

A Needs Assessment of the University of Wisconsin-Stout Group Fitness Members  
Related the Group Fitness Program

By

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ABSTRACT

The purpose of the study is to perform and analyze a needs assessment of the University of Wisconsin-Stout Group Fitness Program. This will be focused on gathering data from the group fitness instructors by performing a focus group. The information gathered from the focus group will be analyzed to perform an online survey to the University of Wisconsin-Stout group fitness members.

The method used in this study was both quantitative and qualitative analysis. Extensive research was done in the area of group fitness programs and serving their members. The research provided elements associated with group fitness instructors and group fitness members.

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## Chapter I: Research Purpose and Objectives

### *Introduction*

University of Wisconsin-Stout (UW-Stout), as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. These programs are presented through an approach to learning which involves combining theory, practice, and experimentation. Extending this special mission into the future requires that instruction, research, and public service programs be adapted and modified as the needs of society change (UW-Stout, 2001a). UW-Stout is the first university to win the Malcolm Baldrige National Quality Award in 2001, from its long history of excellence (UW-Stout, 2001b). UW-Stout is a respected innovator in higher education. This university educates students to be lifelong learners and responsible citizens in a diverse and changing world through experiences inside and outside the classroom that join the general and the specialized. There are six distinct areas valued by UW-Stout: excellence in teaching, scholarship and research, collaborative relationships, growth and development, diversity, and active involvement (UW-Stout, 2001a). There are 8,257 students enrolled at UW-Stout. On campus, gender statistics are 49% males and 51% females.

There are 1,208 employees on campus comprised of 263 faculty, 333 academic staff, 38 limited appointments, 383 classified staff, 123 project/limited term, and 67 graduate assistants (UW-Stout, 2005). There are three colleges on campus: Arts and Sciences, Human Development, and Technology, Engineering and Management. The campus is on 115.5 acres with 21 major academic and administrative buildings, 12

student service buildings, and 8 athletic/physical education laboratories. There are more than 120 recognized student activities. One of the goals of UW-Stout is to provide safe, accessible, effective, efficient, and inviting physical facilities (UW-Stout, 2002).

In October 2001, UW-Stout dedicated its new \$8.9 million Recreation/Athletic Complex (UW-Stout, 2002). As a place for lifetime fitness, the new Recreation/Athletic Complex offers the following facilities to the community: Indoor climbing walls, outdoor adventure challenge course, indoor health and fitness center, indoor group fitness facility, outdoor natural grass fields that accommodate various sports and other events, and six outdoor lighted fields. Group fitness offers a variety of activities that can fit any member's abilities or experience level. Class schedules and class descriptions are located on line at [www.uwstout.edu/univrec/hfc/group/index.html](http://www.uwstout.edu/univrec/hfc/group/index.html).

Group fitness is a great way to get into shape through different activities with a trained instructor in a supportive group environment. There are four main features of group fitness classes: aerobic exercise is one of the main components of most classes, relaxation and meditation is practiced in a few classes, group fitness is excellent for building cardiovascular fitness and burning fat, and instructors are nationally certified with National Exercise Trainers Association (UW-Stout, 2006). Stout Adventures will take you into the backcountry, up high on a rock face, or down a scenic waterway. There are also two indoor climbing walls ready to offer a challenge. In addition, Intramural Sports and Sports Clubs allow students to exercise their competitive spirit (UW-Stout, 2006e).

### *Background of the Problem*

According to the Administrative and Student Life Services (UW-Stout, 2006d), benchmarks for the Health and Fitness Center Programs have recorded the total number of memberships purchased by UW-Stout's students, faculty, and staff. The academic school year of 1999-2000 reports 2,620 fitness center memberships sold. From 2000-2001, 2,493 fitness center memberships were sold. From 2001-2002, 2,594 fitness center memberships were sold and 443 fitness center members participated in group fitness. From 2002-2003, 2,510 fitness center memberships were sold, and from 2003-2004, 2,834 fitness center memberships were sold. The ASLS 2004 report recorded a target goal for the Health and Fitness Center Programs:

Our goal is to maintain membership numbers for the Health and Fitness Center, which we are well on our way. We do not anticipate it being higher nor do we have the space for it to be higher. We have actually outgrown our facility space for the fitness center. Our group fitness programs are continuing to grow. (UW-Stout, 2006d, p.18)

The ASLS target goal for the Health and Fitness Center Programs in 2006 is "to maintain around 2,800 memberships but put more emphasis on increasing memberships sold to faculty/staff" (UW-Stout, 2006d, p. 13).

It is a challenge to continually meet members' expectations and increase attendance in the group fitness program. In addition, effective training, supervision, and evaluation of these programs becomes critical in programs already plagued with high rates of turnover due to graduation and other attrition factors (Mondello, Fleming, & Focht, 2000).

### *Statement of the Problem*

At the UW-Stout fitness center, client numbers have not been increasing and have not increased for some time. According to *The Physical Educator* (Armstrong, Bryant & Costa, 2002), the evaluation of the quality of service members receive and membership enrollment is always of interest. University group fitness instructors have the responsibility to encourage healthy and active lifestyles among their members. “Therefore, it is important to examine the effectiveness of group fitness classes that are offered” (p. 140). Doing so requires an assessment of the various factors that influence the overall attraction and retention of members.

### *Purpose of the Study*

The purpose of this study is to understand, compile, and document members’ needs and expectations of the group fitness program. This will include responses reported from a focus group consisting of group fitness instructors and an online survey for group fitness members. The goal will be to identify the expectations and needs of members and group fitness instructors which are essential for the success of the group fitness program.

It is essential to provide a quality, state-of-the art fitness and wellness environment that educates and motivates members to engage in safe and effective fitness programs, and promote the concept of wellness as a harmonious relationship between mind, body, and spirit such that an individual develops self-responsibility that has a positive impact on risk factors, lifestyles, and quality of life. (Pierce & Herman, 2004, p. 51)

### *Significance of the Study*

Successful fitness practitioners constantly strive to attract and retain members, deliver high quality services, and maximize members' benefits. Program evaluation helps people make confident, educated decisions based on systematically collected information to meet these goals (Myers, 1999). According to Program Evaluation for Exercise Leaders, (Myers) it is essential to explore the reasons program evaluation is critical. There are many challenges group fitness instructors face in attracting and retaining members and aligning group fitness classes to meet the needs and expectations of group fitness members.

### *Assumptions of the Study*

The following are assumptions of the study:

1. The study will revolve around time constraints and lack of research in the area of group fitness in universities, group fitness instructors and group fitness members.
2. Students, faculty, and staff purchasing memberships are interested in fitness and the opportunities that the group fitness program provides to its members.
3. Group fitness members are interested in a high quality group fitness program.
4. Group fitness instructors will bring their honest opinions to the focus group to aid the study in the direction of assessing the needs of the group fitness program.
5. Group fitness instructors are interested in the quality of the group fitness program, the attraction and retention of group fitness members, and are dedicated to the group fitness program.
6. Group fitness members will complete the online survey to the best of their ability with the intent to help improve the group fitness program.

7. The researcher will successfully evaluate the information received and produce meaningful and useful findings.

### *Limitations of the Study*

The following are limitations of the study:

1. The focus group conducted with the group fitness instructors was comprised of 5 out of 7 instructors.
2. The online survey acknowledges that some members may not take it seriously or some may not return the survey.
3. Not all group fitness members may have access to their email the week of the online survey.
4. There is limited amount of recorded information related to the UW-Stout group fitness program because of no previous studies.
5. This research project is conducted at an average mid-western University and is not intended to be generalizable.

### *Definition of Terms*

*Needs assessment.* Identify the gap between the knowledge and skills required to perform the job and what is known by the worker (Lee & Nelson, 2006).

*Group fitness.* Provides aerobic activities in a group setting. Several classes are offered throughout each semester, ranging from beginning to advanced intensity levels (UW-Stout, 2006b).

*Group fitness instructor.* An individual who plans routines, chooses appropriate music, and chooses different movements for each set of muscles, depending on participants' capabilities and limitations. They are expected to teach and demonstrate proper form of exercise and breathing (O\*Net Online, 2004).

*Group fitness member.* Students, faculty, and staff affiliated with UW-Stout who purchase memberships from the Health and Fitness Center facility and are allowed unlimited attendance to all/any Group Fitness Classes (UW-Stout, 2006c).

*Focus group.* “The purpose of a focus group is to collect qualitative data related to the research question” (Lee & Nelson, 2006, p. 19).

*Interview.* “An interview is typically a conversational interaction between two people, the interviewer and interviewee, formulated to gather data” (Lee & Nelson, 2006, p. 13).

*Quantitative research.* “An inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true” (Creswell, 1994, p. 2).

*Qualitative research.* “Is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (Creswell, 1994, p. 2).

### *Methodology*

The researcher will be using a qualitative and quantitative approach for collecting data to determine customer satisfaction related to the group fitness program. The process consisted of developing focus group questions, conducting a focus group with the group fitness instructors, developing an online assessment tool based on the information gathered from the focus group, and conducting an online assessment with the group fitness members.

## Chapter II: Literature Review

### *UW-Stout Group Fitness*

UW- Stout's Group Fitness Program offers a variety of classes Sunday through Thursday during the academic year. Access to the group fitness schedule is available in paper form at the Health and Fitness Center check-in desk or online through the UW-Stout website. Appendix F highlights both the fall and spring group fitness schedule. "All group fitness classes are included in a Health and Fitness Center Membership" (UW-Stout, 2006b, p.1). Access to class descriptions is available in paper form at the Health and Fitness Center check-in desk or online through the UW-Stout website. Appendix G highlights both the fall and spring group fitness class descriptions. These descriptions aid members in determining which classes they are most interested in attending (UW-Stout, 2006a).

Membership rates are also available at the Health and Fitness Center check-in desk or online through the UW-Stout website. Appendix H highlights all options for membership rates. Membership rates are determined by the individual's status: student, staff, or faculty. "Students include part time, undergraduate, and graduate students enrolled in at least 2 credits/semester" and "staff includes all full time, part time, LTE, academic, annual, classified, unclassified faculty/staff" (UW-Stout, 2006c, p.1). All membership fees reflect the rate per person. Punch cards are available for group fitness classes only with the option of a single class, six punch card, or 12 punch card. "All Health and Fitness Center Memberships include unlimited use of the Health and Fitness Center facility and unlimited attendance to all/any Group Fitness Classes" (p. 1).

### *Fitness Trends*

Group fitness continually evolves in response to health research and group fitness member demands. The American Council on Exercise (ACE), a nonprofit fitness advocacy and watchdog group tracks and evaluates new developments and has fitness predictions from group fitness programs (“Fitness Trends to Watch For,” 2005).

According to ACE, there are 10 trends to watch for:

- The growth of balance training activities such as tai chi, yoga, and Pilates, and balance training equipment such as foam rollers and wobble boards,
- Traditional exercise programs will incorporate elements of mind-body activities such as yoga,
- Shorter workouts such as express circuits will become more widespread, because many individuals still report that lack of time is their biggest exercise obstacle,
- Wellness coaching and nutritional counseling will draw larger crowds as exercisers and dieters seek guidance in making wise activity, food, and lifestyle choices,
- Small group personal training will enable active people to receive exercise instruction and supervision more economically and with greater socialization, which may enhance exercise adherence,
- More employers will offer wellness programming to workers to encourage fitness and weight loss,
- Functional fitness and core strengthening will continue to be strong themes in personal training sessions and group fitness classes as a way to better prepare the body for daily and recreational activities,

- Personal training and group fitness instructors will share clients as a way to prevent routines from getting stale,
- Outdoor fitness activities will become more popular with families seeking diverse, creative ways to be together, and
- Participation in athletic events will become more prevalent as a social outlet.

(“Fitness Trends to Watch For” 2005, p. 14)

Group exercise combined with total body conditioning meets the average gym goer’s needs. Time is at a big, big premium, so people want their workouts to be intensive and efficient. “Exercisers want more than just fitness benefits. New challenges such as boxing are huge right now, because it requires incredible focus and skill that challenges people in a high-energy aerobic training. Offering different fitness options helps keep members motivated” (Eller, 1996 p.19).

### *Group Fitness Trends*

“Traditional style aerobics classes are not drawing numbers like they used to” (Vogel, 2002, p. 60). The newest wave of group fitness classes respond to consumer demands by providing simple, time efficient and functional classes. “The most obvious benefit of adopting a trademarked program is the potential for attracting new members while keeping current members motivated” (p. 61). There are many advantages for implementing new programs in most fitness centers. Facilities tend to already have the equipment to run at least one new program allowing the cost of implementation to be minimized. Some programs are based on new exercises rather than new equipment. “Some of the best ideas come from a facility’s instructors and coordinator because they understand the center’s target market best” (p. 62). Group fitness has always been

instructor dependent. “By branding the class and making it program dependent, students will know they can count on it” (p. 62). Many strong programs are designed to be replicated. By adapting programs that are already established, guidelines to ensure all classes are consistent can be guaranteed. “Program dependency also reduces the time and energy facility programmers spend checking for quality and consistency among classes, instructors, and facilities” (p. 63).

Group fitness is motivating. The social environment, high-energy music and instructor leadership encourages members to stay motivated, keep exercising and continue to purchase memberships. According to Marcos Prolo, the developer of resistance training programs (as cited in Vogel, 2002), “Many people find it difficult to be motivated when alone in the weight room. The ‘fun factor’ is an important part of group exercise” (p. 64). A fun workout will attract members. Since many members are unsure how to correctly perform certain exercises on their own, instructor supervision in a group fitness setting reduces the risk of injuries to members. The objective of group fitness classes is to accommodate as many members as possible. Shorter classes are the current trend in group fitness. Busy people are sold on the idea of maximizing their gym time. “Offering more classes allows facilities to meet the demands of a great scope of current and prospective consumers at no extra cost. Group fitness can increase revenue and, at the same time, create a sense of community and excitement in the center” (p. 65).

### *Program Evaluation*

A study done on program evaluation by Anita Myers (1999) focuses on the competitive fitness market. Myers suggests that successful fitness practitioners constantly strive to attract and keep clients, deliver high quality, and maximize members’

benefits. Program evaluation helps make instructors confident and educated for decisions that need to be made. This can be done with a systematic collection of information to meet the goals of the fitness program. Doing a program evaluation for group fitness instructors is a valuable resource that can help guide group fitness in a step-by-step way so that evaluation in such areas as project planning and data collection, analysis, and interpretation may be used to make improvements to the program. It is essential for evaluation to be done in a way that the results will be practical for application. Beginning by exploring the reasons for program evaluation is critical. It is important to understand examining, streamlining, and improving record systems to collect the best available information. There are many challenges group fitness instructors face in attracting and retaining clients and tailoring services to meet needs and expectations of members.

There are many approaches to do a program evaluation. A recommended way of doing evaluation is through a needs assessment. Myers (1999) says this will provide the group fitness program with tools that will help obtain credible information and approach the problem in a way that is best suited for the program. It is important to obtain client consent, conduct a focus group, and manage information to produce the best informational resources for the program. It is essential to interpret and document data and be able to present the findings.

#### *Member Demands*

By uncovering member demands, changes to the group fitness program can be made. Such adjustments may help with customer attraction and retention (Yim, Anderson, & Swaminathan, 2004). Offering quality experiences may enable customers

to develop a stronger commitment to the program. According to the Journal of Personal Selling and Sales Management (Yim et al., 2004), it is important to survey how the group fitness program caters to the expectations of members; valuable information can be gathered to make appropriate changes. Group fitness instructors play a major role in the group fitness program by providing the quality environment and instruction members are looking for. There is evidence to suggest that members who show unfavorable feelings toward group fitness will refrain from using the group fitness program. By tailoring services to meet the needs and expectations of members, attitudes toward group fitness help promote an active lifestyle and increase attendance. Research on group fitness and member expectations being met is related to knowledge about member's needs and expectations being understood. Members dictate the success of the group fitness program. Members who possess an intense good feeling toward group fitness affect the environment in a positive way. Such members make instruction an enjoyable experience for both the instructors and other members. Research on member needs in relation to group fitness can enrich the body of knowledge the group fitness program and instructors have available (Myers, 1999). The knowledge gained about what members think and feel about their group fitness experience may be utilized to make the group fitness program a valuable experience for all members. This will help provide the group fitness program, supervisor, and instructor with valuable information (Yim et al., 2004).

#### *Health and Fitness Needs Assessment*

The following conclusions were reported in a Health and Fitness Needs Assessment Study conducted by Zanthus (2006). Many members are typically stressed or low on energy. "Those who are stressed are most likely to turn to physical activity or

relaxation techniques such as meditation or yoga to reduce stress or feel more energized (p. 102). Most of the members in the Zanthus study who rate physical activity as important to maintaining their health are making some progress toward their fitness goals. On average, these members engage in some physical fitness activity three to four times per week. “Lack of time is the greatest barrier to achieving fitness goals, particularly lack of time due to work responsibilities” (p. 103).

### *Quality*

UW-Stout values its effort to improve services for the members of the group fitness program. The importance of quality has been the topic of many conversations and satisfaction surveys (UW-Stout, 2006e). According to Total Quality Management (Anand, 1997), quality is not a static, but a dynamic concept, which changes from member to member and with time. Efforts need to be made to satisfy the member. Increased customer satisfaction will help in improving the market share.

In a competitive market, promoting this concept of quality in the organization is the most desirable thing to do. Here everyone’s focus is to satisfy the customer. Three important constituents of customer requirement – performance, price, and delivery – are combined and quality is defined as meeting customers’ expectations at a price they can afford and ensuring that they get it when they need it. (Anand, 1997, p. 196)

## Chapter III: Research Methods

### *Introduction*

At UW-Stout, the client numbers at group fitness have not been increasing for some time. According to *The Physical Educator* (Armstrong et al., 2002), the evaluation of the quality of service members receive and membership's enrollment is always of interest. University group fitness instructors have the responsibility to encourage healthy and active lifestyles among their members. "Therefore, it is important to examine the effectiveness of group fitness classes that are offered" (p. 145). To do so requires an assessment of the various factors that influence the overall attraction and retention of members.

### *Research Design*

The type of research design being used for this study is both qualitative and quantitative. The researcher used a focus group to gather qualitative data from the group fitness instructors. The quantitative approach was used to survey the members of the group fitness program using an online survey that the researcher composed and submitted through campus email.

The researcher choose to use the focus group method because "focus groups are useful in obtaining information on topics and problems that lack structured information and allow for participants to interact and generate spin-off ideas" (Lee & Nelson, 2006, p. 20). The researcher followed the recommend steps for using the focus group process according to Lee and Nelson. The following steps were followed by the researcher to design and conduct the focus group with the group fitness instructors.

1. Researcher met with the student service coordinator for group fitness to discuss topics of interest for conducting a focus group with the group fitness instructors to aid the researcher in developing questions for the online survey for group fitness members.
2. Researcher identified group fitness instructors to participate in the focus group.
3. Based on the review of literature, the researcher prepared open-ended questions for the group that stimulated comments and allowed flexibility for feelings, perceptions, and experiences (see Appendix B).
4. Researcher prepared a consent form to protect group fitness instructors' privacy (see Appendix A).
5. Researcher applied for and received Institutional Review Board (IRB) approval to conduct the focus group.
6. Researcher scheduled a room that would be conducive to discussion and group interaction.
7. Researcher made provisions to record with tape recorder.
8. Researcher conducted the focus group session (see Appendix B).
  - a. Researcher gave a general introduction to the purpose and format of the session.
  - b. Researcher introduced the topic and each participant.
  - c. Researcher used the first question to establish rapport in the group and set context for questions that followed.
  - d. Researcher used probing techniques to gather more information as needed.

- e. Researcher involved everyone and recognized shy members first when they wanted to comment.
  - f. Researcher asked participants to clarify or expand on their comments.
9. Researcher debriefed immediately after the session.
10. Researcher analyzed the comments from the participants (see Appendix C).
- a. Researcher reviewed the study objectives and determined what to look for in the comments by distinguishing themes.
  - b. Researcher listened to the tape of the session for further insight.
  - c. Researcher developed a transcript to distinguish all themes.
  - d. Researcher reviewed debriefing notes and written notes and contrasted them with the transcript.

After conducting the focus group the researcher developed questions for the online survey to send to group fitness members based on the emerging themes from the focus group. These themes were determined by doing a content analysis on each question asked during the focus group. The researcher developed these themes into questions that could be asked in the online survey. The survey was conducted to allow each group fitness member the opportunity to respond to the same questions and because members are familiar with online surveys. Lee and Nelson (2006) recommend the following steps for designing and conducting this study.

1. Researcher reviewed the study's purposes and objectives to identify information needed.
2. Researcher identified the members who have the needed information (population).

3. Researcher selected the sample of the population. This was based on all group fitness members who attended a group fitness class at least once from the weeks of February 5-10, 2006 and February 12-17, 2006.
4. Researcher developed the cover letter for the survey (see Appendix D).
5. Researcher developed the survey tool and questions for the online survey based on themes gathered from the focus group responses (see Appendix E).
6. Researcher validated the cover letter and survey with student services coordinator of group fitness.
7. Researcher applied for and received Institutional Review Board (IRB) approval to conduct the online survey.
8. Researcher distributed online survey and cover letter through the UW-Stout's email account to the sample of group fitness members. The survey tool ensured confidentiality by screening out all identification when members participated in the online survey.
9. Researcher allowed sample to access survey from February 28, 2006 through March 8, 2006.
10. Researcher processed and analyzed data with assistance from the research technician at the UW-Stout.

### *Population and Sample*

The population for the focus group conducted with the group fitness instructors was seven. The sample used for the focus group was five based on the number of group fitness instructors able to attend. The total population for the online survey was approximately 500 group fitness members. The researcher picked a random two week

time period in February to keep track of active group fitness members. From these two weeks, a population of 144 was determined with a sample size of 75 group fitness members. The rate of return for the online surveys was 53%. The population relates to the purpose of the study because they are the individuals that have the most understanding of the opportunities that are available and have purchased a membership to use the group fitness services.

### *Data Analysis*

“Qualitative studies tend to use an inductive form of analysis whereby observations of particular cases may be generalized to a class of cases” (Leedy, 1997, p. 107). The researcher focused on emerging themes by using content analysis. This was done by being present at the focus group, listening to the tape recording, and analyzing the transcript to distinguish the common themes. “The quantitative approach is used to answer questions about the relationship among measured variables with the purpose of explaining, predicting, and controlling phenomena” (Leedy, 1997, p. 104).

A number of statistical analyses were used for the online survey. The data was obtained from UW-Stout’s on-line survey tool. The research and statistical consultant imported the results file into Excel. The Excel Spreadsheet was edited to eliminate headings, extra “sheets,” and other extraneous information, and to standardize variable names. Get translate was use to import the Excel 5.0 workbook into a Statistical Program for Social Sciences (SPSS), version 14.0 which was used to analyze the data. All variables had new formants assigned to them where appropriate. SPSS used frequencies to obtain frequency counts, percentages, mean, and standard deviations. SPSS used cross tabulate to obtain frequency counts and percentages and used oneway to run a one-way

analysis of variance, with the Student Newman-Keuls multiple range test. SPSS was used to run a T-Test on independent groups of the online survey (Christine Ness, personal communication, April 3, 2006).

### *Ethics*

The researcher used human subjects to conduct this study. There was no part of this research project that was done without careful scrutiny. Some of the ethical standards for this researcher project are discussed in *Research ethics: Facing the 21<sup>st</sup> century* by Vanderpool (1995). Vanderpool believes the following:

The principles of ethical propriety at the base of most of these guidelines resolve into simple considerations of fairness, honest, openness of intent, disclosure of methods, the ends for which the research is executed, a respect for the integrity of the individual, the obligation of the researcher to guarantee unequivocally individual privacy, and informed willingness on the part of the subject to participate voluntarily in the research activity. (p. 121)

### *Summary*

This chapter discussed the research methods used for this study including research design, population, and samples.

## Chapter IV: Results

### *Introduction*

This chapter discusses the focus groups and online survey, how the focus groups and survey were presented to the participants, and the results of the focus group and the online survey. An item analysis is included for each question. Appendix B contains the questions from the focus group and Appendix C contains the responses. Appendix E contains the questions from the online survey.

### *Respondents*

For this study, the researcher conducted a focus group with the group fitness instructors. This focus group was held on December 4, 2005 and was attended by five group fitness instructors. The online survey was conducted with group fitness members that attended classes from February 5-10, 2006 and February 12-17, 2006. From these two weeks, 144 group fitness members were determined. The online survey was sent out through Stout email accounts and made available February 28, 2006 through March 8, 2006. Of the 144 group fitness members, 75 completed the online survey for a return rate of 53%.

### *Item Analysis - Focus Group*

The researcher conducted an eight question focus group with the group fitness instructors. The purpose of these eight questions was to brainstorm ideas of questions the program would like answered from the group fitness members at UW-Stout concerning the group fitness program. The discussion was open to any comments, suggestions, and experiences the instructors wanted to share. The researcher assured participants of

confidentiality. The eight questions were as followed with the emerging themes under them (see Appendix C for more details):

1. How many members typically attend your class?
  - One to 40 members per class
  - Depends on the type of class
2. What do you enjoy best about teaching group fitness?
  - Love trying new things, passion for teaching
  - Challenge members that come to class, constructive feedback to help improve the class
3. What are challenges you experience when teaching?
  - Projecting volume, making sure everyone can hear
  - Focusing energy on class/not getting distracted
  - Pleasing members, not knowing what members want
  - Little communication about what to improve on, do not know what members really want
  - Not knowing what levels members are at, fluctuation of member attendance, combined levels of members
  - Motivating members, continuing to be enthusiastic about teaching, and keeping the class interesting
  - Do not know the level of variety and challenge members want
4. What do you think members expect from the group fitness program?
  - Challenging routines/challenge body, good workout, see results, get fit
  - Have a good time, keep safe, burn a lot of calories, workout with friends

- Prepared instructor
5. What would you like to find out about the gym members related to group fitness?
- What members are expecting, what level of classes members want to attend.
  - What kind of variety do members want, how much change is good?
  - Do they enjoy working out alone or with partners?
  - Why are members not attending group fitness classes, what are their fears related to group fitness?
  - What are appropriate incentives to increase participation, would a reward system help motivate members?
  - What times and days are best to hold classes, what are members expecting from class?
6. How do you think we can better serve our members?
- Offer more classes, more variety of classes
  - Assess current classes/program to understand what needs to improve
  - More instructor training by watching videos, networking, going to other classes, and other gyms for ideas
  - Seek out feedback, use feedback to improve classes and improve instructor teaching
  - Be more encouraging, develop a rewards program

7. What are your needs for continual training?

- Assign a required number of trainings per month, develop training sessions by each instructor/train each other, certified instructors teach mini trainings from workbooks
- Research what the industry is doing, update each other on different moves or ways of doing things
- Support from supervisor, more face time with supervisor

8. What are your expectations for time commitments outside of class?

- Spend one hour of prep for each class/amount of preparation equals the amount of time spent in class, practice as much as needed to feel confident in front of people
- Monthly meetings to update and stay fresh in ideas
- Make use of resources, share ideas with each other
- Expectations need to be set to push for maximum performance

The researcher determined the themes for conducting the online survey by performing an item analysis. The following themes emerged from the focus group regarding what instructors want to know:

- When the best time to hold classes is.
- How often members are attending classes.
- What members like best about the classes they attend.
- How members feel about the variety of classes offered.
- If members are pleased with the group fitness program that is currently provided.

- What other classes could be offered by the program offer to meet more of the members needs.
- What else could be done to make the most improvements to the program.

Based on the themes determined from the focus group the online survey was developed.

#### *Item Analysis - Online Survey*

The researcher, with the assistance of the research and statistical consultant at UW-Stout, determined questions from the online survey to cross-tabulate, run one-way analysis of variance, and run T-tests. Out of the 75 participants, 74 (98.7%) were female and one (1.3%) was male. The participants consisted of 44 on-campus students, 26 off-campus students, no commuter students, and five faculty/staff for a total of 75 respondents.

Table 1 represents survey question three. This asked what time of day respondents attended classes. Respondents were asked to select all options that applied. Members attended a combination of all four choices with the most attendance occurring in the afternoon classes.

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Table 1

#### *Time of Day Members Attend Group Fitness Classes*

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Times	Frequency	Percentage
Morning Classes 6:00am – 8:00am	19	25.3
Noon Classes 12:00pm – 2:00pm	40	53.3
Afternoon Classes 3:00pm – 5:00pm	40	53.3
Evening Classes 6:00pm – 8:00pm	38	50.7

---

Survey question four asked, “How many times a week” respondents “typically attend group fitness classes.” The majority of members participate in one to two classes per week. Responses are represented in Table 2.

---

Table 2

*Times/Week Typically Attend Group Fitness Classes*

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Response	Frequency	Percentage
Not attend regularly	3	4.0
1-2 classes/week	41	54.7
3-4 classes/week	25	33.3
5-6 classes/week	6	6
Total	75	100.0

---

Survey question five asked respondents what they “liked about the classes.” Respondents had the option to select all that applied. The majority of members attended classes because the routine was challenging to their ability. Members were given the option of added additional comments. Some of the responses received were, “instructors have awesome, upbeat attitudes that make the classes very enthusiastic and energetic” and “I can’t just get up and quit like if I was in the gym myself.” Table 3 includes frequencies and percentages for all responses.

Table 3

*What Members Like About the Classes They Attend*

Response	Frequency	Percentage
Routine was challenging to my ability	67	89.3
Class correlated to description	36	48
Instructor was easy to understand	46	61
Additional comments added by members	7	9.3

Survey questions six through nine asked participants to rate their satisfaction based on a Likert scale. Respondents were asked to select very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), or very dissatisfied (1). The mean and standard deviation was calculated for these four questions based on a five-point scale. Survey question six had a mean of 4.24 and standard deviation of .732. Survey question number seven had a mean of 3.64 and standard deviation of .939. Survey question eight had a mean of 4.16 and standard deviation of .698. Survey question nine had a mean of 4.17 and standard deviation of .724.

Survey question six asked, "How satisfied are you with the variety of classes offered?" Based on the Likert scale, a large majority of members (88.0%) were satisfied or very satisfied. This is represented in Table 4.

Table 4

*Members' Levels of Satisfaction With Group Fitness Classes*

Response	Frequency	Percentage
Very Dissatisfied	0	0
Dissatisfied	2	2.7
Neutral	7	9.3
Satisfied	37	49.3
Very Satisfied	29	38.7

Survey question seven asked, "How satisfied are you with the time classes are offered?" Based on the Likert scale, the majority (66.7%) of members were satisfied or very satisfied. This is represented in Table 5.

Table 5

*Members' Levels of Satisfaction With Times of Classes*

Response	Frequency	Percentage
Very Dissatisfied	0	0
Dissatisfied	13	17.3
Neutral	12	16.0
Satisfied	39	52.0
Very Satisfied	11	14.7

Survey question eight asked, “How satisfied are you with the overall group fitness program?” Based on the Likert scale, a large majority (85.3%) of members were satisfied or very satisfied. This is represented in Table 6.

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Table 6

*Members' Levels of Satisfaction With the Group Fitness Program*

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Response	Frequency	Percentage
Very Dissatisfied	0	0
Dissatisfied	1	1.3
Neutral	10	13.3
Satisfied	40	53.3
Very Satisfied	24	32.0

---

Survey question nine asked, “How satisfied are you with the classes meeting your expectations?” Based on the Likert scale a large majority (89.3%) of members were satisfied or very satisfied. This is represented in Table 7.

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Table 7

*Members' Levels of Satisfaction With Classes Meeting Expectations*

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Response	Frequency	Percentage
Very Dissatisfied	0	0
Dissatisfied	3	4.0
Neutral	5	6.7
Satisfied	43	57.3
Very Satisfied	24	32.0

---

Survey questions 10, 11, 12, and 13 were open-ended questions giving the members the option to fill in a space with their comments. Sixty-eight (90.75%) members choose to provide feedback for survey question 10 (Appendix I), “What classes would you like to see added to the schedule?” Twenty-one (28%) members choose to provide feedback for survey question 11 (Appendix J), “What do you like about group fitness classes?” Thirty-four (45.3%) members choose to provide feedback for survey question 12 (Appendix K), “What would you like to see added to group fitness classes?” The final survey question, 13, (Appendix L) had 34 (45.3%) members choosing to provide feedback. This asked, “Your comments make a difference. What else would you like to share?” The following four sections are themes the researcher found through item analysis.

Question 10 (Appendix I) asked, “What classes would you like to see added to the schedule?”

- Dance, aerobics, kickboxing, and hip-hop/funk
- More step, challenger, yoga, bosu, and total body toning
- Crunch/core toning everyday
- More yoga, fitness yoga, and Pilates in the evenings
- More classes offered during the noon time
- Set schedule of classes offered every day instead of just one a day

Question 11 (Appendix J) asked, “What do you like about the group fitness classes?” The researcher would recommend keeping these points in mind while hiring new instructors and training instructors for the demands of the position.

- Challenging, variety, and progressive
- Encouraging, motivating, fun, and clear instructions
- Group atmosphere, good music, and little down time

Question 12 (Appendix K) asked, “What would you like to see added to group fitness classes? The researcher would recommend keeping these points in mind while training instructors and designing the schedule each semester.

- Instructors are hard to hear, everyone needs to use the microphone even while teaching yoga
- More swimming, more crunch
- More classes later in the evening, more classes on Thursday and Fridays
- More difficulty, more communication about what each movement does and what muscle it is working

Question 13 (Appendix L), the last question on the online survey, asked, “Your comments make a difference. What else would you like to share?” The researcher believes this is also an important section to pay attention to because it was the last chance for participants to share with the group fitness program recommendations they would make to improve their fitness experience.

- Provide classes every day around noon time
- Provide more classes in the afternoon and evenings
- Morning classes before seven o’clock am are difficult to attend
- More yoga, Pilates, and step classes

- Offer classes every day – “for example the yoga ballet class is only offered during the day while many people have class...the other class (bosu conditioning) is only offered early in the morning” (anonymous)
- Some classes are disorganized and have long breaks
- Some instructors do not have proper technique
- Rhythm of routines must correlate with the beat of the music
- Email members when classes are going to be canceled
- It is hard to hear instructors when they do not wear the microphone

### *Summary*

This chapter reviewed the research findings for the focus group and the online survey. The results from the focus group developed common themes to determine what questions would be asked of the members in the survey. The online survey allowed members to anonymously respond to questions related to the group fitness program. The following chapter will discuss conclusions and recommendations based on the research findings.

## Chapter V: Conclusions and Recommendations

### *Introduction*

The literature review in Chapter II offered several recommendations that may have an impact on the group fitness programs. Some of these areas include being aware of fitness trends in the industry, attracting new members, the importance of program evaluation, being aware of member demands, conducting health and fitness needs assessments, and focusing on quality. These topics suggest significant reasoning to conduct a needs assessment of UW-Stout's group fitness members related to the group fitness program. This chapter describes conclusions drawn from the research findings and results from the focus group and online survey. This chapter will also provide recommendations for the group fitness program.

### *Conclusions*

The purpose of this study was to understand, compile, and document members' needs and expectations of the group fitness program at UW-Stout. This included responses reported from a focus group consisting of group fitness instructors and providing an online survey for group fitness members. The goal was to identify what expectations and needs of members and group fitness instructors are essential for the success of the group fitness program.

It is essential to provide a quality, state-of-the art fitness and wellness environment that educates and motivates members to engage in safe and effective fitness programs, and promote the concept of wellness as a harmonious relationship between mind, body, and spirit such that an individual develops self-

responsibility that has a positive impact on risk factors, lifestyles, and quality of life. (Pierce & Herman, 2004, p. 51)

Based on the data collected through the focus group and the online survey, the researcher concludes the following:

1. The focus group was successful in developing key themes of what the group fitness instructors desired to know about the group fitness members.
2. The online survey was a successful tool in understanding what group fitness members views were towards the group fitness program.

The review of literature provided commentary on other research findings in the area of group fitness. According to Silverman and Subramaniam (1999), uncovering the reasons for group fitness members' perceptions about group fitness programs can allow appropriate changes to make a lasting result.

Based on the mean and standard deviation calculated from the research results, the researcher concludes that the average mean is 4.05 and average standard deviation is .77 based on a five-point scale. "The standard deviation is the standard measure of variability in most statistical operations" (Vanderpool 1995, p. 125). This means that the majority of respondents satisfied or very satisfied with the group fitness program.

Through the review of literature and research results, the researcher was able to determine the importance of this study to provide useful information for the success of UW-Stout's group fitness program.

### *Recommendations*

Based on the review of literature and the data collected, there are several recommendations the researcher suggests.

Focus groups should continue to be conducted to gain an understanding from the group fitness instructors about the direction of the group fitness program. By making this an annual or biannual activity, important information can be collected to address specific issues or improve scheduling for the following semester. According to Lee and Nelson (2006), the purpose of a focus group is to collect qualitative data on a specific topic to understand perceptions, feelings, and ideas of group members.

The online survey involved only one (1%) male resulting in very little information gathered to guide in making improvements for the male population. The male member that did respond was a faculty/staff and generally attended the morning and noon classes. The researcher would recommend conducting a survey of the male members of the fitness center to better understand their fitness needs and the recommendations they have for the group fitness program.

The online survey involved only five (6.7%) faculty/staff who participate in the group fitness program. According to UW-Stout's website there are 1,208 faculty/staff on campus. There is a possibility of growth in the group fitness program by catering some of the classes directly to this population. A further study could be conducted in this area to determine the specific needs and interests that represent this group.

Survey question five allowed respondents to specify additional comments regarding what they enjoyed about the group fitness classes. The researcher recommends using these comments along with the three areas (routine of class, class correlated to description, and instructor was easy to understand) respondents checked to provide guidelines for improving the group fitness program. The following statements are anonymous direct quotes from group fitness members:

- I like how it motivates me to do things. I would never do most of the exercises that I do in the classes in an “at home” type of setting.
- Instructors have awesome, upbeat attitudes that make the classes very enthusiastic and energetic. Good music too.
- It is a good change from running on the treadmill and lifting everyday.
- Its super fun and I forget that I am actually working out!
- Keeps me motivated to actually DO a routine. I cannot just get up and quit like it I was in the gym myself.
- The “dance” part of TurboKick.
- The classes fit into my schedule. I like trying new things.

Survey question seven asked members “how satisfied with the time classes are offered.” This question received the highest percent (17.3%) of dissatisfied members. The researcher recommends further research to be done in this area to meet the needs of members. By understanding what times work best for members and offering classes at the requested times, the number of dissatisfied members will decrease. According to *Hot Group Fitness Trends* (Vogel, 2002) “the newest wave of group programs respond to consumer demands by providing simple, time-efficient, and functional classes. Shorter classes are the current trend in group fitness” (p. 83). Based on the online survey conducted, the majority of members is attending group fitness classes in the evenings and based on the responses from the open-ended questions members are requesting classes later in the evening.

The last four questions of the online survey allowed group fitness members to fill in open-ended questions to better understand how the group fitness program could meet

their needs. The researcher recommends taking these comments seriously and making as many appropriate changes as possible to meet the demands of the members. The following four sections summarize the main points of the answers provided on the surveys.

Question 10 (Appendix I) asked, “What classes would you like to see added to the schedule?”

- Dance, aerobics, kickboxing, and hip-hop/funk
- More step, challenger, yoga, bosu, and total body toning
- Crunch/core toning everyday
- More yoga, fitness yoga, and Pilates in the evenings
- More classes offered during the noon time
- Set schedule of classes offered every day instead of just one a day

Question 11 (Appendix J) asked, “What do you like about the group fitness classes?” The researcher would recommend keeping these points in mind while hiring new instructors and training instructors for the demands of the position.

- Challenging, variety, and progressive
- Encouraging, motivating, fun, and clear instructions
- Group atmosphere, good music, and little down time

Question 12 (Appendix K) asked, “What would you like to see added to group fitness classes?” The researcher would recommend keeping these points in mind while training instructors and designing the schedule each semester.

- Instructors are hard to hear, everyone needs to use the microphone even while teaching yoga

- More swimming, more crunch
- More classes later in the evening, more classes on Thursday and Fridays
- More difficulty, more communication about what each movement does and what muscle it is working

Question 13 (Appendix L), the last question on the online survey, asked, “Your comments make a difference. What else would you like to share?” The researcher believes this is also an important section to pay attention to because it was the last chance for participants to share with the group fitness program recommendations they would make to improve their fitness experience.

- Provide classes every day around noon time
- Provide more classes in the afternoon and evenings
- Morning classes before seven o’clock am are difficult to attend
- More yoga, Pilates, and step classes
- Offer classes every day – “for example the yoga ballet class is only offered during the day while many people have class...the other class (bosu conditioning) is only offered early in the morning” (anonymous),
- Some classes are disorganized and have long breaks
- Some instructors do not have proper technique
- Rhythm of routines must correlate with the beat of the music
- Email members when classes are going to be canceled
- It is hard to hear instructors when they do not wear the microphone

*Summary*

Throughout this needs assessment, communication with the group fitness instructors and group fitness members is essential. The comments and insight from the focus group and online survey provided valuable information for the success of the group fitness program. Meeting with the group fitness instructors for the focus group provided a time to generate ideas off of each other and emailing members allowed anonymous responses to important questions. The literature review provides valuable information about what is currently going on in the industry. As group fitness members continue to change, so will the focus of the group fitness industry. These changes will affect the way instructors teach their classes and the classes the program provides. It will be important to continually evaluate the group fitness program to utilize the members that are attending the classes to ensure a positive group fitness program in the future.

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## Appendix A: Consent Form

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

Title: Needs Assessment of the University of Wisconsin-Stout's Group Fitness Program

Investigator: Vannella Englund 715-308-1501  
[englundv@uwstout.edu](mailto:englundv@uwstout.edu)

Description: A focus group/interview with the group fitness instructors will be conducted to determine what they need to know from the fitness center members to meet their needs in the group fitness program. This is significant to ensure attracting members, retaining members, and accommodating services to meet member's needs. This time will be used to generate ideas to produce an online survey that will be given to the group fitness members.

Risks and Benefits: Participants will be asked to be open and honest when answering questions related to their job. Records will be kept concerning the information gathered to help understand what the needs of instructors are and what they would like to find out from the group fitness members. Any information will be used for improving the group fitness program. The benefits of this research will be to use the information gathered to enhance the group fitness program. Understanding these needs will allow changes and progress to be made to the group fitness program.

Time Commitment and Payment: Time involved will depend on the depth of conversation ranging from one to two hours. Participants will receive compensation based on their regular wages for instructing group fitness classes.

Confidentiality: This time is completely confidential. Your name will not be included on any documents. This informed consent will not be kept with any of the other documents completed with this project. No information gathered from this time will contain any names.

Right to Withdraw: Your participation in this study is voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

IRB Approval: This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study, please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Vannella Englund      IRB Administrator: Sue Foxwell, Director, Research Service

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Statement of Consent: By signing this consent form you agree to participate in the project entitled, Needs Assessment of the University of Wisconsin-Stout's Group Fitness Program.

---

Signature

Date

## Appendix B: Focus Group Outline

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

The purpose of this focus groups/interview is to brainstorm ideas of questions we would like answered from the group fitness members at the University of Wisconsin-Stout concerning our group fitness program. Please feel free to give comments, suggestions, and share experiences. Everything we say will stay in this room and remain confidential. Thank you very much for your participation.

\* Introductions of each instructor: Name, Year, Classes Teach, Qualifications

1. How many members typically attend your class?
2. What do you enjoy best about teaching group fitness?
3. What are challenges you experience when teaching?
4. What do you think members expect from the group fitness program?
5. What would you like to find out about the gym members related to group fitness?
6. How do you think we can better serve our members?
7. What are your needs for continual training?
8. What are your expectations for time commitments outside of class?

## Appendix C: Notes from Focus Group with Group Fitness Instructors

1. How many members typically attend your class?
  - Depends on the class
  - Anywhere from 1-40 members
  - Bosu class tend to be less popular
  - Crunch class is the most popular
  - Yoga tends to be in the middle with 15-30 members a class
  
2. What do you enjoy best about teaching group fitness?
  - Love to try new things
  - Challenge people who come to class
  - Have a passion for teaching
  - Receiving comments to improve and make class better
  
3. What are challenges you experience when teaching
  - Projecting volume
  - Making sure everyone in class can hear
  - Focusing energy on class
  - Not getting distracted
  - Pleasing members
  - Not knowing if members are getting what they want
  - Members are afraid to comment on classes
  - Not knowing what level members are at
  - How hard can you work the members
  - How to teach a class filled with veterans and new members together
  - Fluctuation of members attending classes
  - Motivating people
  - Continuing to be enthusiastic about teaching
  - Keeping class interesting
  - What do people really want
  - What is a good level of change
  - What is a good level of variety
  - Members not filling out comment cards
  
4. What do you think members expect from the group fitness program?
  - Time to be challenges
  - Get a good workout
  - Learn new things
  - Challenge body
  - See results
  - Get fit
  - Have a good time
  - Workout to go by fast

- Instructor prepared
  - Kept safe
  - Variety of classes
  - Burn lots of calories
  - Have a fun time
  - Workout with friends
5. What would you like to find out about the gym members related to group fitness?
- What are members expecting
  - What level of classes do they want
  - Do they want more repetition or more of the same thing in a class
  - How much change do they want
  - Do they enjoy working out with people
  - Do you work out with friends
  - Do you enjoy partner work
  - Why do you not attend group fitness classes
  - What can we offer for you to try classes
  - What are your fears about group fitness
  - What are your goals about group fitness
  - What times work best to work out
  - What days of the week would you go to classes
  - What class would you like offered
  - What do you expect from the classes
  - What kind of additional comments they have
  - Would a reward system help motivate you to go to classes
6. How do you think we can better serve our members?
- Offer classes more times
  - Offer more variety in classes
  - Assessments of class to improve
  - More training – watching videos, networking, going to other classes, other gyms, other states to participate in classes
  - Get feedback from members
  - Use feedback to improve classes
  - Use feedback to improve instructors teaching
  - Recommend people to fill out comment cards
  - Enticement for working out
  - Encourage each other
7. What are your needs for continual training?
- Assign a required # of trainings per month
  - Challenge each other to excel
  - Developmental training taught by each instructor
  - Take turns leading training to instructors

- Monthly training
  - Train each other
  - Find breaking news for what is going on
  - Update each other on different moves or way of doing things
  - Support form supervisor
  - More face time to know there are support
  - Supervisor being their
  - Share information that is found
  - Take pieces from each others classes
  - Certified instructors teach mini trainings from workbooks
  - Team teaching to help build confidence
8. What are your expectations for time commitments outside of class?
- Spend one hour of prep for each class
  - Amount of prep equals the amount of time spent in class
  - Monthly meetings to update and stay fresh
  - Research and share
  - What TV and movies that will help develop skills and give new ideas
  - Share ideas with each other
  - As much time as needed practicing to feel confident in front of people
  - Time as a group is hard with schedules
  - Want to know what each other is doing
  - Expectations need to be set

## Appendix D: Email Inviting Participants to Complete the Online Survey

Your Feedback is Important!

Dear Group Fitness Member,

To help improve our group fitness program at the University of Wisconsin-Stout an on-line survey is being conducted. Your input in this process is very important. I invite you to participate in this quick survey that will help the group fitness program to understand your needs. This survey is anonymous, your name will not be connected to any results. This survey will take less than 5 minutes of your time.

Please click now on the link below to offer your confidential feedback.

<http://www2.uwstout.edu/GeneralSurveys/TakeSurvey.asp?SurveyID=74J9931K653M1>

If you have questions or concerns please contact Vannella Englund at [englund@uwstout.edu](mailto:englund@uwstout.edu).

Thank you for your participation!

Sincerely,

Vannella Englund  
Group Fitness Instructor

## Appendix E: Online Survey

**Group Fitness Feedback**

Page 1 of 1

1. Gender?\*

 male  female

2. What is your status?\*

- on campus student
- off campus student
- commuter student
- faculty/staff

3. What time of day do you attend classes?\*

Please select all that apply.

- morning 6am-8am
- noon 12pm-2pm
- afternoon 3pm-5pm
- evening 6pm-8pm

4. How many times a week do you typically attend group fitness classes?\*

- do not attend classes regularly
- 1-2 classes per week
- 3-4 classes per week
- 5-6 classes per week
- 7+ classes per week

5. What do you like about the classes you attend?\*

Please select all that apply.

- routine of the class was challenging to my ability



- very satisfied
- satisfied
- neutral
- dissatisfied
- very dissatisfied

10. What classes would you like to see added to the schedule?

11. What do you like about the group fitness classes?

12. What would you like to see added to group fitness classes?

13. Your comments make a difference. What else would you like to share?

**Done**

**Cancel**

## Appendix F: Group Fitness Class Schedule

## Group Fitness Class Schedule: Fall 2005

Day	Class Name	Start Time	End Time	Instructor
Monday	BOSU Energy	7:00am	7:45am	Christy
	Power N Step*	3:00pm	3:45pm	Vannella
	CRUNCH	5:30pm	6:00pm	Emily
	Intro to Yoga	6:15pm	6:45pm	Emily
	Fitness Yoga	7:00pm	7:45pm	Emily
	Fitness Yoga	7:00am	7:45am	Emily
Tuesday	Aqua Aerobics	12:00pm	12:45pm	Amy
	Cardio Kickboxing	3:00pm	3:45pm	Heather
	CRUNCH	6:00pm	6:30pm	Christy / Laura / Kristin
	Cardio Step	7:00pm	7:45pm	Christy / Kristin
Wednesday	Low-Impact Aerobics	3:00pm	3:45pm	Heather
	CRUNCH	6:00pm	6:30pm	Christy
	Tai Chi	7:00pm	7:30pm	Christy
	Aqua Aerobics	12:00pm	12:45pm	Amy
Thursday	Cardio Kickboxing	4:00pm	4:45pm	Heather / Laura
	CRUNCH	5:00pm	5:30pm	Heather / Jessie / Kristin

Group Fitness Class Schedule  
Spring 2006

Day	Class Name	Start Time	End Time	Instructor
Sunday	<u>The Challenger</u>	6:00pm	6:50pm	<u>Jill &amp; Laura</u>
	STEP	7:00pm	7:50pm	Jill
	Total Body Toning	12:30pm	1:15pm	Michelle
	Kickboxing	3:00pm	3:50pm	Laura & Heather
Monday	TurboKick	4:00pm	4:50pm	Michelle
	STEP	5:00pm	5:50pm	Vannella
	Total Body Toning	6:00pm	6:50pm	Vannella
Tuesday	Pilates	7:30pm	8:20pm	Jill
	Aqua Aerobics (Pool)	12:00pm	12:45pm	Amy
	Yoga	12:15pm	1:00pm	Darla
	Yoga Ballet	3:00pm	3:50pm	Heather & Darla
	Walk It Off... <i>outside</i>	3:30pm	4:30pm	Jill & Vannella
	TurboKick	4:00pm	4:50pm	Christy
	CRUNCH, BOSU	5:00pm	5:30pm	Christy

Group Fitness Class Schedule  
Spring 2006

Day	Class Name	Start Time	End Time	Instructor
Wednesday	The Challenger	6:00pm	6:50pm	Darla & Laura
	Total Body Toning	12:30pm	1:15pm	Michelle
	Low-Impact Aerobics	3:00pm	3:50pm	Heather
	TurboKick	4:00pm	4:50pm	Michelle
	STEP	5:00pm	5:50pm	Heather
	Yoga	6:00pm	6:45pm	Darla
	CRUNCH, <i>Core Blend</i>	7:00pm	7:30pm	Darla
	Yoga	7:00am	7:45am	Darla
	Aqua Aerobics	12:00pm	12:45pm	Amy
	BOSU Energy	3:00pm	3:50pm	Heather & Vannella
Thursday	Kickboxing	4:00pm	4:50pm	Heather & Laura
	CRUNCH	5:00pm	5:30pm	Laura
	Pilates	5:35pm	6:05pm	Jill
	STEP	6:30pm	7:20pm	Heather
	BOSU Energy	4:45pm	5:20pm	Christy
Friday	Total Body Toning	12:30pm	1:15pm	Michelle
	TurboKick	5:30pm	6:30pm	Christy

## Appendix G: Class Descriptions

Fall:

### **BOSU Energy**

Challenge your core muscles while sculpting your body and testing your balance!! Great for boosting metabolism.

### **Tai Chi**

A new and fun way to exercise! This Chinese based dance-like movements create calmness, balance, and flexibility.

### **Cardio Kickboxing**

Take a jab at fitness! A high intensity non-contact workout combining upper body punches with lower body kicks.

### **Power N Step**

Warm your body up to fun groove™ tunes! Spend time in strength and cardio intervals with basic step moves for coordination!

### **Fitness Yoga**

Integrate your body and mind for total performance featuring strength, conditioning, relaxation, and flexibility while decreasing stress.

### **Low-Impact Aerobics**

Would you rather work out in a class where everyone looks happy and not exhausted working out? This class is for you! The cardio movements are easy to learn and energizing.

### **CRUNCH**

This class focuses on core body strength. Hit the floor for abdominal and lower back exercises.

### **Cardio Step**

The ultimate cardio class! Simple yet effective choreography to burn fat and achieve an all over body workout.

### **Aqua Aerobics**

A non-weight bearing, fun exercise in the pool! Taught by an awesome faculty member, this class is sure to make you move!

Spring:

### **BOSU Conditioning**

Challenge your core muscles while sculpting your body, testing balance, and increasing agility! Great for hitting muscles you never thought were there. I know you're gonna dig this!

**TurboKick™**

How do we explain?!? TurboKick is one of the most fun ways to workout! TK is a compilation of kickboxing, martial arts, funk dancing, and rockin' music! Each "Round" will build on itself, so challenge yourself to continue coming! You'll see what we mean...

**TurboK™: ESSENTIALS & FORM**

Learn proper TurboKick technique, essentials of the class, and form to help your success over the semester!

**Kickboxing**

Take a jab at fitness! A high intensity non-contact workout combining upper body punches with lower body kicks. Awesome!

**STEP**

Warm your body up to fun groovin' tunes! Spend time in strength and cardio intervals with basic step moves for coordination! Enjoy yourself!

**Yoga**

This ancient practice integrates strength, flexibility, and balance. PLUS! Induces relaxation, stress relief, and clarity of mind & body. Come join me!

**Low-Impact Aerobics**

Would you rather work out in a class where everyone looks happy and not exhausted working out? This class is for you! The cardio movements are easy to learn and energizing.

**CRUNCH**

This class focuses on all parts of your core body strength. Hit the floor for abdominal and lower back exercises. ALSO-look for specialties with crunch like *BOSU & Core Blend!*

**The Challenger**

Not for the faint of heart... This class will get you ready for swimsuit season with cardio, weight training, core, and fun circuits! If you want a hard-core class-look no further! We are excited to see you here!

**Aqua Aerobics**

A non-weight bearing, fun exercise in the pool! Taught by an awesome faculty member, this class is sure to make you move!

**Yoga Ballet**

This class will combine simple ballet principles and yoga poses to tone and strengthen all muscle groups while improving posture and gracefulness.

**Basic Pilates**

Want to dramatically transform the way your body looks, feels and performs? This class builds strength without excess bulk, creating a sleek, toned body. It teaches body awareness, good posture and easy, graceful movement. Pilates also improves flexibility, agility and economy of motion.

**Total Body Training**

A combination of cardio, strength training and toning exercises to work your body from head to toe. A 100% workout.

**Walk It Off...*outside***

An easy way to get in shape and have fun! We will meet at the gym and head outdoors whenever possible!

## Appendix H: Membership Rates

### Student Membership Rates

Term	Fee
Annual Year	\$90
Academic Year	\$75
Semester	\$55
Quarter	\$40
Summer	\$40
Daily Pass	\$5

\*Students include part time, full time, undergraduate, and graduate students enrolled in at least 2 credits/semester. Membership fees reflect the rate per person.

\*All HFC Memberships include unlimited use of the Health & Fitness Center facility and unlimited attendance to all/any Group Fitness Classes

### Staff Rates

#### Staff Membership Rates

Term	Fee
Calendar Year	\$100
Annual Year	\$100
Academic Year	\$85
Semester	\$60
Quarter	\$45
Summer	\$45
Daily Pass	\$5

\*Staff includes all full time, part time, LTE, academic, annual, classified, unclassified faculty/ staff. Membership fees reflect the rate per person.

### Group Fitness Classes Only

#### Group Fitness Classes (Aerobics *only*)

Type	Fee
Single Class	\$3.00
6 Punch Card	\$15.00
12 Punch Card	\$20.00
24 Punch Card	\$35.00
Unlimited Card (Academic Year)	\$50.00

## Appendix I: Responses to Question 10

**10.** What classes would you like to see added to the schedule?

1. dance
2. Spinning probably not obtainable due to the expensive equipment needed
3. I would wish there were more classes offered at night. The same classes offered now. Maybe more to work lower body. Or more aerobic classes.
4. Yoga varieties; dance, ballet
5. More STEP classes
6. none- all good!
7. another challenger
8. I have know idea
9. more yoga
10. I wish there was a crunch class every day of the week.
11. Carmen Electra's Stripper class or A dance oriented hip hop type thing (yoga booty ballet)
12. Kickboxing, or more nontraditional classes (Yoga, Pilates, Tai Chi)
13. more bosu
14. Hip-Hop, Funk , any dance
15. more running ones
16. more yoga classes
17. Cardiodance class
18. funk
19. keep pilates i really like it.
20. more yoga at night
21. Another class of Total Body Toning, and/or another Low Impact Aerobics.
22. Maybe some kind of a dance class
23. Pilates
24. more body building/toning classes and more step.
25. i love all that are there

26. More kickboxing later in the day
27. More Total Body Toning!!
28. ti chi
29. a stations class (curcuits)
30. more yoga
31. More Yoga and Pilates classes, One on Sunday
32. More step and one with a lot of areobics.
33. Spinning
34. something with the excercise ball
35. More yoga and pilates classes in the evenings
36. a dance class.....like hip hop combined with aerobics or something cool like that ! i dont know if thats possible but just an idea
37. more yoga classes during the day or in the evening
38. aerobic dance or something that involves endurance
39. I really would like to see more dance things, like dance aerobics/jazzercise etc, the yoga ballet looked really fun but didnt fit with my schedule
40. I'd like to see TurboK Essentials & Form plus TurboKick added on T/Th during the lunch time.
41. Yoga on a more set schedule. Maybe offer it every morning or every other morning atleast.
42. Maybe some advanced classes, aerobics
43. ??
44. More fitness yoga classes

## Appendix J: Responses to Question 11

**11.** What do you like about the group fitness classes?

1. It's easier to have someone tell you what to do instead of doing it on your own
2. Challenging
3. I like that the instructors are friendly (for the most part) and they are encouraging. They WORK you and it feels good.
4. I like when the instructors are challenging and push you.
5. I enjoy the group atmosphere, and enjoy the BOSU and yoga classes
6. fun to go to
7. The instructors are very motivational! They push you hard- and encourage you to not give up- it is challenging
8. challenging..goo workout
9. it give me a chance to work out ...It keeps me motivated I like that they offer classes
10. it's easier then independently working out
11. I like the greater number/ types of kickboxing classes now offered.
12. The instrucotrs are intense and motivating and music is good
13. they make you exercise
14. Knowing that all I have to do is show up to class in order to get a good workout, Makes it easy for me to workout
15. They are challenging
16. Keep me engaged, time goes by quickly, the instructor seems happy to be there
17. they are weekly
18. they're fun, meet new people, get a good workout
19. the friendly instructors, good variety of exercises
20. motivates me
21. variety and challenging
22. challenging, more fun and different from cardio machines
23. they are challenging
24. They are fun and motivating

25. They are convenient and fun, and a good alternative for people who don't especially like to do boring things like running for their workout.
26. They push you
27. I like the structure of the classes, I cannot motivate myself enough to go work out so these classes are a lifesaver.
28. They are motivating
29. Progression with each class
30. A different way of workin out, gets different muscles that you don't get when only running.
31. that they are fun but still challenging!
32. challenge and time to myself
33. variety
34. It provides me with a rountine and pushes me to work out.
35. They help me work out and push me to do a full work out since I dont know what to do in the weight room.
36. it's more fun with more people
37. it works very well
38. you dont have to sign up for them. can just go when you can
39. The instructors and class formats are great
40. the motivation the instructors give
41. fast pasted, time goes by fast
42. Time to get away from school work and relax or burn off some energy.
43. They help change-up my workout.
44. that there are other people attending them, which motivates me to get involved in the classes more and come more often
45. can go with friends
46. I like that I can go to any I want at different times, and not feel lost if I missed some, and the class sizes are usually good too
47. Every class I've attended during lunch time, the class size is good.
48. It targets what I need to work on.....arms, legs, and stomach
49. Good instrections, encouragment, meet like people

50. I like the instructors who really push me to work hard in the class. I get a lot more out of it and get in shape much faster.
51. keep me in shape
52. Works me
53. Its a blast, and the instructor is awesome!
54. I like the flexibility of times classes are offered.

## Appendix K: Responses to Question 12

**12.** What would you like to see added to group fitness classes?

1. More
2. described above
3. spinning
4. Some of the instructors are hard to hear or understand,
5. The instructors talk louder or have a microphone of some sort
6. More body toning classes
7. I wish we had a spinning class.
8. more swimming classes (accessible times)
9. more times
10. Maybe some sheets of workouts you can do on your own. They would be good resources for when I graduate and can no longer attend group fitness classes.
11. More abdominal work added at the end of the work out session
12. more equipment
13. more cardio
14. ? addition of a dance class
15. More times
16. More Crunch class options
17. Maybe just an Aerobics class... not just Low Impact.
18. maybe a little bit more difficulty
19. Meditation
20. i would like to see more offered later in the evening
21. more explanation about what each movement does and what part of your body it will work.
22. a microphone to hear the instructor
23. more classes on thursday and friday evening
24. curtains on the windows
25. more yoga and pilates classes offered

26. everyone wearing the microphones, sometime in yoga it is hard to hear the instructor
27. more yoga classes with Darla--she and the class is fantastic!
28. Maybe for the people that go a lot, and want to be challenged more in the class can have the option to
29. Can't think of anything ... I think it is all good ... abs, cardio, weights, bosu, matt work, etc.
30. more Yoga, and more regular scheduling
31. different routines . I feel like I do the same thing and activities at every pilates class and crunch class unless its BOSU mix it up do some research
32. use of weights
33. ???
34. I would like to have the teacher's use a microphone, it is often very difficult to hear them over the music.

## Appendix L: Responses to Question 13

**13.** Your comments make a difference. What else would you like to share?

1. I like the way the classes are run right now. i didn't know there were classes offered on friday evening, i'd like to go to them. i enjoy that the instructors are upbeat and that you guys play some music lightly during class, it's motivation as well. Thanks!
2. I really enjoy the classes Vannella teaches. She really pushes you. I feel that I get more out of certain aerobic instructors than others. More often than not, I have noticed that when the instructor is more in shape, I get a better work out.
3. It is hard for students to attend the classes that are offered early in the morning before 7 AM with homework schedules. Some of the classes offered are the ones that we would like to see put into the afternoon, or evening.
4. Some of the times are very limited. For example the yoga ballet class is only offered during the day while many people have class, the other class would be BOSU conditioning, I love this class but don't always make it to because its only offered early in the morning. This may be because of a lack of BOSU balls and this one is a little more of me needing to get up earlier. But some of the classes I am interested in are only during times I have class...
5. When attending some classes they seem disorganized and there are long breaks in between each activity, such as in the challenger. I like the challenger and the instructors make it fun however I feel there is a lot of standing time. I also feel most classes could be done to a higher intensity.
6. Some of the intstructors do not emphasis proper technique.- I feel this should be pushed. With my knowledge and backround, I have noticed improper teaching techniques and strategies (turbo kick- classes).
7. Great Job!
8. Thanks for offering classes
9. It is VERY important for the rhythm of the routines performed in the classes to correlate with the beat of the music. When this does not occur, it is confusing, de-motivating, and frustrating. The music and the routine go hand in hand.
10. I would like more cardio type classes rather than weight training/ toning classes. I liked when the bosu ball was used in total body toning.
11. I love group fitness classes!! They help me exercise, because I am not very motivated to do it on my own.
12. If a class is cancelled or is going to be, it would be nice to get an email about it so that we don't get all the way there and then have to go back home.
13. When a lot of people attend the class, it can be difficult to hear the instructor if you are in the back
14. no
15. I love these classes, but with spring break coming up it seems that there are way more people. So this amounts to not hearing the instructor as well. Maybe when there is larger classes they

should use the head set, or have the music very very low.

16. Thankd for the great opportunity
17. It would be nice if they could have more Turbo and step at night since it's hard to fit into your schedule between classes.
18. Sometimes you can't hear the instructor in a big class, such as yoga.
19. it would be nice to have more classes offered thursdays and in the late afternoon
20. the instructors are very nice!!
21. I would appericate another evening yoga or pilates class so i can work 3 times a week.  
  
I love yoga, but it's only offered during lunch time or when I have class or way to early in the morning, i wish there was yoga like twice a day, with a perfessional yoga instructor in a more confined relaxing studio.
22. I am really glad that the classes are part of the membership this year. This is the first year I am going to the classes and I really like the variety.
23. Some of the instructors don't seem as knowledgeable as they could be;  
  
I realized that there is only one pilates class offered per week and very few yoga classes. I'd like to see more of those classes, as well as more STEP/aerobics classes!  
~ I love the total body toning classes :)
24. I like how each class is different. At first I felt weird going to a group class because I was self concious, but everyone is so engrossed in what they are doing, it doesn't matter.  
  
Some of the instructors do not take into consideration the ability and fitness level of the students. For example, some instructors move really quickly without explaining certain routines or choose routines that the whole class cannot keep up with.
25. It's difficult to hear instructors so it would be nice to require all instructors to have a microphone headset.  
  
I would like to see more evening classes for those people who have trouble with mornings especially the college students because very few of them get up really early.
26. The fitness program "menu" is excellent. However, as a faculty member, I am limited by time availability. Perhaps an after school class, say 4 or 4:30, could be considered?  
  
Thank you for offering classes during the lunch hour. I appreciate the campus being sensitive to my needs. I also like the variety of classes offered, as well as having the Multipurpose room for just plain walking or running, along with the weight room with weight machines and equipment. During the winter time (before spring break), the weight room is soooo crowded, it is so nice to have other options to exercise. The classes offered are wonderful.
27. I really enjoy the Yoga class taught by Darla. She makes it a bit challenging and gives the class a welcoming atmosphere, as well as some variety. I hope she continues to learn more about instructing. I just wish it were Tuesday and Thursday or that thier were more classes in the evening.
28. I am unhappy with two of the instructors and never attend their classes because they are the ones teaching them. The class is great but when these two instruct (and it's not instructing

together) their routines are extremely sparatic and unchallenging. Instead I feel frustration and like I am wasting my time there. They also don't balance their workouts. An example is the instructor will have the class to 4 reps of punches with the right arm then next do only 2 reps with the left. They both seem very unperpared for their routine. The other instructors are amazing though and I thoroughly enjoy their classes.

32. More exercises that work the lower abs
33. I have been going to Turbokick since the begining of the semester, and i absolutely LOVE the class!
34. I think it would be nice to offer classes twice a week at the same time. For example yoga Tuesdays and Thursdays at 7 a.m. and Pilates Monday and Wednesday at 7 a.m. It would be nice to have a little more system of times when classes are offered.