

# Annual Research Report

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2014



# AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

SHAPE America's mission is to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport. The vision of SHAPE America is "Healthy People – Physically Educated and Physically Active!" SHAPE America is the largest organization of professionals involved in physical education, physical activity, dance, school health and sport—all specialties related to achieving an active, healthy lifestyle. Its mission is to advance professional practice and promote research related to health and physical education, physical activity, dance and sport by providing its members with a comprehensive and coordinated array of resources, support and programs to help practitioners improve their skills to further the health and well-being of the American public.

SHAPE America was formerly the American Alliance for Health, Physical Education, Recreation and Dance. AAHPERD became SHAPE America in January 2014 to unify what were five national associations and a research consortium under the AAHPERD umbrella. SHAPE America works with partners including the Alliance for a Healthier Generation, American Heart Association, The Cooper Institute, first lady Michelle Obama's Let's Move! Initiative, and the President's Council on Fitness, Sports and Nutrition.

## Table of Contents

### Research Findings:

Importance of Physical Activity.....	3
Exercise Frequency and Obstacles.....	4
Eating Habits.....	5
State of Wellness Programs.....	6
Guide to Improving Wellness - Program Additions.....	7
Research Methodology.....	8
About NRCCUA.....	9

### Appendices:

2014 AAHPERD Student Survey.....	11
2014 AAHPERD Educator Questionnaire.....	13



# IMPORTANCE OF PHYSICAL ACTIVITY

Physical activity is important throughout life, so developing a positive outlook and good habits early can affect a young person for life. How do students form their ideas about the value of physical activity? The survey shows that students' opinions regarding exercise are highly influenced by family and cultural background. Students from low income households or those who are the first college-bound generation are much less likely to see the importance of physical activity to future health (59% and 57% respectively) compared to their counterparts from high income households (66%) or whose parents attended college (65%).

The survey also shows cultural variations, in that students from Asian (56%) and Hispanic (59%) backgrounds see less importance in physical activity than other minority students such as African-Americans (65%) and American Indians (62%).

## Family Influence:

students in low income households and students who are first generation are less likely to see the importance of physical activity on future health

### Physical Activity is Extremely Important to Future Health

**59%** Students in low income households

**66%** Students in high income households

**57%** First generation college bound students

**65%** Students whose parents attended college



## High School Influence

There is not much difference in student opinions on importance of physical activity to future health across high schools with varying income levels

### Physical Activity is Extremely Important to Future Health

**59%** Students in low income high schools

**66%** Students in average income high schools

**57%** Students in high income high schools



## Key Findings:

- Students interested in a career in Technology are significantly less likely to see extreme importance in physical activity. (49% to 63%)
- Higher achieving, "A" average students are much more likely to see importance of physical activity compared to those with a less than "C" average. (68% to 43%)

At the same time, students at low, middle and high income schools all rate this importance at the same level: 62%, 61% and 63% respectively.

This implies that the message students receive in their home and community has a key influence on their attitude towards physical activities. For students who do not receive a positive influence at home, teachers may be their primary source for gaining this understanding. Funding and support of physical education in schools is needed to generate a long-term positive influence that can affect a student's health for his or her lifetime.

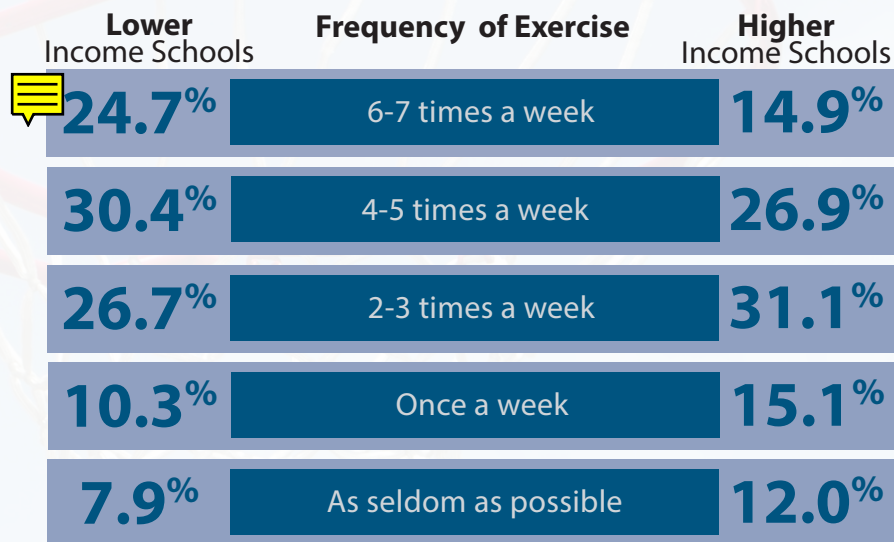
# EXERCISE FREQUENCY AND OBSTACLES

Students lacking a positive message at home about the need for lifelong physical activity need the support of teachers to gain these important messages, stressing the need for financial support of teachers and physical activities. While the income level of the high school is not related to perception about physical activity, it is directly correlated to the frequency of student exercise. The implication is that higher income schools have resources to support physical activities that mid- to low-income schools do not.

Students from low- and average-income households, as well as first generation college-bound, exercise less than students from high-income households and those whose parents attended college. Some of the barriers to exercise cited by these students are a lack of space or opportunity for exercise, lack of time due to work or job, and uncertainty about what to do.

## High School Influence

Students in low income high schools are much less likely to report frequent exercise for 30 minutes or more at a moderate or vigorous level



## Family Influence

First generation college bound students and students from lower income households say that lack of space/opportunity and know-how keep them from exercise.

	Low Household Income	Average Household Income	High Household Income	Parents Attended College	First Generation
6-7 times a week	15.9%	19.9%	24.6%	22.5%	14.8%
4-5 times a week	26.4%	28.3%	30.2%	29.5%	26.3%
2-3 times a week	31.3%	29.4%	27.2%	28.1%	31.9%
Once a week	14.7%	12.3%	10.2%	11.2%	15.4%
As seldom as possible	11.7%	10.1%	7.8%	8.9%	11.7%

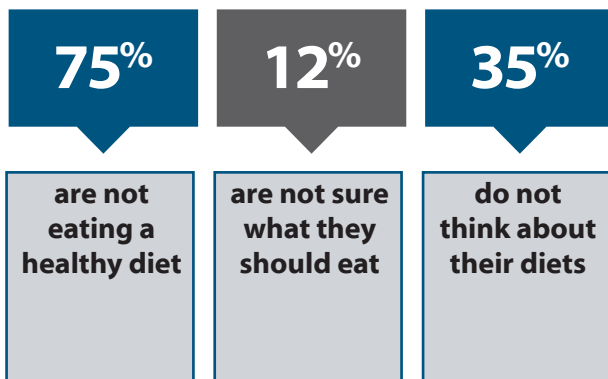
# EATING HABITS

The study reveals that students who are falling behind in physical activity are the same ones who exhibit unhealthy eating habits. These unhealthy eating habits have a direct correlation with household income, high school income, and high minority high schools. Three out of four students from lower income households (75%) say they are not eating a healthy diet, with 12% reporting they are unsure what to eat, and 35% saying they do not think about their diets.

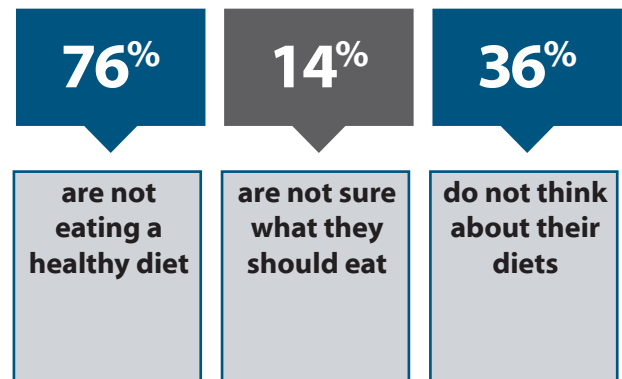
The statistics from first generation college-bound students, attendees of lower income high schools, and students from high minority high schools are very similar. Clearly these students need help from educators to understand the dynamics of nutrition's effects on physical health, and how to make healthier eating choices. Funding to support educators in their efforts to teach students how to make informed choices is essential to changing this situation, which has lifelong health and health care impacts on both the students and their communities.

## Major Obstacles to Eating a Healthy Diet

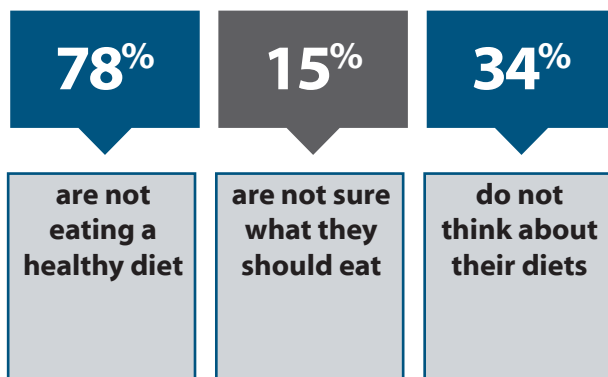
### Students in Lower Income Households



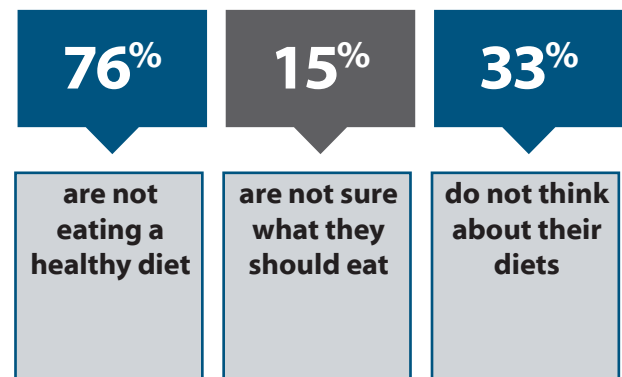
### First Generation College-Bound Students



### Students who Attend Lower Income High Schools



### Students who Attend High Minority High Schools



# STATE OF WELLNESS PROGRAMS

Physical education and wellness programs show marked regional differences in required student participation, as well as in approach. The strongest requirements are in the Northeast region with most schools requiring more than 4 semesters of PE to graduate, while the Midwest and Southern regions require only 1-2 semesters of credit.

Across the country, PE teachers are assigned more students per semester than teachers of other subjects, with a majority of them teaching 150 or more students each semester. Despite these high ratios, PE teachers remain on the job longer, offering more years of teaching to their communities than those in other curriculum areas.

PE teachers across the U.S. would like to improve their programs and offer more and better options to their students. Teachers in the athletically active Northeast would like to add more advanced curriculum options, while those in the South would choose to increase required PE credits. Teachers in the West would bring healthier lunch options to their schools, and those in the Midwest would also add more advanced PE programs.

Faculty in physical education programs actively encourage their students to pursue career opportunities in sports, physical activities and health-related fields, including following in their footsteps as PE teachers.

## Existing Wellness Programs



**93%** Health Education



**45%** Adapted Physical Education



**43%** Quality Fitness Development



**31%** Dance



**4%** Let's Move in School

### West

- Most likely to require 3-4 semesters
- most likely to be assigned more than 150 per semester; most likely to add healthier lunch options

### Midwest

- Most require only 1-2 semesters
- most likely to be assigned 100-150 students; would add more advanced PE curriculum

### South

- Majority require only 1-2 semesters
- most likely to be assigned less than 100 students; most likely to say they would add more PE requirements

### Northeast

- Most likely to require >4 semesters
- majority teach more than 150 students; least likely to say they would add PE semester requirements and most likely to say they would add more advanced PE curriculum



# GUIDE TO IMPROVING WELLNESS PROGRAM ADDITIONS

Educators overwhelmingly say that funding is the biggest obstacle impairing their ability to promote physical activity, wellness and nutrition in their schools. This study has shown that students from low- and middle-income families, those whose parents did not attend college, and those attending low-income or high minority schools are those who need the most guidance. Educators wish to provide a positive influence, accurate and valuable information, and robust physical education programs to these –and all– students. Strong positive influences can change a young person’s health and long-term prospects for a healthy life. Increased funding for physical education and support for educators in these fields can have a tremendous impact now and in the future.

## Wellness Barriers

**#1 barrier educators report is money (44%)**

### Program Changes/Additions Students in Lower Income High Schools Would Make

**30%** Add more time for Physical Education

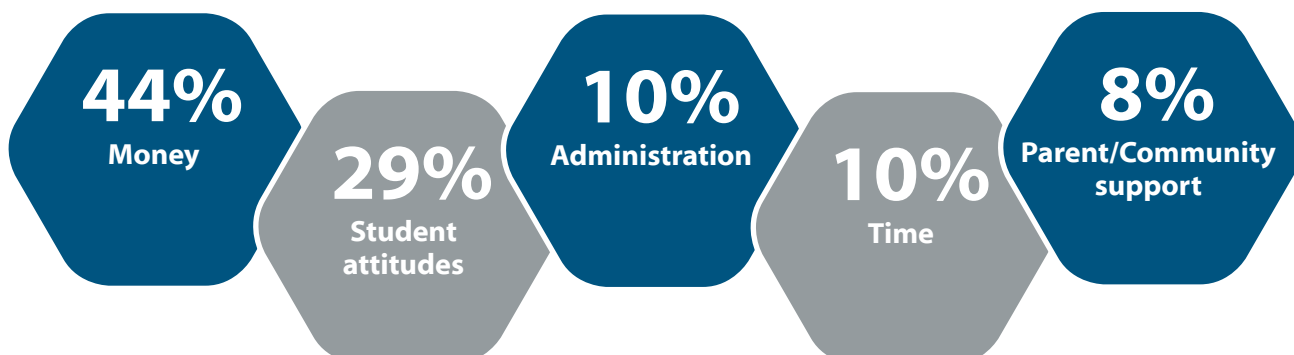
**29%** Add more physical activity choices

### Program Changes/Additions Students in Higher Income High Schools Would Make

**28%** Healthier lunch options

**14%** Different Physical Education curriculum

### Largest Obstacle to Promoting Physical Activity and Nutrition in Schools



# RESEARCH METHODOLOGY

The American Alliance for Health, Physical Education, Recreation and Dance research, conducted by NRCCUA, was constructed using the results of paper surveys administered in high schools nationally. The AAHPERD student survey and educator questionnaire were designed by AAHPERD and NRCCUA, and administered by NRCCUA. The data analysis and presentation were conducted by NRCCUA. In the spring of 2014, the AAHPERD survey was mailed to educators across the nation. These educators were asked to distribute the survey to their students, as well as complete an AAHPERD educator questionnaire.

## Sampling Error

The margin of error and the confidence interval below are a measurement of how well the AAHPERD survey results represent the entire student community. For example, in theory, one could say that if we performed the survey 100 times, the results for each respondent would fall within the margin of error above or below the percentage reported 99 out of 100 times.

Respondent Group.....	All students
Sample.....	45,992
Estimated Population.....	12,901,709
Margin of Error (MOE-99%).....	+/- 0.6%

## Nonsampling Error

It is possible that question wording and logistical difficulties in conducting surveys can introduce error or bias into the findings, in addition to that caused by non-response and sampling error.

## Demographic Weights

When appropriate, demographic weights were created and applied to the data to reduce the effects of survey sampling and response bias. Weights were calculated for graduation year, ethnicity and state using the high school graduate projections from the Western Interstate Commission for Higher Education (WICHE).

## Sample Demographics

### Students

# of Student Respondents.....45,992

### Gender

Male.....53.0%  
Female.....47.0%

### Ethnicity

American Indian.....2.0%  
Asian.....2.5%  
African-American.....13.0%  
Hispanic.....15.1%  
Middle Eastern.....0.4%  
White.....45.3%  
Other.....14.4%  
Prefer not to respond.....7.3%

### Graduation Year

2013.....28.7%  
2014.....31.5%  
2015.....23.2%  
2016.....16.1%  
2017.....0.4%

### Grade Point Average

"A" Average.....31.9%  
"B" Average.....53.5%  
"C" Average.....13.5%  
Less than "C" Average.....1.2%

### Educators

# of Educator Respondents.....2,115

### Community

Rural.....42.4%  
Suburban.....22.9%  
Urban.....34.6%

### School Type

Public.....94.7%  
Private.....5.3%





## ABOUT MY COLLEGE OPTIONS®

For over 40 years, the National Research Center for College & University Admissions™ (NRCCUA®) has been gathering information on student and educator attitudes and interests. Every year, 2.5 million high school students in over 95% of the public and private high schools in the country participate.

NRCCUA operates the nation's largest college planning program, My College Options, which directly benefits participating students, families and educators by providing them with comprehensive resources on colleges and universities, the college search and admissions processes, financial aid and scholarship programs, and more.

Through our research partnerships, we seek to assist the educational community in every way possible. Our research partners are able to reach millions of students and thousands of educators through our extensive reach and relationships with administrators, educators and students.

Thank you for your support and partnership in connecting our nation's youth with educational opportunities. We hope that the data gathered will be of significant value to your organization. For more information about this report and our research programs, please visit: [www.nrccua.org/research](http://www.nrccua.org/research).

## RESEARCH ADVISORY BOARD

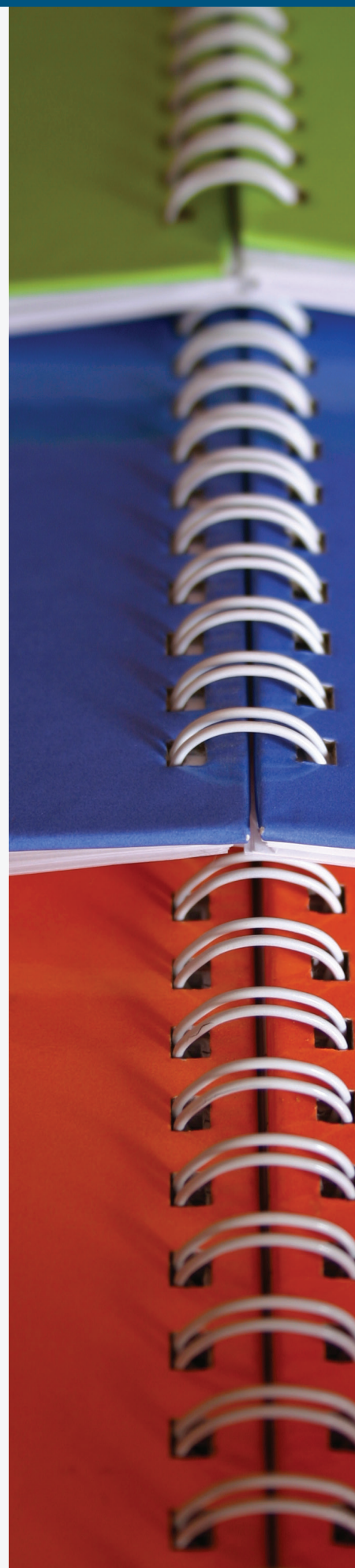
The My College Options Research Advisory Board assists the research efforts of NRCCUA and its partners by periodically reviewing our survey instrument, data collection and reporting methods to increase quality and value, and ensure our findings are aligned with current education research best practices.

Each member of the Board offers a unique perspective on educational issues, including college access for underrepresented students and minority programs, national education leadership and higher education administration, and the development of human service policy initiatives.

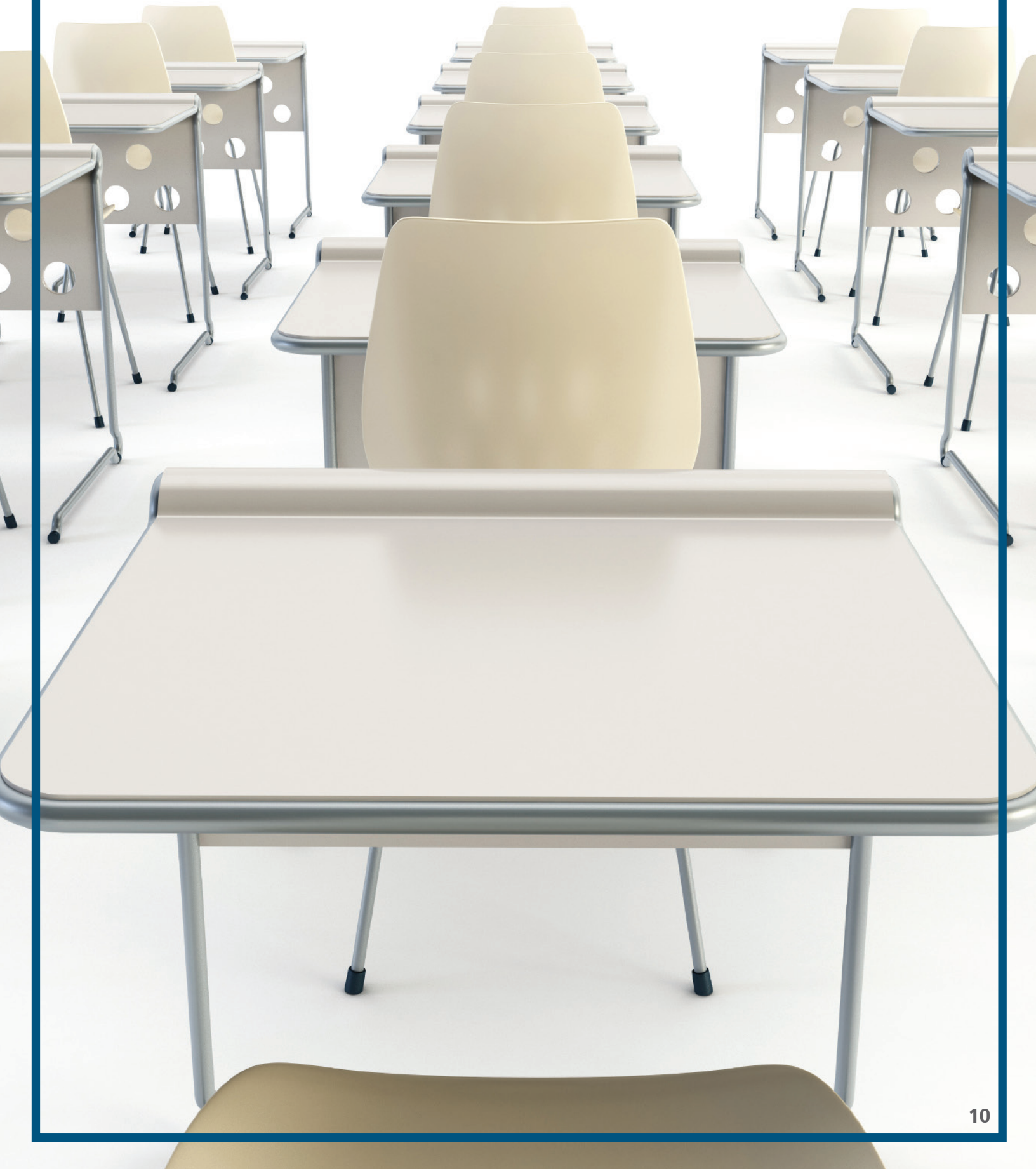
Dr. Nicole Francis  
President & CEO  
Visionary Policy Institute

Dr. Steven M. LaNasa  
President  
Donnelly College

James M. Rubillo  
Former Executive Director  
National Council of Teachers  
of Mathematics



# APPENDICES





**American Alliance for Health, Physical Education, Recreation and Dance**  
ALL ITEMS IN BOX ARE REQUIRED FOR PROCESSING.

PLEASE PRINT CLEARLY WITH A NO. 2 PENCIL OR BLACK OR BLUE INK ONLY! COMPLETELY FILL IN CIRCLES

First Name \_\_\_\_\_ Last Name \_\_\_\_\_  
Home Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Preferred Email \_\_\_\_\_

Your High School Name \_\_\_\_\_

Birth Date: month \_\_\_\_\_ day \_\_\_\_\_ year \_\_\_\_\_

Gender:  Male  Female

High School Graduation Year:  2014  2016  2018  2015  2017  2019

What is your grade average?  A+  B+  C+  A  B  C  A-  B-  Lower than C

Scale: A=4, B=3, C=2, D=1, Failing=0

Home Phone ( ) \_\_\_\_\_ Cell Phone ( ) \_\_\_\_\_  
Parent First Name \_\_\_\_\_ Parent Last Name \_\_\_\_\_

**YOUR ACTIVITIES & POST-SECONDARY PLANS**

1. Which of the following VARSITY SPORTS are you most likely to participate in while attending college? (Darken as many as apply)

A.  Baseball E.  Crew/Rowing I.  Football M.  Ice Hockey Q.  Softball U.  Volleyball  
B.  Basketball F.  Cross Country J.  Golf N.  Lacrosse R.  Swimming/Diving V.  Wrestling  
C.  Bowling G.  Cycling K.  Gymnastics O.  Rowing S.  Tennis W.  Other Athletics  
D.  Cheerleading/Dance Team H.  Field Hockey L.  Horsemanship P.  Soccer T.  Track & Field

2. How important do you believe your physical activity is to your future health? (Darken ONE)

A.  Extremely important B.  Somewhat important C.  Not very important D.  Not at all important

3. Outside of physical education class, how often do you exercise for 30 minutes or more at a moderate or vigorous level? (Darken ONE)

A.  6-7 times a week B.  4-5 times a week C.  2-3 times a week D.  Once a week E.  As seldom as possible or infrequently

4. What is the biggest obstacle preventing you from exercising more? (Darken as many as apply)

A.  Homework G.  Lack of space or opportunity E.  Not sure what to do G.  I am currently exercising as much as I should.  
B.  Extracurricular activities D.  Work/Job F.  No desire

5. If you could add or change one program at your school to promote wellness, what would it be? (Darken ONE)

A.  More time for physical education C.  Develop safe routes to walk or bike to school E.  More physical activity choices (clubs, activities in physical education, non-sport options)  
B.  Healthier lunch options D.  Different physical education curriculum F.  Less access to vending machines

6. How do you feel about your eating habits? (Darken as many as apply)

A.  I eat a healthy diet. C.  I don't think about my diet. E.  I should include more fruits, vegetables, whole grains, and low fat milk.  
B.  I drink too much soda. D.  I am not sure what I should eat.

7. If costs were not a factor, which categories of college would you like to attend? (Darken as many as apply)

A.  Private College/University B.  State College/University C.  Community/Junior College D.  Vocational/Technical School

8. Specialized schools and colleges offer degree programs in selected professional areas. Which categories of college would you like to attend? (Darken up to THREE)

A.  Architectural College G.  School of Economics M.  School of Journalism S.  Nursing College  
B.  Art/Design College H.  College of Education N.  Law School T.  School of Psychology/Sociology  
C.  Bible College I.  Engineering College O.  College of Mathematics U.  College of Science  
D.  School of Business J.  Family and Consumer Sciences P.  Medical School V.  Institute of Technology  
E.  School of Communications K.  School of Forestry/Environmental Studies Q.  Military Academy/College W.  Theatre Arts College  
F.  Culinary School L.  General/Liberal Arts College R.  Music College/Conservatory X.  Other/Undecided

9. Have either of your parents attended college? A.  Yes B.  No

10. Please identify the types of high school courses you are currently taking. (Darken as many as apply)

A.  Advanced Placement (AP) C.  Honors Programs E.  Other Advanced Programs G.  General College Prep  
B.  International Baccalaureate (IB) D.  Gifted/Accelerated Programs F.  College-Credit Courses H.  Career and Technical (CTE)

11. Which of the following ACTIVITIES are you most likely to participate in while attending college? (Darken as many as apply)

A.  Academic/Honors Club F.  Church/Religious K.  Fraternity/Sorority P.  Math/Science Club U.  Peer Mentoring/Tutoring  
B.  Art/Design G.  Community Serv/Volunteer L.  Hunting/Fishing Q.  Military/ROTC V.  Student Government  
C.  Band/Orchestra H.  Debate/Forensics M.  Intramural/Club Sports R.  Newspaper/TV/Radio W.  Study Abroad  
D.  Business/Entrepreneur I.  Drama/Theatre N.  Language Club S.  Outdoor Adventure/Race X.  Writing/Publications  
E.  Choir J.  Environmental Club O.  Leadership T.  Outdoor Winter Sports

OVER PLEASE AAHPERD-14

**STUDENT SURVEY**

Professional areas that BEST fit your major interests or future career path. (Darken TWO)

19.  Communications/Public Relations 37.  Equine Studies 55.  Pharmacy  
20.  Computer/Information Sciences 38.  Fashion 56.  Philosophy  
21.  Criminal Justice/Law Enforcement 39.  Foreign Language 57.  Photography/Video/Film  
22.  Culinary/Chef 40.  Forestry/Conservation 58.  Physical Education/Recreation  
23.  Dance/Choreography 41.  Game Design and Developer 59.  Physical Therapy  
24.  Dental Health 42.  Graphic Arts/Design 60.  Physics  
25.  Doctor/Physician 43.  History/Archaeology 61.  Political/Government Science  
26.  Drama/Theatre Arts 44.  Interior Design 62.  Psychology/Psychiatry  
27.  Earth Sciences/Geology 45.  Journalism 63.  Religion/Ministry/Theology  
28.  Economics 46.  Law/Legal Services 64.  Science  
29.  Engineering (Chemical) 47.  Marine Biology 65.  Social Work/Human Services  
30.  Engineering (Civil) 48.  Marketing 66.  Software Developer  
31.  Engineering (Computer) 49.  Mathematics/Statistics 67.  Sports Management  
32.  Engineering (Electrical/Electronic) 50.  Medical Science 68.  Sports Medicine  
33.  Engineering (General) 51.  Medical Technology 69.  Teaching/Education  
34.  Engineering (Mechanical) 52.  Military Science 70.  Travel/Hospitality  
35.  English/Writing 53.  Music 71.  Veterinary Medicine  
36.  Environmental Studies 54.  Nursing/Health Care 72.  Undecided/Other

Please darken all characteristics that you are looking for in your ideal college. (Darken as many as apply)

D.  Small (under 3,000 students) G.  Ethnically diverse I.  Historically black N.  Close to home  
E.  Medium (3,001 to 10,000 students) H.  Ethnically similar K.  Major sports program O.  Far from home  
F.  Large (over 10,000 students) L.  Faith-based M.  Dormitories available

Attending a denominational/church-related college, which TWO would you choose? (Darken up to TWO)

F.  Bible K.  Church of God P.  Jewish U.  Nazarene  
G.  Catholic L.  Disciples of Christ Q.  L.D.S. Mormon V.  Presbyterian  
H.  Christian/Pentecostal M.  Episcopal R.  Lutheran W.  Non-denominational  
I.  Church of Christ N.  Evangelical S.  Mennonite X.  Other Christian Denomination  
J.  Church of Christ (United) O.  Friends/Quaker T.  Methodist Y.  None of the above

For rules would you PREFER on a college campus? (Darken ONE)

A.  No living arrangements. No drinking, smoking, or drugs on or off campus.  
B.  Strict limits and avoiding extremes in behavior on or off campus.  
C.  Campus regulations.

Receive information on any of the following military options? (Darken as many as apply)

C.  Military Academy/College E.  National Guard G.  No military interest  
D.  Military Reserves F.  Other military plans

How would you prefer? (Darken as many as apply)

A.  Army C.  Coast Guard D.  Marines E.  Navy

What incentive programs are available to students based upon specific racial or ethnic backgrounds. (Darken as many as apply)

A.  None C.  Black/African-American E.  Middle Eastern G.  Other  
B.  Islander D.  Latino/Hispanic/Chicano F.  White/Caucasian H.  Prefer not to respond

What information and materials would you like to receive to help you prepare for your future? (Darken as many as apply)

A.  B.  Financial Aid/Student Loans C.  Mentoring/Motivational Programs D.  Study Skills E.  Test Prep F.  Tutoring

States in which you would consider attending college? 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Today, which would be your top choices? (List up to FIVE)

Abbreviation of the state in which it is located. (Abbreviate the word University-UNIV)

_____	_____	_____	_____	_____	_____	State	Have you visited this college?
_____	_____	_____	_____	_____	_____	_____	Yes <input type="checkbox"/>
_____	_____	_____	_____	_____	_____	_____	Yes <input type="checkbox"/>
_____	_____	_____	_____	_____	_____	_____	Yes <input type="checkbox"/>
_____	_____	_____	_____	_____	_____	_____	Yes <input type="checkbox"/>

21. Please email me a report that will show how colleges and universities match my profile on MyCollegeOptions.org.

Email Address \_\_\_\_\_

Dear Student: We've entrusted My College Options™ a service operated by the National Research Center for College & University Admissions™ to manage the research findings due to their many years of dedication to higher education. The most important benefit of participating in this voluntary survey and research project is the information you and your family will receive from colleges and universities. In some cases, you and your family may also receive information about educational products & services such as student loans and financial aid, college admissions and tutorial services, extra-curricular enrichment and recognition programs, career, employment and military opportunities, and camps, provided by non-profit organizations, companies offering educational products & services, and government agencies. My College Options does not share your information with commercial marketers offering to sell you non-education-related products and services.

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**EDUCATOR QUESTIONNAIRE**




**American Alliance for Health, Physical Education, Recreation and Dance**  
**EDUCATOR QUESTIONNAIRE**  
Complete and return with students' surveys.

Information about AAHPERD and its programs.  
 Additional surveys for my students: \_\_\_\_\_ (number)  
 An emailed copy of my personalized report of student responses for my school.  
\*Please provide your email address in the update information section to receive your report.

**PLEASE UPDATE**

Please provide any updates to the information below:

NAME: \_\_\_\_\_  
POSITION/TITLE: \_\_\_\_\_  
SCHOOL: \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_  
SCHOOL PHONE NUMBER: ( ) \_\_\_\_\_  
EMAIL: \_\_\_\_\_  
(Required to receive report)  
ESTIMATED SCHOOL START DATE IN FALL 2014: \_\_\_\_\_



COMMENTS: \_\_\_\_\_

Your responses to these questions will be used for research purposes only. Your contact information will not be associated with your questionnaire in any way. Thank you.

1. This semester I have been assigned to teach the following number of students: (Darken ONE)  
A.  1-50 B.  51-100 C.  101-150 D.  151+

2. How long have you been teaching? (Darken ONE)  
A.  0-5 years C.  11-15 years E.  21-25 years G.  31+ years  
B.  6-10 years D.  16-20 years F.  26-30 years

3. How many semesters of Physical Education are required at your school? (Darken ONE)

A.  1-2 semesters C.  More than 4 semesters  
B.  3-4 semesters D.  Not required

4. Are you a member of? (Darken ONE)

A.  State AAHPERD C.  Both  
B.  National AAHPERD D.  Neither

5. What types of programs currently exist at your school to promote the wellness of your students? (Darken as many as apply)

A.  Let's Move in School D.  Dance  
B.  Quality fitness development E.  Adapted physical education  
C.  Health education

6. If you could add or change one program at your school to promote wellness, what would it be? (Darken ONE)

A.  Develop safe routes to walk or bike to school  
B.  Healthier lunch options  
C.  More advanced physical education curriculum  
D.  More physical education semester requirements  
E.  More sports or physical activity opportunities  
F.  Removal or less access to vending machines

7. What do you believe is the biggest obstacle to promoting physical activity and nutrition in your school today? (Darken ONE)

A.  Administration D.  Student attitudes  
B.  Money E.  Time  
C.  Parent/Community support

8. How often do you discuss future career opportunities in physical activity and health related fields with your students? (Darken ONE)

A.  Very often C.  Sometimes E.  Never  
B.  Often D.  Rarely

9. Are you interested in becoming a member of any of these associations? (Darken as many as apply)

A.  American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)  
B.  American Association for Health Education  
C.  American Association for Physical Activity and Recreation  
D.  National Association for Girls and Women in Sport  
E.  National Association for Sport and Physical Education  
F.  National Dance Association

10. In which professional development activities do you participate? (Darken as many as apply)

A.  National or district AAHPERD convention  
B.  Other national conventions (ASCD, ACSM, NSCA, Coaching)  
C.  State AAHPERD convention  
D.  School district workshops  
E.  Webinars or online courses  
F.  Skill specific workshops  
G.  Professional blogs or Facebook groups  
H.  College courses



## RESEARCH FOR THE FUTURE

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