

## Learning Goal: Foundational Knowledge

Date: Fall 2012

What was assessed: 377 students in PED 101

How it was assessed: 13 faculty-selected multiple choice/true false items embedded in final exam

### Results:

Table 2.1 Foundational Knowledge Lifetime Wellness Results

Question	% of Students answering correctly				All Students
	Online lecture, F to F lab (N=114; 4 sections)	F to F lecture, F to F lab (N=58, 2 sections)	Online lecture, Online lab (N=117, 4 sections)	Online lecture, Web enhanced lab (N=88, 3 sections)	
1	51%	28%	46%	38%	<b>42.7%</b>
2	99%	100%	100%	100%	<b>99.7%</b>
3	100%	100%	100%	100%	<b>100%</b>
4	97%	97%	93%	92%	<b>94.4%</b>
5	97%	98%	99%	99%	<b>98.3%</b>
6	98%	100%	99%	97%	<b>98.4%</b>
7	94%	86%	88%	80%	<b>87.5%</b>
8	86%	83%	90%	84%	<b>86.1%</b>
9	50%	45%	43%	34%	<b>43.2%</b>
10	100%	97%	96%	100%	<b>98.2%</b>
11	84%	78%	81%	73%	<b>79.6%</b>
12	86%	66%	76%	70%	<b>76.1%</b>
13	93%	86%	88%	93%	<b>90.4%</b>
<b>Average Total Score</b>	<b>87.3%</b>	<b>81.7%</b>	<b>84.6%</b>	<b>81.4%</b>	<b>84.2%</b>

### Strength:

- There was no significant difference in the score distributions between course delivery type for nine of the 13 questions.

### Weakness:

- There were significant differences ( $p = .05$ ) between delivery types for questions 1 (number of cardio mins/week for health), 7 (intrinsic motivation to exercise), 10 (product of healthy behaviors), and 12 (priority lifestyles).
  - students in the Online Lecture, Face-to-Face Lab delivery method scored higher than the other three delivery types.

### Other findings:

- The percentage of students answering correctly on each of the 13 questions was high. The exceptions to this statement are questions 1 (number of cardio mins/week for health) and 9 (process-oriented goal), for which 51% or fewer students answered correctly across any delivery type.

**Discussion:** The results suggest that overall, the differences between course delivery type are fairly minor, although the online lecture, face-to-face- lab students performed better on a few questions.

### Recommendations by the Department:

- In F to F lectures, highlight and provide examples related to questions 1, 7, 9 and 12.
- In OL lectures, create mini-lecture videos for questions 1, 7, 9, and 12, and assure students' knowledge with mini quizzes.
- Offer seminars to the LAB instructors that teach the most important concepts of the lecture content.
- Require all lab instructors to present information consistently in each lab, and hold students accountable.

For additional discussion of these findings, see the 2013 Annual Report available at <http://www.uncw.edu/assessment/general/findings.html>.