities. These included The Peak (5), Gold's Gym (2), The Gym Two (2), YMCA (2), Women's Athletic Center (2), Rock Garden (1), YMCA (1), and the MAC (1).

Figure 1: Academic Status by Gender



Visitation to the facility was self-reported by asking participants the number of visits per week and then the actual number of days per week. The median response for the number of visits per week was the 4 to 6 times per week category. The secondary data provided by the Griz Card Data between Monday and Sunday indicates a mean of 3.53 visits per week. The average numbers of days per week self-reported were restricted to 0 thru 7 days. The average number of days per week using the facility was 3.6. The actual mean from the secondary data was 2.97 days per week. These differences between self-report and actual behaviors recorded by the secondary data suggest an inflation of intentions versus actual behaviors. Both of these measures were normally distributed.

The last item in this section of the web-based survey sought to determine interest in the major offerings of Campus Recreation. Figure 2 summarizes this information by program offering and gender. Figure 3 summarizes this information by program offering and academic status. Overall participation in the survey by program is indicated in the figure 4. It is important to note that there is some overlap since one participant might participate in more than one program.

Figure 2: Interest in Program Offerings by Gender

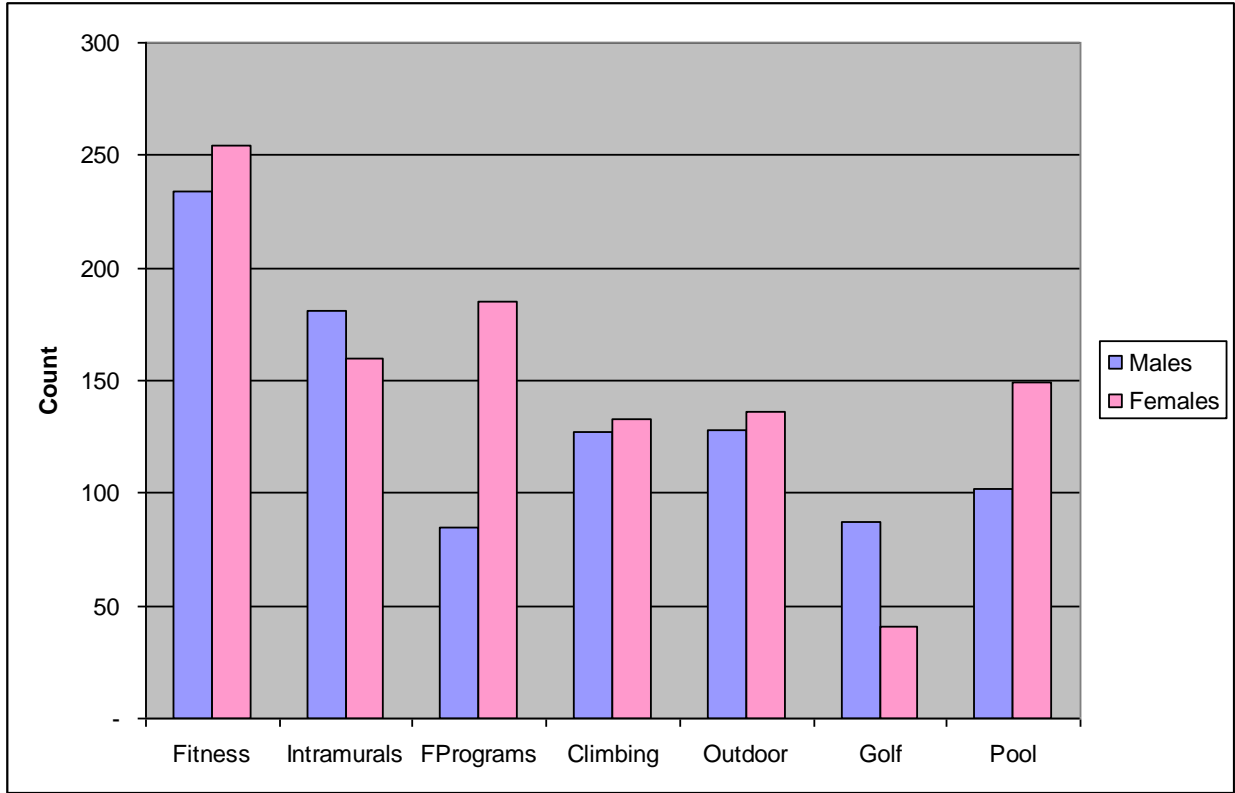


Figure 3: Interest in Program Offerings by Academic Status

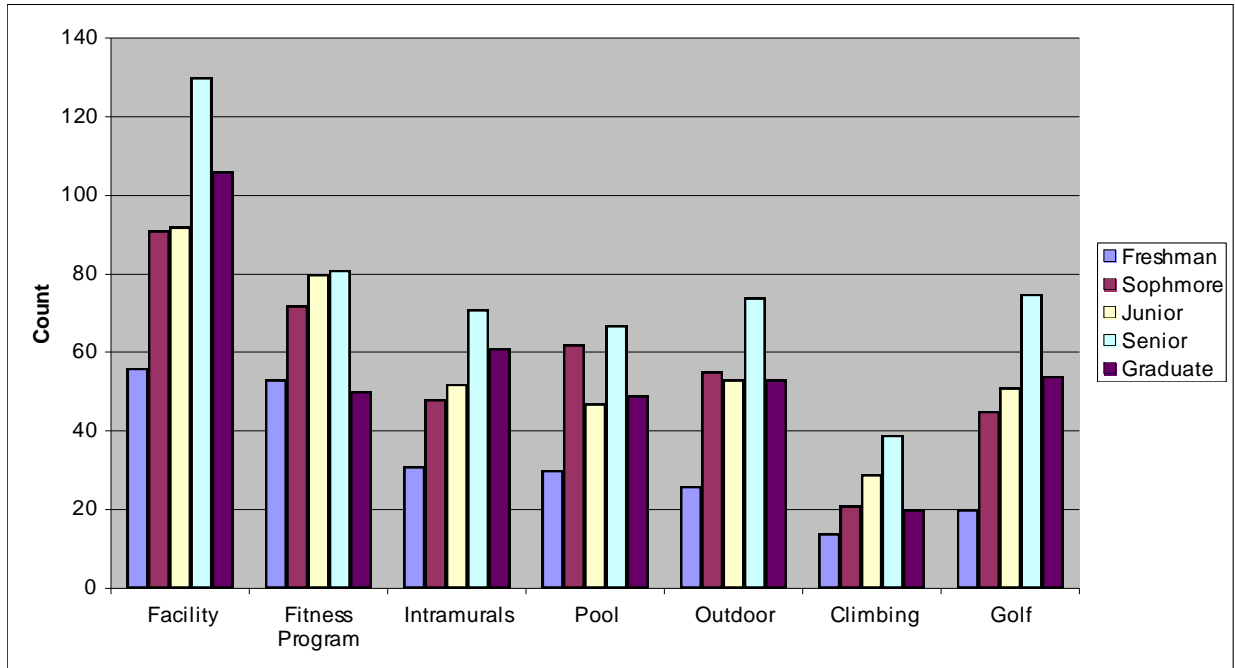
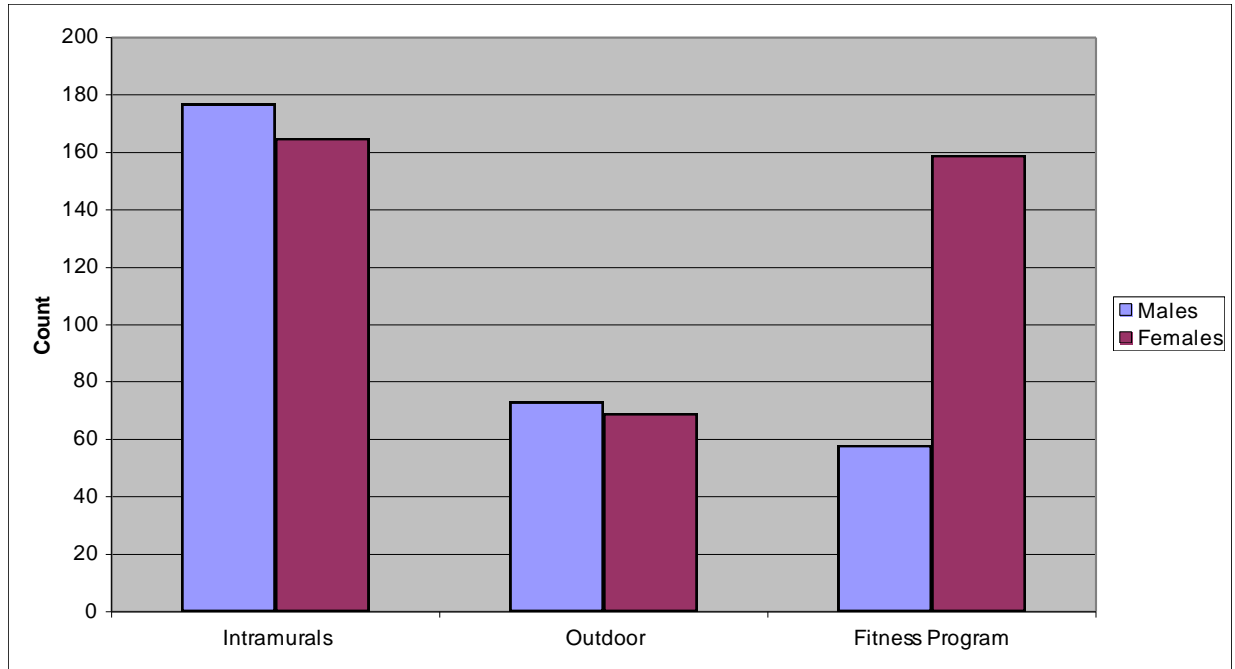


Figure 4: Participation Counts by Program Across Gender



Intramural Programs:

Of the 569 survey participants, 60% indicated their participation in intramural programs. Of the 342 participants, 81 indicated participation in outdoor programs and 116 indicated participation in fitness programs in addition to intramurals. Intramural participants were 48% female. Seventy-six percent of participants reported friends as a source for learning about intramural programs; 33% reported seeing the Campus Recreation brochure; 32% reported seeing information in flyers. These responses allowed for multiple sources. None reported seeing posters on intramural programs.

A series of questions were asked regarding satisfaction with intramural program offerings. These items addressed agreement with general satisfaction statements regarding fun, safety, expectations, officiating (preparation and knowledge) and offerings (time, adequacy, and diversity). They were anchored with strongly disagree (1) to strongly agree (5) across a 5-point Likert scale. These satisfaction measures had means of 4.4, 4.3, 4.1, 3.8 and 4.0 respectively. Appendix D provides a list of the suggested intramural program additions.

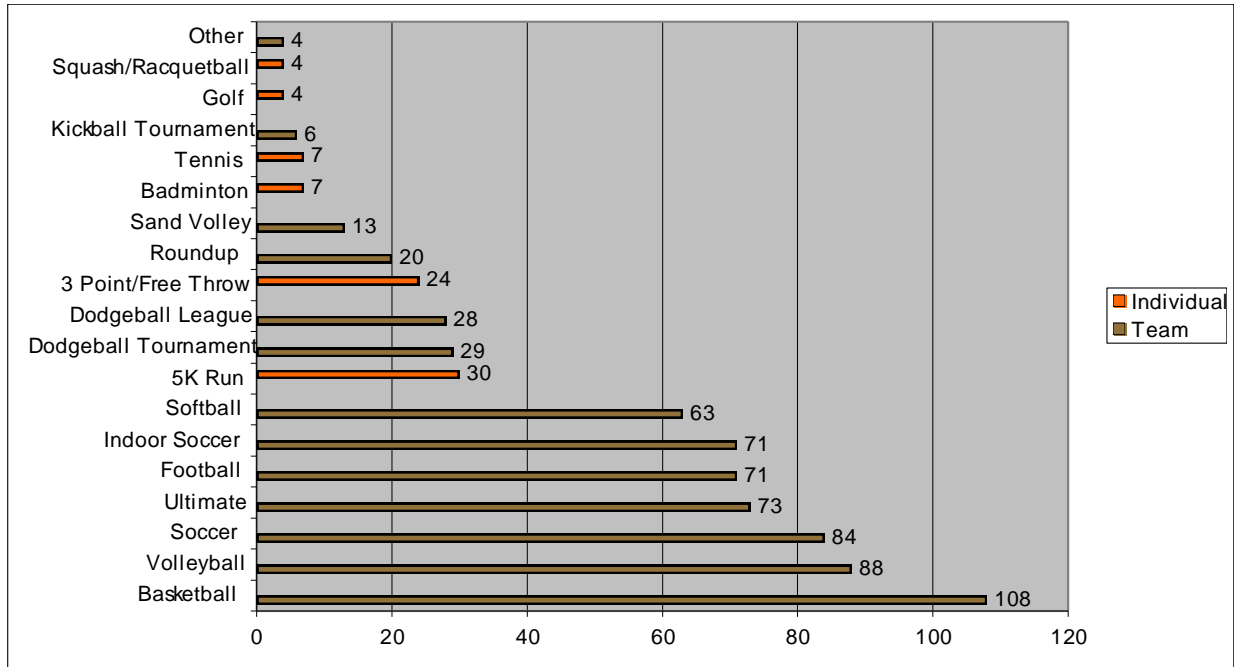
Additional survey items addressed life changes associated with intramural program participation and motivations for participating in intramural programs. Most of the participants did not contribute intramurals with life changes as indicated by a mean of 2.9. Lastly, the importance for participating in intramural programs were addressed along the following items with the following mean scores: enhanced personal development (4.5), increased physical health (5.6), encouraged social interaction (5.5), increased productivity (4.6), increased satisfaction (4.9), increased mental health (4.9), and allowed for adequate competition (5.0). These items were scaled along a 7-point Likert scale anchored by strongly disagree (1) to strongly agree (7).

Another area addressed within this section was league and tournament play. These three questions concerned a preference for league versus tournament play, weekend play, and a one day tournament. The majority of participants prefer a combination of league and tournament play (64%) followed by league play (25%) and then tournament play (8%). Three percent skipped the question. In regard to a one-day tournament, 287 of 342 expressed an interest and 271 of those expressed an interest in weekend play.

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The final summary for this section addresses actual participation. The following figure provides a rank ordering of actual participation by survey participants. Notice that basketball, volleyball, soccer, football, and softball round out the top five intramural team sports while the 5-K run, dodge ball, and three-point contest represent the top three individual intramural sports.

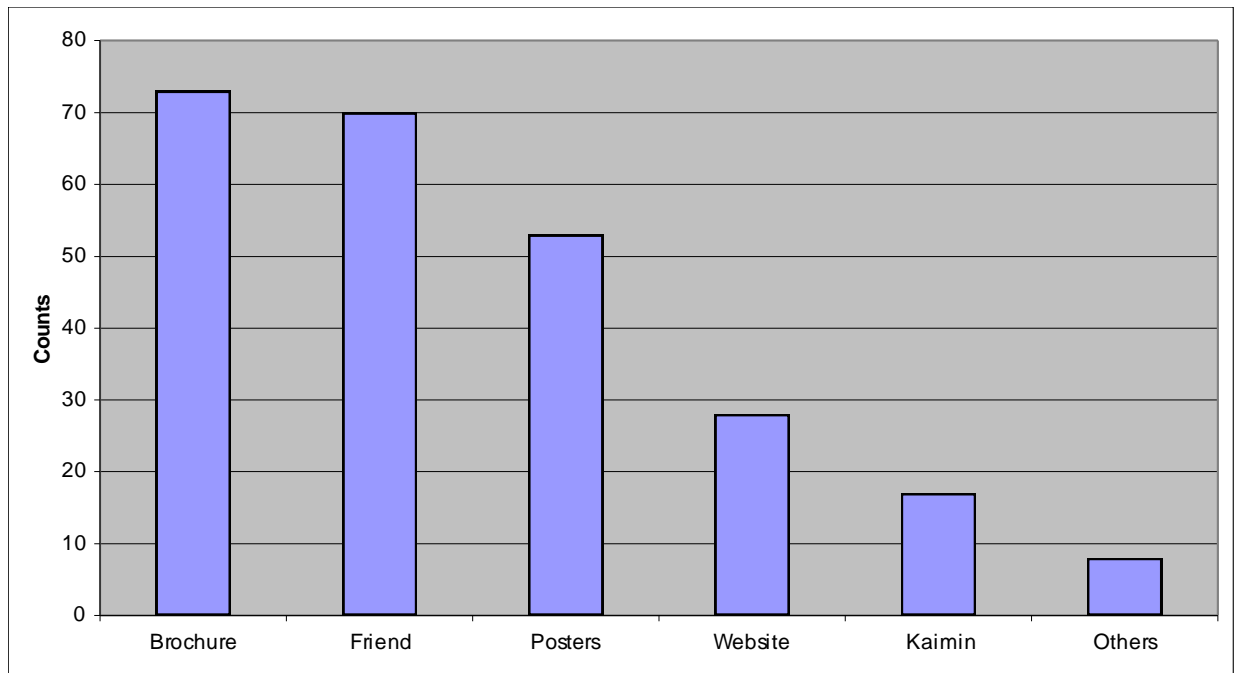
Figure 5: Intramural Participation by Count



Outdoor Programs:

Of the 569 survey participants, 25% indicated their participation in outdoor programs. Of the 142 participants, 81 indicated participation in intramural programs and 58 indicated participation in fitness programs in addition to outdoor programs. The sample of outdoor program participants is 49% female. Fifty-one percent of participants reported the Campus Recreation brochure as a source for learning about outdoor programs; 49% reported friends as a source; and 37% reported seeing posters as a source for outdoor program information. Once again, these responses allowed for multiple sources. Because all sources registered responses, a figure of the results was created (see Figure 6).

Figure 6: Sources of Outdoor Program Information



A series of questions were asked regarding satisfaction with outdoor program offerings. These items addressed agreement with general satisfaction statements regarding safety, fun, leader (preparation and knowledge), offerings (adequacy and scheduling), expectations, and prices. They were anchored with strongly disagree (1) to strongly agree (5) across a 5-point Likert scale. These satisfaction measures had means of 4.4, 4.5, 4.4, 3.9, 4.2, and 4.0 respectively. A number of life changing outcomes were listed by respondents that participated in outdoor programs. These responses seem to solicit more serious thought than those from intramurals (see Appendix E).

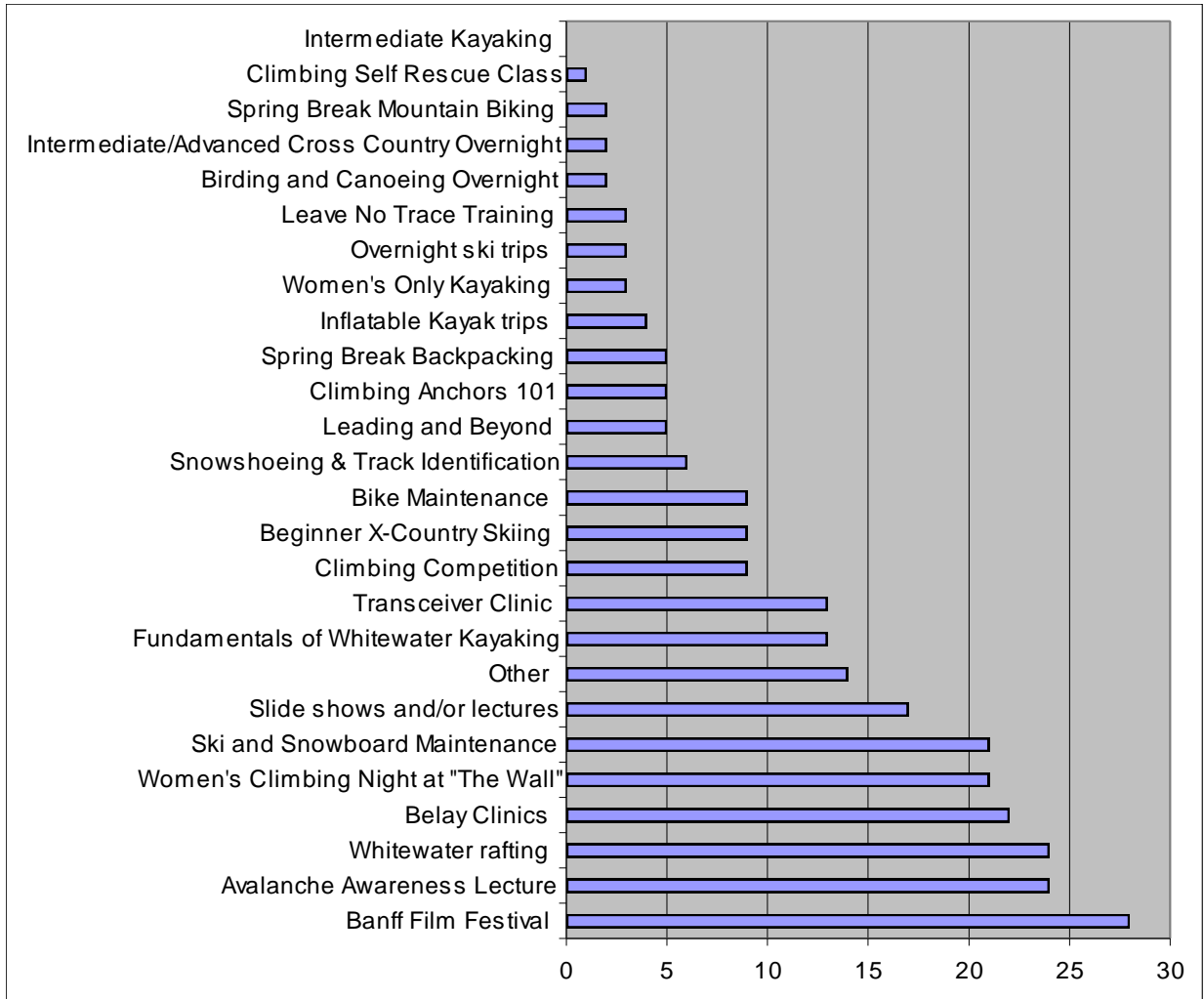
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Another area of interest within outdoor programs is the equipment rental. Sixty percent of outdoor program participants have rented equipment. The equipment was ranked on a 5-point Likert like scale anchored with very poor (1) to very good (5). Adequate represented the center point. The overall mean score was 3.8, between adequate and good. Suggestions for additional rental equipment are provided in Appendix F. A statement that appeared several times concerned confusion about whether or not the program already offered a particular item suggested.

Two items in this section addressed rock climbing. Sixty-one percent of respondents have used the climbing wall. Satisfaction with the hours of operation had a mean score of 3.5 on a 5-point Likert scale anchored with strongly disagree (1) to strongly agree (5).

The final summary for this section addresses actual participation in outdoor program offerings. The following figure provides a rank ordering of actual participation by survey respondent counts (see Figure 7). The Banff Film Festival had the greatest participation. This is probably because the event took place during the survey period and survey solicitation postcards were passed out during participation in the event.

Figure 7: Outdoor Programs by Count



Fitness Programs:

Of the 569 survey participants, 38% indicated their participation in Fitness Programs. Of these 217 participants, 116 indicated participation in intramural programs and 58 indicated participation in outdoor programs in addition to fitness programs. The sample of program participants is 73% female. Fifty-six percent of participants reported the Campus Recreation brochure as a source for learning about outdoor programs; 47% reported friends as a source; and 27% reported seeing posters as a source for outdoor program information. Once again, these responses allowed for multiple sources. Because all sources registered responses, a figure of the results was created (see Figure 8). The Campus Recreation website appears to be an important source of information for programming information related to Fitness Programs. The open-ended responses suggest flyers posted in the recreation center as a common source of fitness information.

Figure 8: Sources of Fitness Program Information

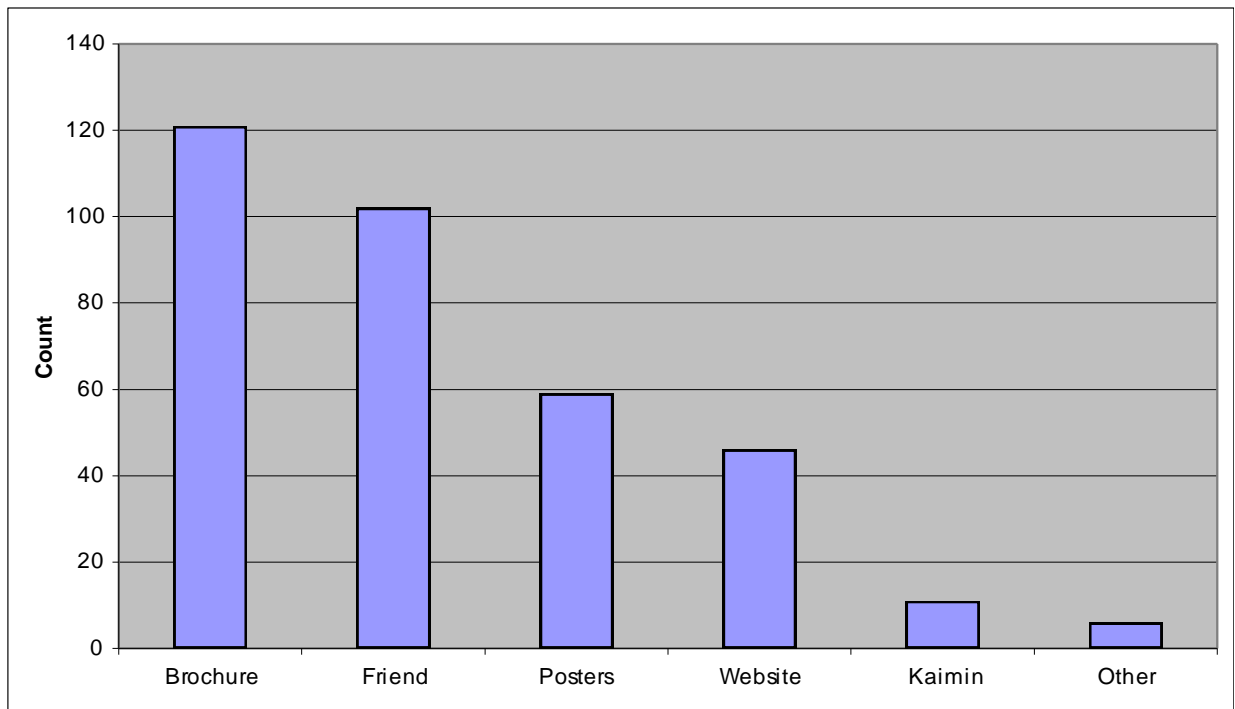


Figure 9 and 10 provide a summary of the respondents days and times for Fitness Program offering participation respectively. There is certainly a statistically significant difference for morning and

afternoon program times across the categories. Sixty-five percent expressed an interest in participating in weekend Fitness Programs.

Figure 9: Days of the Week for Fitness Program Participation

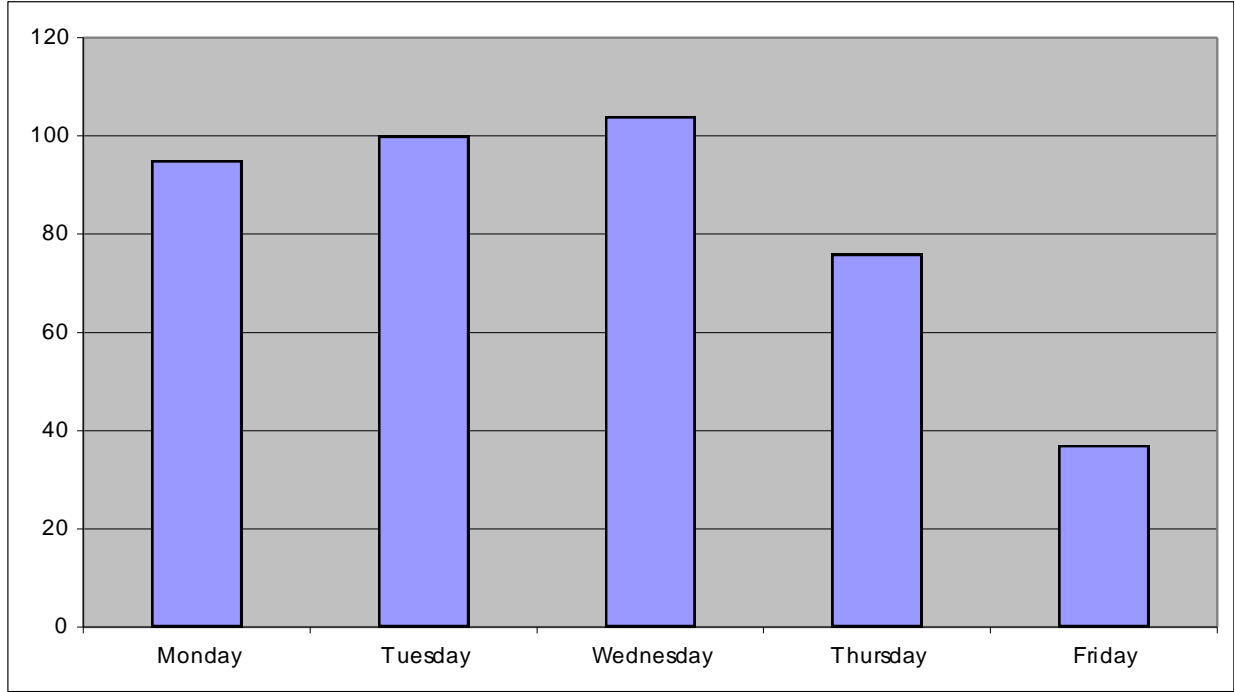
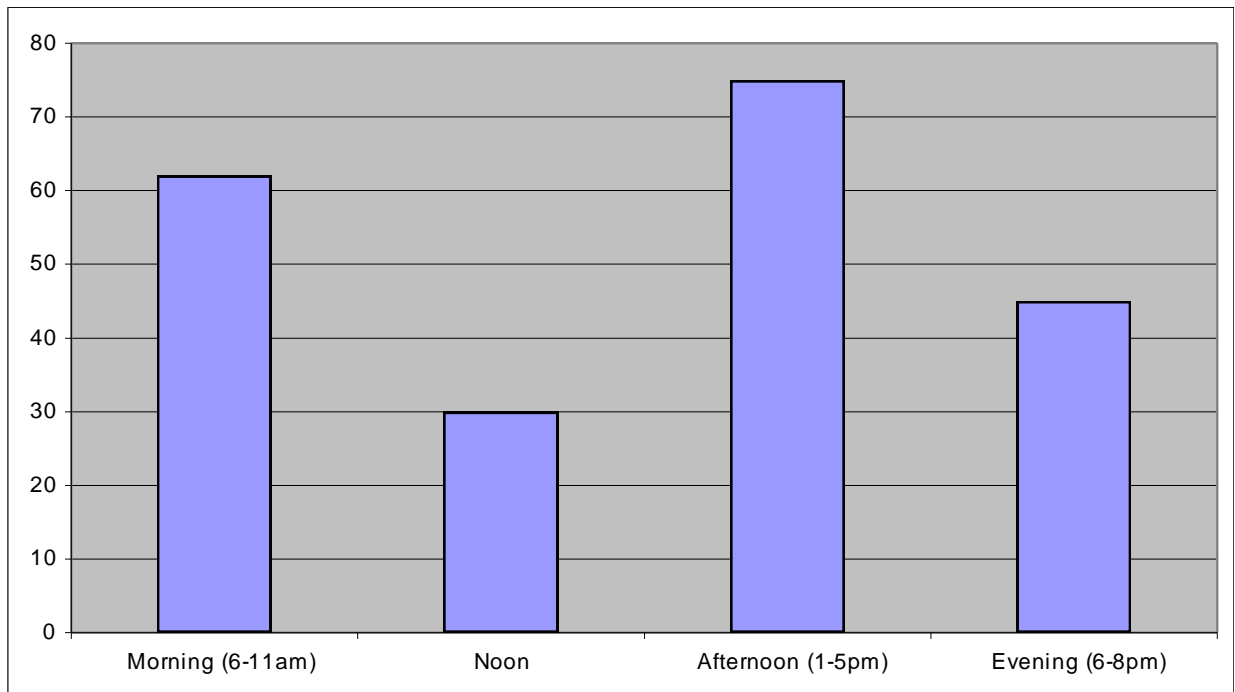


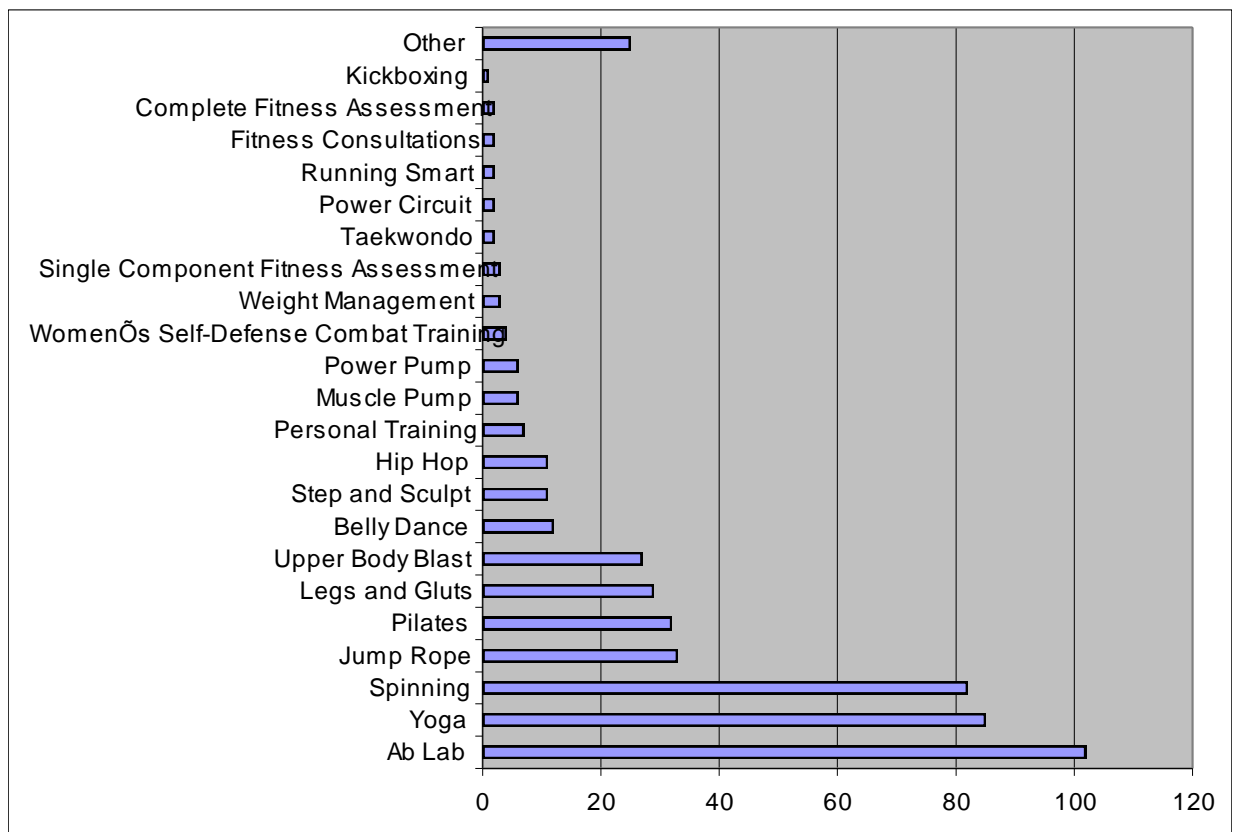
Figure 10: Typical Time for Fitness Class Participation



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A series of questions were asked regarding satisfaction with Fitness Program offerings. These items addressed agreement with general satisfaction statements regarding fun, safety, instruction (preparation, knowledgeable, and timeliness), and offerings (schedules, adequacy, and pricing). They were anchored with strongly disagree (1) to strongly agree (5) across a 5-point Likert scale. These satisfaction measures had means of 4.2, 4.4, 4.4, and 3.7 respectively. The offerings in the Fitness Programs recorded the lowest rating out of the three programs evaluated in this study. Respondents that participated in outdoor programs listed a number of life changing outcomes (see Appendix G). Once again, these responses seem to solicit more serious thought than those from intramurals. The final figure in this section provides a participation count of respondents within the last year (see Figure 11).

Figure 11: Fitness Program Participation



Privacy:

The following section represented a portion of interest of the researchers. Access to this sample was appropriate for an exploratory study on the measurement model regarding the privacy of personal information. The university represents an environment ripe with personal information and privacy issues in technology. The following discussion provides an overview of this study.

Most universities in North America have tried to standardize how students access resources on campus. This standardization centers on a student ID card that utilizes a bar code, a magnetic strip or radio frequency identifier (RFID). Although the medium is different the transactions are similar. For example, students present their ID cards for the purchase of soft drinks and admittance into football games. This information is then disseminated through university information systems; the data includes sensitive personal information necessary to make transactions.

Campus Recreation at The University of Montana is not insulated from student privacy concerns. This project used a previously validated model to explore the student perceptions about privacy. This model includes looking at the importance of the following students' discernments:

1. The collection of private information
2. The control of the private information
3. The awareness of how the University uses sensitive information
4. Trusting beliefs
5. Risk Beliefs

The bases of this model propose that each of these factors will influence how people perceive private information in general. This study provided some interesting insights into students' beliefs about the treatment of their private information. After a statistical analysis, we found that the collection processes were the most concerning factor related to privacy.

Expanding upon these findings, the evidence suggests that the students' trust the institution with their information; they believe that their information will be used correctly but they are concerned about the collection process. This could mean several things. For example, typically large institutions have

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several databases in which they collect private information. This is true in a university setting as well. Students could in fact be asked several times for the same private information. This would be a concern because systems are unable to communicate. Another example would be who collects this information. Is the sensitive information collected through a secure process such as a secure website or is it collected in a more informal manner such as a simple document or verbal request? This study points to the factor that contributes significantly to students' privacy concerns. To triangulate the specific causes of these collection issues, additional information is needed.

Group Comparisons:

Within the framework of this project we have identified several groups of interest such as Intramural participants, females, seniors, and etc. This section will examine statistically some differences within and between different groups of users. It is through this type of analysis that the researchers can provide a rich understanding of some outcomes that can be attributed to the programs at Campus Recreation. Some of these exploratory insights are discussed below.

GPA Differences

The first analysis undertaken was a comparison between the GPAs of the different groups. Using a full factorial design we could also see if there are any interactions between the participate groups. For example, would people that are involved in Outdoor Programs and Fitness Programs have a higher GPA than those just in the Outdoor Programs? Does participation in the different programs impact a student's GPA?

Our analysis provides two interesting differences. First, we found that people that participated in the Fitness Program had significantly higher GPAs than those who did not. Second, those people (58 out of 569) who participated in the Fitness Programs and the Outdoor Programs had the highest average GPA. Also, we found that overall females have a higher GPA than men in every program. This finding is the same for the entire student population as seen in the Fall 2006 data provided by the Registrars Office.

Behavior versus Intention

The second analysis looked at the difference between actual behavior and intention. In other words, do people actually use the facility as much as they self-reported? Not only will this speak to the motivational aspects, but more importantly, the researchers will know for future studies how reliable self-report usage data is in this setting. We found, as expected, a statistical significant difference, between the intention and behavior. This was true for both the number of times and the number of days. Therefore, it must be noted that future researchers must proceed with caution when evaluating self-report usage data as students have a tendency to over report usage.

Impact of Program Facilitators

The third analysis looked at the impact of instructors, leaders, and officials on the satisfaction of the programs, an exploratory approach. Each program was treated separately since leadership in these areas is slightly different. Within Intramural Programs, the researchers found that how prepared the officials are for the particular sport predicted satisfaction with the program. Within Outdoor Programs, the leader's knowledge and preparation was not a significant predictor of program satisfaction. However, the pricing of the programs predicted the satisfaction of users. Within Fitness Programs there were two significant factors that predicted satisfaction. The factors were how prepared the instructors were and if the instructor were on time.

Sampling Issues

For the final analysis, the researchers looked for any differences between the respondents that used the facility and those who did not during our sampling period. The researchers compared age, sex, self-report use of the facility (number of times a week, number of days per week), the intramural users, the outdoor program users, the fitness program users, and GPA.

We found significant differences within the sample with regards to the age of the user, the self-report use of the facility, the intramural users and the fitness program users. This suggests that it was appropriate to use the multi-methods for collecting data as it captured the true users of the programs rather than the previous study that just captured the facility users. This finding is also prescriptive to future assessments in that Campus Recreation would need to follow similar methods to fully and appropriately measure its users. The difference appears to be concentrated in Outdoor Programs.

Final Thoughts:

This project represents the culmination of several years of work that started in 2002 as an initial assessment of the Campus Recreation's facility. This report is the second iteration of the study, but focused on the programs provided and ran by Campus Recreation. Throughout this second study researchers found some efficiencies with the previous study, but more or less had to create an instrument from scratch. The researchers believe the lessons learned from the first survey and the recent research training in methods and statistics over the past three years provides some unique insights into the programs offered by Campus Recreation.

As with every research endeavor there were limitations in this study. In particular, the collection process was somewhat biased toward an individual program, The Banff Film Festival. This was due to the timing of dissemination of the survey more than anything. In the future, better care can be taken to provide avenues for every program to participate in the survey. The researchers believe that the length of the survey was an issue. Although, the survey did only take an average of 10 minutes, users who did participate in all three programs being evaluated were somewhat punished by the length. By analyzing the data this research team can provide a shorter instrument that will appropriately measure the components of the programs. One final improvement in the study could be the use for more recreation oriented satisfaction measurements.

Appendices

Appendix A: Web-based Questionnaire Items

Part I: Consent Form (4 items)

V-01 Name.

V-02 Email.

V-03 Student ID.

V-04 Consent

Part II: Sample Demographics (12 items)

V-05 What is your affiliation with The University of Montana?

V-06 Please select your academic status.

V-07 What is your race?

V-08 Please select your gender.

V-09 How old are you?

V-10 Are you a University of Montana student athlete?

V-11 Do you have another fitness center membership in the Missoula area?

V-12 If yes, which other fitness center do you have a membership.

V-13 On average, how many times a week do you use the Campus Rec facility?

V-14 On average, how many days a week do you use the Campus Rec facility?

V-15 Please mark all services of Campus Recreation for which you have an interest.

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Part III: Intramural Programs (25 items)

- V-16 Do you or have you ever participated in any intramural programs at the University of Montana?
- V-17 How did you hear about the intramural program(s) that you have participated in?
- V-18 If flyer or poster, where did you see it?
- V-19 I feel that the intramural activities I have participated in have allowed me the opportunity to participate in a fun environment.
- V-20 I feel that the intramural activities that I have participated in met my expectations.
- V-21 I feel that the intramural officials are prepared for the sport they are officiating.
- V-22 I feel that the intramural officials are knowledgeable about the sport they are officiating.
- V-23 Intramural programs are offered at appropriate days and times.
- V-24 I feel that the number of intramural programs offered is adequate.
- V-25 What program(s), if any, would you like to see offered in the future?
- V-26 Would you participate in a one-day tournament?
- V-27 If yes, would you participate on a weekend?
- V-28 I feel that the intramural activities that I participated in provided me with diverse recreational opportunities.
- V-29 Please indicate all of the intramural programs/activities/events that you have participated in the 2006-2007 school year.
- V-30 I feel that there are changes in my life that I can attribute to intramural programs.
- V-31 What is more important to you?
- V-32 How many games should league play offer?
- V-33 Rate the importance of the following reason for participating in intramurals: enhanced personal development.

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- V-34 Rate the importance of the following reason for participating in intramurals: increased physical health.
- V-35 Rate the importance of the following reason for participating in intramurals: encouraged social interaction.
- V-36 Rate the importance of the following reason for participating in intramurals: increased productivity.
- V-37 Rate the importance of the following reason for participating in intramurals: increased satisfaction.
- V-38 Increased mental health.
- V-39 Allowed for adequate competition.
- V-40 What changes in your life can you attribute to intramural programs?

Part IV: Outdoors Programs (20 items)

- V-41 Do you or have you ever participated in any outdoor programs or activities at the University of Montana?
- V-42 How did you learn about the particular outdoor program(s) for which your are participating?
- V-43 If flyer or poster, where did you see it?
- V-44 I feel the outdoor program allowed me to participate in a safe environment.
- V-45 I feel the outdoor programs allowed me the opportunity to participate in a fun environment.
- V-46 The trip leaders, class instructors, or facilitators was (were) well prepared.
- V-47 The trip leaders, class instructors, or facilitators was (were) knowledgeable.
- V-48 I feel that the number of outdoor programs offered is adequate.
- V-49 Outdoor programs are offered at appropriate days and times.
- V-50 What program(s), if any, would you like to see offered in the future?
- V-51 What changes in your life can you attribute to outdoor programs?

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- V-52 I feel that the outdoor programs that I have participated in have met me expectations.
- V-53 The programs that I have participated in were appropriately priced.
- V-54 Have you used the rental program in the outdoor program?
- V-55 If yes, please rate the equipment rental.
- V-56 Is there any equipment the outdoor program should add to its selection?
- V-57 Have you used the climbing wall?
- V-58 Are you satisfied with the hours for roped climbing?
- V-59 Please indicate all of the programs/activities/events that you have participated in during the 2006-07 school year.
- V-60 Are there any programs the outdoor programs should add?

Part V: Fitness Program (16 items)

- V-61 How did you learn about the particular fitness program(s) for which you are participating?
- V-62 If flyer or poster, where did you see?
- V-63 What days of the week do you participate in fitness programs?
- V-64 What time of day do you traditionally participate in fitness classes?
- V-65 I feel the fitness classes allowed me the opportunity to participate in a fun environment.
- V-66 I feel the fitness classes allowed me the opportunity to participate in a safe environment.
- V-68 I feel the instructor for the fitness class(es) I have attended was prepared.
- V-69 I feel the instructor for the fitness class(es) I have attended routinely starts on time.
- V-70 Fitness programs are offered at appropriate days and times.

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- V-71 I feel that the number of fitness programs offered is adequate.
- V-72 Do you use the Fitness Center for individual exercise as well as fitness classes?
- V-73 Would you be interested in participating in a weekend fitness class?
- V-74 The program(s) that I have participated were appropriately priced.
- V-75 In addition to the programs offered, is there a specific fitness program that you would like to see offered?
- V-76 Please indicate all of the programs/activities/classes that you have participated in during the 2006-07 school year.
- V-77 What changes in your life can you attribute to Fitness Programs?

Part VI: Privacy (31 items)

- V-78 Are you a current student at The University of Montana?
- V-79 Consumer privacy is really a matter of consumers' right to exercise control and autonomy over decisions about how their information is collected, used, and shared.
- V-80 Consumer control of personal information lies at the heart of consumer privacy.
- V-81 I believe that privacy is invaded when control is lost or unwillingly reduced as a result of a any transaction.
- V-82 Universities seeking information should disclose the way the data are collected, processed, and used.
- V-83 A good university privacy policy should have a clear and conspicuous disclosure.
- V-84 It is very important to me that I am aware and knowledgeable about how my personal information will be used.
- V-85 It usually bothers me when the university asks me for personal information.
- V-86 When the university asks me for personal information, I sometimes think twice before providing it.
- V-87 It bothers me to give personal information to so many entities at the university.

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- V-88 Universities should take more steps to make sure that the personal information in their files is accurate.
- V-89 Universities should have better procedures to correct errors in personal information.
- V-90 Universities should devote more time and effort to verifying the accuracy of the personal information in their databases.
- V-91 Universities should not use personal information for any purpose unless it has been authorized by the individuals who provided information.
- V-92 Universities should never sell the personal information in their computer databases to other companies.
- V-93 Universities should never share personal information with other companies unless it has been authorized by the individuals who provided the information.
- V-94 Universities should devote more time and effort to preventing unauthorized access to personal information.
- V-95 Computer databases that contain personal information should be protected from unauthorized access—no matter how much it costs.
- V-96 Universities should take more steps to make sure that unauthorized people cannot access personal information in their computers.
- V-97 Compared to others, I am more sensitive about the way universities handle my personal information.
- V-98 To me, it is the most important thing to keep my privacy intact.
- V-99 I am concerned about threats to my personal privacy today.
- V-100 Universities are always honest with students when it come to using the information that I provide.
- V-101 Universities are in general predictable and consistent with the usage of my information.
- V-102 Universities are always honest with students when it comes to using my information that I would provide.

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V-103 There would be high potential for loss associated with giving (the information) to universities.

V-104 There would be too much uncertainty associated with giving (the information) to universities.

V-105 Providing universities with (the information) would involve many unexpected problems.

V-106 How much have you heard or read during the last year about the use and potential misuse of the information collected from the Internet?

V-107 I have been a victim of a privacy problem.

V-108 I know someone that has been a victim of a privacy problem?

V-109 What is your education level?

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Appendix B: Research Team Responsibilities

Principal Investigator:	Dr. Shawn Clouse	IRB, Liaison, MISA oversight, and Data Manager
Project Assistant:	Brumby McLeod	Research Design, Analysis, and Presentation
Project Assistant:	Ryan Wright	Research Design, Analysis, Survey, and Presentation
Client Key Contact:	Dudley Improta	Assistant Director, Campus Recreation, UMT
Technology Support:	MISA	Setup and monitor computer terminals
Participant Solicitation:	Campus Recreation	Participant solicitation and pilot study

Appendix C: Fitness Center Hours of Operation

Monday thru Thursday	6:00 AM to 11:00 PM
Friday	6:00 AM to 9:00 PM
Saturday	9:00 AM to 9:00 PM
Sunday and Holidays	10:00 AM to 10:00 PM

Appendix D: Suggested Intramural Program Additions

maybe some variety every year or two on the ones being offered instead of the same trips to the same place
it would be amazing if trips like the trip to peru actually went out, we should put more interest in the trips like the trekking in peru trip because has that ever gone out? i would love to see more trips to mountains in the united states, more trips to y
overnight backpacking trips
The outdoor programs should partner with the different departments/school programs so there are more educational programs to choose from. For example, the EVST foreign food and sustainability program could go on trips with the outdoor program to different
More weekend backpacking trips.
MOre white water
snowboarding, rafting, hiking
more ski programs/discounts
women's night at the wall on other nights <More belay clinics more roll clinics more intermediate XC
ski winter survival skills (weekend trips)
beginner backpack/hiking
More advanced cross country ski trips. Also, more short day long trips that introduce students to interesting places in Missoula that they can then continue to visit on their own.
more hiking and backpacking trips during the spring and summer
more kayak and yoga classes
Tele Ski classes
climbing for beginners
More Avalanche Awareness I classes
More backpacking trips close to Missoula Biking trips Ski trips
Orienteering
kayaking other than basic roll sessions, possibly river trips like there are ski trips
ski mountaineering, tele skiing
beginner backcountry skiing/snowboarding
More backcountry skiing trips and opportunities, and ski/snowboard/tele trips in general. Even just simple trips to Snowbowl or Lost Trail in addition to the expensive trips to Red Mountain, etc.
If there are not any backpacking trips, I would like to see that they get added.
More local hikes, both day and overnight
More swimming programs.
more hiking trips
more rock climbing trips
A fly-fishing trip. But not just beginner ones, intermediate to andanved trips would be excellent, where the anglers bring their own gear.
Spelunking Scuba/Snorkeling
More rock climbing
More winter activities.
na
baseball
intermediate/advanced kayaking
A rockclimbing trip offered during spring break more mountain biking trips
intermediate kayaking, adanvced kayaking, river rescue
sking
american gladiators
more kayak clinics and outings
none
adventure challenge race
an outdoor climbing tri[
More Backpacking trips for intermediate/advanced students rather than beginner/intermediate in where

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you are taught things like 'clean up camp sites' pack in and pack out type of things, which some of us know well. Despite this, it is still a great progr

Maybe a program that initiates new students to great hikes around Missoula. I know a lot of Missoula residents, including myself, do not use the extent of rec areas available to them.

more climbing trips

sledding/winter tubing weekday morning or sat morning x-country day trips

environmental education trips, bird watching or botanical interpretation.

More kayaking classes. They fill up so fast, I can never take one.

Outdoor cooking class, LNT masters course, defensive driver course, WFR and Wilderness EMT course, Canoeing trips, Mountaineering expeditions, Desert backpacking.

I would like to see more weekend trips to in the winter to the mountains, rafting trips in the spring, and backpacking/caving/peak bagging trips in the summer/fall.

Canoe Trip during the summer.

more weekend guided trips. semi-advanced/technical

Hang Gliding

More Bitterroot backpacking.

Appendix E: Life Changes Attributable to Outdoor Program Participation

getting to know some people better

the odp has changed my life a great deal. when participating in the outdoor classes i can tell you that so much knowledge is shared. i am more involved with the beautiful missoula countryside, it's great! the odp rules!

Variety and knowledge of exploring other outdoor activities

Being able to hang out with amazing people

I learned how to cross-country ski last year and I went out on my own several times this year. The Outdoor Program gave me the chance to see what it was like before making a huge money investment. I learned how to rockclimb, kayak, and camp more efficiently in the outdoors (Leave No Trace seminar).

Meet good friends

so much fun, great people, feeling healthy

none

My level of physical fitness and my personal happiness.

fun, stress reduction, getting to know others w similar interests

confidence

more out door active, confident

Well I know that I went out and did something, I didn't just wait untill someday came along.

Brought me confidence to do more outdoor things on my own

Learned about avalanche safety.

more fun

Mental Wellness, balance, safer recreation

Desire to try new things.

My life is more fun. Being outside is sweet, and I believe it adds invaluable to one's educational experience. Time spent outdoors makes students healthier, happier, more empowered, more engaged, and contributes to personal growth and learning in ways t

meeting new people, learning about the area, trying new skills

As I said in the last question, these programs allow me to relieve stress for classes by mixing social interactions with physical activity.

fitness

Amazing opportunities I wouldn't have had otherwise.

I've gotten better at skiing. Fly fishing just makes me a happier person.

Nothing, I'm still the same person

Mental and Physical health

Nothing super significant

more friends

Met some friends

na

Time management, Physical Health improvement, Friendships

peaked my interest in rock climbing provided me with an excelent job

i now climb outdoors religiously

got into kayaking

More experiences! More sightseeing. More fun.

none, already had love for outdoors activities

i will be much safer in the back country

more confidence in my athletic ability

none at the moment

Greater skill knowledge of winter sports.

I am now much more knowledgable about avalanche safety

Outdoor programs have allowed me to explore interests outside my normal student athlete activities and school work - they have provided great variety and fun to my days at UM.

more fun!!

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greater exposure to a variety of people and experiences. Greater exposure to the outdoors and recreation skills.

More confidence and friends with similar interests.

none

None. The UM ODP is a disappointment. There are very few affordable weekend trips other than very basic hikes, first time snow camping etc. Those are great trips, but what about some that are slightly more challenging?

knowledge of avalanches

Learned many new skills that I can continue in my own free time.

'Changes in my life,' eh? That might be a little strong, but I did learn to X-C ski again, which I hadn't done since I was very young.

Appendix F: Suggested Rental Equipment Additions

Ski/Snowboards	12
Kayaks	4
Bike	2
Crampon	2
More Boats	1
Fiberglass bear-proof containers	1
Boots	1
Nicer canoes.	1
Snowshoes	1
Ice Skates	1
Tele Skies	1
Avalanche transceivers	1
Float Tubes	1
Sleds	1

Appendix G: Suggested Fitness Program Additions

no

More Belly Dancing classes or dance classes in general

a program that enhances your verticle jump

I am interested in boxing classes

hip hop dance/ any dance classes

more variety on hours - programs of interest don't fit my schedule well

I go to the classes that are free and in the early morning

More spinning classes offered in the evenings.

More pilates reformer classes/variable times. A weekend class would be great. Pilates teacher certification courses, as offered for spin teachers.

I think there need to be more spin classes. Maybe in the evenings.

kickboxing with bags

Something for stiff guys with back troubles. Something to focus on the core (like pilates), but that would also really emphasize flexibility in the muscles that pull on the low back. Low-back-ercise.

ashtanga yoga

No.

Not that I can think of. A large basis is covered with the programs.

Pilaties

jazzercise or some workout class that is always the same people

More Ab Labs More Kickboxing Triathlon Training

weekend classes... it doesn't have to be much, but one or two would be awesome!!! I feel as though we pay enough each semester for membership- I don't feel as though we should have to pay anymore. I

do understand paying for Taekwondo but nothing more than

More Nia

It would be nice to get a kickboxing class that was offered at the FRC. I would also be interested in a longer spinning class.

more fitness classes on the weekends and in the late evenings,

I wish that ab lab was offered throughout the week instead of only at the beginning.

I'd like to see more martial arts classes offered. And more fitness classes (not ones that you take for credit) offered in the morning!

I'd like to see more free classes in the early afternoon, like around 2 or 3 because I have to work nights and would like to go to free classes during the day.

More types of dance class, step aerobics

more spinning classes

My complaint with these programs is that I often cannot fit them into my schedule. I would love to attend kickboxing but cannot usually attend the day/time it is offered. Same with other classes.

more yoga at different times

nope

Conditioning for boxing

nutrition classes?

kickboxing WITH bags

More beginning pilates classes

More aerobic dance classes

There should be more fitness classes in the morning at 7 or 8am

A recess themed class would be fun. Capture the flag, tag, etc.

More dance/aerobic type classes

Samba dancing tae-bo intro climbing class

More Dance Classes

A punch pass/free pilates class would be great. I may be incorrect, but I believe they are currently \$/mo. This is discouraging because I may not be able to go to every class that month.

Weight training

Muscle Strength or Sport Conditioning.

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no

more NIA! dance fitness classes.

more yoga times

More Yoga classes!

Circuit training

More kickboxing times.

Budokon

more programs later in day and between the 11- 2 hours

Spinning based on heart rate monitor

Aerobic Dance

more circuit classes

I would like to see more spinning classes offered. Different times and more on certain days would be great!

Judo both semesters Kendo Advanced weightlifting for women Classes designed for students/clients with MS, fibromyalgia, or CFS.

More intermediate pilates classes.

tai chi

More spin bikes

some kind of martial arts-

raquetball

Appendix H: Life Changes Attributable to Fitness Program Participation

none

some new ideas for spin/ bike workouts and some motivation when i go to the classes
yoga is great, the only complaint i have is i feel that yoga should be offered more then only twice a week. i have noticed this with the other programs, and it would be very neat to have it monday, wednesday, friday. and tuesday wednesday thursday...

Maintaining a healthy attitude towards staying in shape

New Friends

My Body Mass Index.

learning yoga

My level of physical fitness has greatly improved.

better health, strength, stress reduction, fun

Better skiing, sleeping better, better posture

youthful, healthy, joyful, ---general well-being

Yoga makes me happier.

Flexability, mental wellness

More energy, stamina. improved balance.

Better flexibility and strength

Got me interested in comign to the rec center to exercise.

Better health

I have begun to feel more comfortable with myself and have gotten to know several new people.

I have more energy to do more things throughout the day.

My abs are better from attending Ab Lab. However, I can't go during golf season.

They keep me in shape, get me into the gym. I have met knew people and have learned new exercizes that I can do on my own.

i got 2 continue going to the gyn and stay in shpae which helps boost my confidence.

know a lot more about health and what foods to watch

Good Abs!

Healthier, happier, everything!!!

I'm happy right after the class.

It made me regularly go to the gym with help of friends. I wouldn't have done it otherwise.

new friends, better health

Yoga has helped with a knee injury and greatly increased my flexibility.

more energy

Overall physical and mental health in a friendly environment

A slight increase in my physical fitness during the one semester that I participated.

Better health

They've definitely taught me how to push my body in different ways, enhancing my physical fitness and ability to tone certain areas.

I love jump rope. Definitely contributes to my physical health.

better mental and physical health

stress relief, improved health

better flexibility

i feel better and look great!!!

Personal Health

It was fun.

better practice habits

appreciation for the social aspect of fitness

Better shape!

health

healthier

motivation, commitment and confidence

I started in Tarn Ream's African Dance fitness program and have since danced with her for the past 5

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years. It was a very rewarding, helpful, healing program.

Feeling good about myself because I am in shape.

weight loss, improved self confidence

improved mental state

We need more spin bikes and newer bikes. The morning classes are so popular that they are FULL by five minutes after six in the morning. There is a real need for more bikes. I recognize that the spinning numbers tail off as the weather gets better, but

More drive to work out

I am happier and healthier! I have met awesome people! I have learned skills that I always wanted to, but never thought I could.

Yoga has been a very relaxing experience. Spinning gets me in great shape.

A more strenuous ab workout.

In better shape

motivation

excitement

feel good

NOLS New Zealand

I only use the fitness programs every now and then... normally when I feel unmotivated to do my own work out. so I guess I can say that the fitness classes help motivate me when I feel unmotivated.

Increased motivation and stamina. Great place to meet new people and get rid of the stress from classes.

To get into better shape and to enjoy to live again. I already am starting to feel better about me as a person and get out more often than I used to.

I use yoga all of the time when I'm stressed out and the women's self defense was enlightening

loss of weight, better breathing, increase self-esteem.

stress reduction, better sleep

more energy, healthier

relaxation, focus, good abs

commitment

New Skills and routine

I simply feel healthier...

overall better health

Better self image, healthier feeling

better daily focus and energy

Balance, not only physically, but spiritually, emotionally, and mentally as well. My yoga class gives me time to let go and relax and focus on something other than work. It's helped me let go of stress and worry.

I have problems with asthma, neurological symptoms, and flexibility. Without the programs and individual exercise, I probably wouldn't be able to manage without pain. The belly dance class helped with my breathing and flexibility.

Less likely to smoke, drink or do other negative behaviors, better body image, and feeling better overall.

I feel more clear-headed when I exercise. I have better concentration for my studies. It elevates my mood and improves my body image.

I'm stronger and more awake

Getting up earlier

More confidence, and better attitude

better over all core body strength

feel better

I have felt more balanced, physically and mentally, thanks to Yoga. Among other lifestyle choices, yoga has given me more energy and happiness.

better health, less stress

I feel better and have more energy

Appendix I: IRB Materials