

# Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: **Fitness Technology – June 28<sup>th</sup>, 2013**

Contact person: Tanya Littrell (Out-going Chair), Mike Boggs (In-coming Chair)

For CTE: Degree or certificate\* assessed: **Associate of Applied Science - Fitness Technology**

\*See Appendix for the FT AAS Degree Outcome Alignment with Core Outcomes

*The Academic Year 2010-11 the Fitness Technology SAC assessed Outcomes #2, #4, #5 & #6 and for the Academic year 2011-12 assessed Outcomes #1, #3, #5, #7. The following is a summary of the Outcomes assessed during 2011-12 (1, 3, 5, & 7).*

## **Outcome #1 – Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.**

Method: Employer Evaluations at Internships and Evaluations of students participating in Co-Operative Education experiences. Our goal is to have all Fit Tech students meet the qualifications for employment and score a 3 or higher in their internship setting.

Results: We continue to find that our students are meeting qualifications for employment in the Fitness and Wellness Industry.

Changes that have been implemented: We expanded our assessment process to include One-Year Certificate students during Summer 12 and Spring 13. We have also started the process to add a course that will enhance student learning and understanding of the Internship process, including understanding the employer evaluation and helping students establish specific goals/objectives for their internship.

## **Outcome #3 - Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.**

Method: A critical thinking rubric was developed that could be used to **directly** evaluate multiple examples of student work throughout the Fitness Technology program (attached). Random samples of student work were collected in various courses that are taken throughout the two years of the AAS degree.

Results: The average score (on a scale of 1-4) for year one courses was 3.28 and the average score for year two courses was 3.43. These results show that students are able to apply knowledge and skills when critically evaluating information. It also shows that students improve this ability as they progress through the academic program.

Changes that have been implemented: We emphasized methods (online research and case studies) to enhance student learning in the critical thinking process in FT 103 and FT 202. We also added self-assessments to enhance student's self-reflection of their own skills, knowledge and abilities.

## **Outcome #5 - Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.**

Method: In 2011-12 we sent an email out to all graduating students to obtain a list (**indirect**) of the workshops they have attended and the certifications they have obtained. Secondly, we collected resumes as part of FT 203 to **directly** assess which workshops students attended and certifications passed. Lastly, we assessed the same internship supervisor evaluations that were used in Outcome #1 above to **directly** assess this outcome. These evaluations use a scale of 5=outstanding, 4=very good, 3=average, 2=needs improvement, and 1=unsatisfactory. Our goal was to have all Fit Tech students taking advantage of learning opportunities and scoring a 3 or higher in their internship setting on this outcome. Evaluations were collected from the internships completed during Spring 2012 by graduating Fit Tech AAS degree students.

Results: All graduating students took advantage of continuing CPR/First Aid/AED certifications (**100%**). Twenty graduating students took advantage of workshops and/or certifications and became certified in at least one area of fitness (of approx. 32 graduates = **63%**) Eight graduating students have more than one fitness certification (of approx. 32 graduates = **25%**) We believe these numbers are lower than the actual numbers of students taking advantage of lifelong learning opportunities and meeting this program outcome.

Seven employer evaluations were returned in time for this report. All seven Fit Tech AAS degree students evaluated received a 3 or higher on this outcome as directly evaluated by a potential employer. Actual student scores were very good: four students scored a 5 and three students scored a 4, with the average score being **4.6**.

Overall, these results continue to indicate that Fitness Technology students are taking advantage of learning opportunities. In addition, students are continuing to utilize their internship experiences for additional learning opportunities.

Changes that have been implemented: We are in the process of improving the tracking method for this outcome within our student population. We will be adding a combined survey and exit interview for our Internship students. This is linked via Google Docs and answers can be analyzed and compiled easier. In the meantime, we will continue to keep a record of student certifications in our files and ask about this outcome in face to face interactions.

### **Outcome #7 - Qualify for nationally recognized fitness certifications.**

Methods: We used the same email survey and FT 203 resume assessment from Outcome #5 to indirectly and directly ascertain the number of different actual certifications that Fit Tech AAS degree graduates have successfully completed. We recorded all certifications in a spreadsheet where current, graduating, and former students are tracked.

<u>Results:</u>	<u>Certification Name</u>	<u># of Graduates</u>	<u>% of Graduates</u>
	CPR/First Aid/AED	32	100
	ACSM CPT	9	28
	ACSM HFS	10	31
	AEA	4	13
	NSCA	1	3
	ACE Group Fit	0	0
	Arthritis	2	6
	Lifeguard	1	3
	Other misc.	7	22

Changes that have been implemented: We are working more directly with our Advisory Committee (business leaders/owners in the community) to increase scholarship opportunities for students to help offset the cost of certification (a barrier for many students). We have had one of our Advisory Committee members take on the role of Chair and is very enthusiastic about providing additional networking opportunities and potential revenue generation for scholarship funding for our students. Like Outcome #5, we are working on a better system to track this outcome within our student population. This includes utilizing the improvement within the changing technology field; communication processes via email, phone, text, Facebook, Google Docs, among business partners, faculty and students.

### **We assessed all seven of our outcomes in 2012 – 2013.**

**FT AAS Degree Outcome #1 – Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.**

#### **1. Methods:**

Our method of assessments for this outcome continues to include Employer Evaluations (see appendix) who directly assess our students during their internship experiences. These evaluations use a scale of 5=outstanding, 4=very good, 3=average, 2=needs improvement, and 1=unsatisfactory. Our goal is to have all Fitness Technology students meet the qualifications for employment and score a 3 or higher in their internship setting. Evaluations from the internship experiences were taken during Summer 2012 and Spring 2013.

## **2. Results:**

We were able to obtain seven employer evaluations for AAS degree students from their internship supervisors. All seven rated above 3 with an average score of 4.7 out of 5 for this outcome. We were able to collect 15 employer evaluations for 1-yr Certificate students. Fourteen of 15 students scored above 3 and this group had an average score of 4.1 out of 5 for this outcome. These results show that our students are ready for entry-level positions in the fitness industry as our first year students scored an average of 82% and our AAS students scored an average of 94% for this outcome.

## **3. Changes for student Improvement:**

The changes that were made during this collection period included collecting evaluations from internship experiences from graduating students seeking the 1-yr Certificate. We would also like to increase the percentage of returned evaluations with this outcome completed. There were several evaluations where this specific outcome was left blank or evaluated with "N/A". As a result of this, we have designed and will be implementing a new course, FT 180, a 1-credit Internship preparation course starting Winter 2014. This will help the students prepare appropriate objectives and understand the evaluation process better. We will continue to make certification opportunities available to students and begin to collect evaluations from our Healthy Older Adult Fitness students.

## **4. Assessment Reflection:**

The method of assessment worked very well. It was easy to administer and we continue to improve our collection process. We believe that our students are well prepared and meet this outcome. No major changes are needed for this method of Assessment.

**FT AAS Degree Outcome #2 - Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations).**

## **1. Methods and 2. Results:**

We found this outcome easier to assess by dividing it into two separate categories; 1) Develop, Demonstrate and 2) Implement. 1) Develop, Demonstrate: We evaluated portfolios of student's work where they were developing and demonstrating fitness assessments and programs from three courses, FT 105, FT 201, and PE 282B using a rubric. For each course a student work was selected at random to "norm" the rubric between the faculty evaluators. Once the rubric was normed, nine projects (25% sample size) were selected at random from FT 105 with an average of 3.03 on a scale of 1 - 4, where 1=Incomplete work, 2 = Partially Proficient, 3=Proficient, 4=Exemplary. Six (30% sample size) projects were selected at random from FT 202 with an average of 3.0 using the same rubric. Four projects (30% sample size) were selected at random from PE 282B with an average of 2.94 using the same rubric. 2) Implement: We used the student's employer evaluation from two courses where the students implement fitness assessments and programs. These two courses were FT 280 Internship Experience and CG 280 Cooperative Education Experience. This was the same employer evaluation as in Outcome #1, but we analyzed the question specifically addressing Outcome #2. Seven employer evaluations were obtained for this analysis from our AAS degree students and their average score was 4.8 on a scale of 1 – 5. Fourteen employer evaluations were obtained from our 1-yr certification students and their average score was 4.3 on a scale of 1 – 5. These evaluations from the internship experiences were obtained during Summer 2012 and Spring 2013. We also evaluated our student's ability to implement appropriate fitness assessments and programs utilizing the employer evaluation in CG 280, our cooperative education experience. We obtained 13 CG 280 employer evaluations from our cooperative education students during Fall '12, Winter '13 and Spring '13 terms. Nine of the 13 evaluations addressed Outcome #2

specifically and students averaged 4.4 out of 5. In addition to these assessment methods we also utilized an Observation Checklist (see Appendix) for our students in a variety of courses (CG 280, FT 105, PE 282B, PE 288). This observation checklist included 11 categories during the students' implementation of a fitness program. The scale was as follows:

Level 1 – Limited demonstration or application-implementation of knowledge/skills (little or not at all)

Level 2 – Basic demonstration or application-implementation of knowledge/skills (inconsistently shows)

Level 3 – Demonstrates comprehension and applies-implements knowledge/skill (consistent, but not at a high level)

Level 4 – Demonstrates thorough, effective, sophisticated application-implementation of knowledge/skills (consistent and high level)

We were able to collect 60 Observation Checklist evaluations during Winter and Spring 2013; 54 from 1-yr certificate students and 6 from 2-yr AAS Degree students. The 54, 1-yr certificate students had an average score of 3.16 on a 1-4 scale, while the 2-yr AAS degree students averaged 3.42.

## 2. Results (Summary Table):

“Develop, Demonstrate”	FT 105 (1 <sup>st</sup> yr students, n=9)	Average score = 3.03 (1-4 scale)
	FT 201 (2 <sup>nd</sup> yr students, n=6)	Average score = 3.00
	PE 282B (2 <sup>nd</sup> yr students, n=4)	Average score = 2.94
“Implement”	FT 280 (1 <sup>st</sup> yr students, n=14)	Average score = 4.3 (1-5 scale)
	FT 280(2 <sup>nd</sup> yr students, n=7)	Average score = 4.8
	CG 280 (2 <sup>nd</sup> yr students, n=9)	Average score = 4.4
	Observation Checklist (1 <sup>st</sup> yr, n=54)	Average score = Level 3.16 (1-4 scale)
	Observation Checklist (2 <sup>nd</sup> yr, n=6)	Average score = Level 3.42

## 3. Changes for Student Improvement:

Although easy to administer, collection and timing of collection is often difficult. These tend to coincide with finals week, and faculty leaving for summer. We are looking at implementing a more efficient method of data collection utilizing technology such as distributing evaluations via Google, Google Docs, Google Groups so that these evaluations are more easily accessible and transmittable. Our student improvement plan also includes improved (content and timely) feedback from assignments and evaluations involving this outcome. We believe that our new Internship Preparation course (FT 180) will improve our students selection and understanding of their internship learning objectives ensuring that they are performing outcome specific activities in their internship experiences.

## 4. Assessment Reflection:

We believe that our lecture and laboratory curriculum prepares our students to proficiently meet this outcome. It's great to see that our business partners in the fitness industry rate our students as high, or higher than we do. The results support this with the students' averages ranging from 75% to 96% for this outcome. The timing of data collection (often during finals week of Spring Term) and when this assessment report is due (often the week after finals week) makes it difficult for the entire SAC to analyze the data and have adequate input for this report.

**FT AAS Degree Outcome #3 - Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.**

**1. Methods:**

A critical thinking rubric was developed that could be used to directly evaluate multiple examples of student work throughout the Fitness Technology program (see appendix). Random samples of student work were collected in two courses that are taken each of the two years of the AAS degree; FT 103 in the students first year and FT 202 in the students second year. The rubric uses a 4-point scale, with 4.0 assigned as thorough, effective, and sophisticated application. A goal would be to have students' average at least 3.0 on the scale (comprehension and able to apply essential knowledge and skill). We started by norming the rubric on a student work from each of the two classes. Following the norming process we used the critical thinking rubric and evaluated student samples form each course.

**2. Results:**

Norming results of the **FT 103 sample** = 3.0, 3.0, 3.5, 3.5, 4.0; Average = 3.4 (First year students)

Sample size for FT 103 = 21, average score = 3.3 (83%) on a scale of 1 – 4.

Range for our rubric levels: Level 1 = 0 works; Level 2 = 4 works; Level 3 = 12 works; Level 4 = 5 works

Norming results of the **FT 202 sample** = 3.5, 3.5, 4.0, 4.0, 4.0; Average = 3.8 (Second year students)

Sample size for FT 202 = 20, average score = 3.3 (83%) on a scale of 1 – 4.

Range for our rubric levels: Level 1 = 1 work; Level 2 = 4 works; Level 3 = 7 works; Level 4 = 8 works

A comparison of Outcome #3 from 2011-12 to this year (2012-13) show similar results, although the courses assessed were not all the same. The average score for the first year students from last year = 3.28 and the average score for the second year students = 3.43.

**3. Changes for Student Improvement:**

Our plan for student improvement includes two changes. 1) Add additional student self-assessments in critical thinking at various times in their education and 2) Identify methods to emphasize critical thinking in throughout our curriculum.

**4. Assessment Reflection:**

We would expect critical thinking to improve from the first year class to the second year class. Although somewhat easy to administer and score using the rubric, it is difficult to compare the two different courses as "improvement" or "not improvement" between the first and second year students since the assignments were so different and likely not equally demanding (on the student). The FT 103 assignment was a diet analysis and recommendations for food intake. FT 202 was a critical analysis of a research paper. Comparison between the first and second year of the program needs to be done with more similar assignments.

**FT AAS Degree Outcome #4 - Use valid fitness and wellness information to effectively educate clients and the community.**

**1. Methods:**

Students educate clients and the community in multiple ways throughout their experiences in the Fitness Technology Program. Our students are usually ready to educate their clients and community at the end of their first year and throughout their second year through developing an educational bulletin board in FT 203, teaching/leading other students in cooperative education experiences (CG280) and during their first and second year internships (FT-280).

FT 203 Bulletin Board Project – Five faculty members assessed five randomly selected bulletin board projects utilizing a specific bulletin board rubric (see attached).

CG 280 Co-Op Experience – Students perform class teaching assistant duties that include educating students (clients) in a PE or Fit Tech course. Faculty members rate those students utilizing a standard evaluation form with Outcome #4 as one of the evaluation questions.

FT 280 Internship Experience – Our business partners in the community evaluate our students under “realistic” conditions when working with clients and community and directly measure this outcome with the employer evaluation form. Again, this outcome can directly be measured as it is one of the questions on the evaluation.

## 2. Results:

FT 203 Projects	n=5	average score = 2.62 (87.6%) on a scale of 1-3.
CG 280	n=13	average score = 4.6 (92%) on a scale of 1-5
FT 280	n=14	average score = 4.5 (90%) on a scale of 1-5.

## 3. Changes for Student Improvement:

We will be changing our FT 203 Bulletin Board Rubric to a scale of 1 – 5 as this will be more consistent with our other rubrics. We will be emphasizing students during their Co-Op experience (CG 280) to meet this objective with specific assignments/activities and expand student opportunities to share their knowledge and to educate their clients. An emerging opportunity that we continue to increase student exposure is our partnership with Sylvania Intramurals.

## 4. Assessment Reflection:

These results indicate that Fitness Technology students are educating their clients and the community with valid fitness and wellness information. In comparison to the FT 203 projects from the previous year (Fall 2011), there was a 10% increase in the average rubrics score this year (Fall 2012). We also like to see our business partners rate our students high (90%) for this outcome in the FT 280 Internship experience. Our sample sizes (n) range from 25% - 33% for our collection data. We would like to know if this is adequate or should we increase our sample size?

**FT AAS Degree Outcome #5 - Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.**

## 1. Methods:

Our primary method of assessment came from Employer Evaluations (FT 280) as the site supervisors that oversee students’ internship experiences directly measure this outcome. As stated prior, these evaluations use a scale of 5=outstanding, 4=very good, 3=average, 2=needs improvement, and 1=unsatisfactory. Our goal is to have all Fit Tech students taking advantage of learning opportunities and scoring a 3 or higher in their internship setting on this outcome. Evaluations were collected from the internships completed during Summer 2012 and Spring 2013 by AAS degree students and One-yr certification students.

## 2. Results:

FT 280 (AAS)	n=7	average score = 5.0 on a 1-5 scale.
FT 280 (1yr cert)	n=15	average score = 4.5 on a 1-5 scale.

We believe these scores indicate that Fitness Technology students are taking advantage of learning opportunities.

### 3. Changes for student Improvement:

We have three area of student improvement for this outcome. 1) Enhance communication methods with students about workshops, seminars, and webinars, 2) Continue to make certifications available to students, and 3) Utilize internship site employees (supervisors and staff), advisory committee members and increase field trip opportunities.

### 4. Assessment Reflection:

We need to devise a better system to adequately track this outcome within our student population. We will work on that system in the coming academic year (i.e. new Fit Tech Advisor, student exit interviews, Linked In network for Fit Tech). In the meantime, we will continue to keep a record of student certifications in our files and ask about this outcome on the internship evaluation.

**FT AAS Degree Outcome #6 - Meet requirements for entry into a four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields.**

### 1. Methods:

Students are able to transfer to Portland State University or Concordia University, through our articulation agreement, after obtaining the Fitness Technology AAS degree. Students can also transfer to other universities after taking Fit Tech classes.

### 2. Results:

- All students completing the AAS degree meet the outcome. All students who complete the AAS degree meet the entry requirements into PSU and Concordia, per our articulation agreements with both schools.
- **EXIT SURVEY RESULTS – Spring FT 280 course:**
  - *\*Exit survey percentages are out of the 16 1<sup>st</sup> and 2<sup>nd</sup> year AAS students filling out the survey, not the program overall. 18 Surveys returned – 2 HOAF only students = 16 Surveys for 1<sup>st</sup> or 2<sup>nd</sup> year AAS students*
  - **2 students** indicated that they will explore continuing their education in a 4 year degree. None indicated PSU or Concordia, or specific plans for the coming Fall. (12.5%)

### 3. Changes for student Improvement:

We continue to update and renew our ongoing articulation agreement with Portland State University and are excited to begin to offer our new articulation agreement to Concordia University. We will explore other potential articulation agreements with other schools such as Oregon State University that has a strong exercise science/physiology program. We would like to add a permanent Fitness Technology Advisor that assists students in their transition from PCC. Lastly, we plan to promote on-campus guests from local universities and promote PCC transfer days.

### 4. Assessment Reflection:

It has been difficult to track what our students do after graduation. We have tried several methods to maintain contact, (email, surveys) but have found students not very receptive to reciprocal communication. We have improved our advising process with a temporary Fit Tech Advisor and would like to see this a permanent position. We continue to improve our communication processes by utilizing emerging and “popular” communication methods.

**FT AAS Degree Outcome #7 - Qualify for nationally recognized fitness certifications, including but not limited to: American Red Cross: CPR/AED – Professional Rescuer, First Aid, Sports Safety Training, Blood Borne Pathogens; American College of Sports Medicine (ACSM): Certified Personal Trainer; National Strength & Conditioning Association (NSCA): Certified Personal Trainer; American Council on Exercise (ACE): Group Fitness Instructor; Aquatic Exercise Association (AEA): Aquatic Exercise Instructor.**

### **1. Methods:**

We devised a new Exit Survey that was imbedded in our FT 280 Internship course final evaluation assignment that includes specific questions as to which, if any nationally recognized certifications the student currently has completed or plans to complete. This Exit Survey is in a Google Docs format linked to a collection site (excel spreadsheet) that categorizes each question, making analyzing this data easier.

### **2. Results:**

- All students completing the AAS degree meet the outcome. All students who complete the AAS degree have been prepared to sit for a number of nationally recognized fitness certifications. A few of them are even offered within our curriculum.
- **EXIT SURVEY RESULTS – Spring FT 280 course:** 18 Surveys returned – 2 HOAF only students = 16 Surveys for 1<sup>st</sup> or 2<sup>nd</sup> year students
  - 16 American Red Cross: AED/CPR (100%)
  - 6 American College of Sport Medicine (37.5%)
  - 2 Aquatic Exercise Instructor (12.5%)
  - 1 First Aid and Sports Injury & Prevention (6.3% - although all students get this in FT 102, so it was probably 100%, they just didn't mark it)
  - 1 American Red Cross Lifeguard (6.3%)
  - 1 American Red Cross CPR/AED and First Aid Instructor (6.3%)
  - 1 will have pilates this summer

### **3. Changes for student Improvement:**

Our student improvement plan includes enhancing student knowledge of available certifications and encouraging the benefits of becoming certified in our industry. Another area of improvement is to be able to offer more scholarships for fitness industry certifications. We are looking toward our Advisory Committee for potential funds for this monetary assistance. Lastly, gathering certification information and “housing” this in a technological advantageous location for our students, such as a website, Google Docs, or Facebook link (areas that students frequent often).

### **4. Assessment Reflection:**

This was the first year that we used this Exit Survey in the Google Docs format with the automatic collection process to an Excel Spreadsheet. Although easier, we need to fine-tune this process and improve our students' ability to answer each question completely (increase the size of the answer fields). The timing of the collection period (end of Finals week) makes it difficult for all our SAC to analyze the data and give input. We will be looking at improving this exit survey at Fall In-service, make improvements, and implement an improved version by Spring 2014.

## APPENDIX

### FT AAS Degree Outcome Alignment with Core Outcomes

Degree Outcome	Core Outcome
<i>Students who complete this degree should be able to:</i>	
Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.	Professional Competence
Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations).	Professional Competence, Communication, Critical Thinking & Problem Solving, Cultural Awareness
Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.	Critical Thinking & Problem Solving, Self-Reflection
Use valid fitness and wellness information to effectively educate clients and the community.	Communication, Cultural Awareness, Community & Environmental Responsibility
Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.	Critical Thinking & Problem Solving, Self-Reflection
Meet requirements for entry into a four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields.	Professional Competence, Communication
Qualify for nationally recognized fitness certifications, including but not limited to: American Red Cross: CPR/AED – Professional Rescuer, First Aid, Sports Safety Training, Bloodborne Pathogens American College of Sports Medicine (ACSM): Certified Personal Trainer National Strength & Conditioning Association (NSCA): Certified Personal Trainer American Council on Exercise (ACE): Group Fitness Instructor (if completed PE 282) Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287)	Professional Competence  Critical Thinking & Problem Solving

\*Separately submitted, but included in this report are examples of the rubrics, evaluation, and checklist we used as assessment tools.

**PORTFOLIO RUBRIC (Develop and Demonstrate) - FT AAS DEGREE**

*“Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations)”.*

**RUBRICS FOR PROJECTS WITH LAYOUT, TEXT ELEMENTS AND WRITTEN MECHANICS TO BE EVALUATED**

CRITERION	EXEMPLARY <b>4</b>	PROFICIENT <b>3</b>	PARTIALLY PROFICIENT <b>2</b>	INCOMPLETE <b>1</b>	RATING
<p align="center"><b>LAYOUT</b></p> <p align="center"><b>TEXT ELEMENTS</b></p> <p align="center"><b>WRITTEN MECHANICS</b></p>	<p>The Portfolio <u>Binder</u> is attractive, client specific, and demonstrates professionalism.</p> <p>The Overall Portfolio Project follows Instructor specifics for Layout &amp; Text Element, is easy to read <u>and</u> shows attention to details.</p> <p>Transitions between sentences/paragraphs/sections <u>enhance</u> the flow of thought.</p> <p>Layout &amp; Text Elements <u>enhance</u> the readability and aesthetic quality of the text.</p> <p>There are <u>zero</u> errors in grammar, capitalization, punctuation, and spelling.</p> <p align="center"><b>Client Ready</b></p>	<p>The Portfolio <u>Binder</u> is attractive and appropriate for client.</p> <p>The Overall Portfolio Project follows Instructor specifics for Layout &amp; Text Elements, and is easy to read.</p> <p>Transitions between sentences/paragraphs/sections <u>maintain</u> the flow of thought.</p> <p>A few minor Layout or Text Element changes would enhance the readability and aesthetic quality of the text.</p> <p>There are <u>three or fewer</u> errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.</p> <p align="center"><b>Client Ready</b></p>	<p>The Portfolio <u>Binder</u> is not client specific and/or requires changes.</p> <p>The Overall Portfolio Project follows most of the Instructor specifics for Layout or Text Elements, and is sometimes difficult to read.</p> <p>Transitions between sentences/paragraphs/sections <u>interrupt</u> the flow of thought.</p> <p>Several errors in Layout or Text Elements detract from the readability of the text. Editing is required.</p> <p>There are <u>four or five</u> errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</p> <p align="center"><b>Not Client Ready</b></p>	<p>A Portfolio <u>Binder</u> is not included.</p> <p>The Overall Portfolio Project does not follow Instructor specifics for Layout or Text Elements and is often difficult to read.</p> <p>Transitions between sentences/paragraphs/sections <u>are not included</u>. There are multiple errors in Layout or Text Elements.</p> <p>Major editing or complete overhaul is required.</p> <p>There are <u>more than six</u> errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.</p> <p align="center"><b>Not Client Ready</b></p>	

**PORTFOLIO RUBRIC (Develop and Demonstrate) - FT AAS DEGREE**

*“Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations)”.*

**RUBRICS FOR PROJECTS WITH CLIENT INTRODUCTION, PROJECT SUMMARY,**

**CLIENT SCREENING, AND GOAL SETTING TO BE EVALUATED**

CRITERION	EXEMPLARY <b>4</b>	PROFICIENT <b>3</b>	PARTIALLY PROFICIENT <b>2</b>	INCOMPLETE <b>1</b>	RATING
<p align="center"><b>CLIENT INTRODUCTION</b></p> <p align="center"><b>PROJECT SUMMARY</b></p> <p align="center"><b>CLIENT SCREENING</b></p> <p align="center"><b>GOAL SETTING</b></p>	<p>Introduces client clearly (who, what, when, where, why, how) &amp; accurately summarizes all required components of the project.</p> <p>Client Introduction &amp; Summary demonstrate the use of clear, well organized, and accurate data interpretation of all project elements.</p> <p>Client’s health status, lifestyle characteristics, and risk factor analysis are clearly and accurately identified.</p> <p>Client friendly tools are utilized (charts, graphs).</p> <p>All appropriate client-forms are included.</p> <p>Client goals are stated in SMART format and include short, mid, and long term timeframes when appropriate.</p> <p>No Revisions Needed.</p> <p align="center"><b>Client Ready</b></p>	<p>Introduces client (who, what, when, where, why, how) &amp; summarizes components of the project.</p> <p>There are <u>three or less</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information.</p> <p>Client’s health status, lifestyle characteristics, and risk factor analysis are identified.</p> <p>Client friendly tools are mostly utilized (charts, graphs). Appropriate client-forms are included.</p> <p>Client goals are mostly stated in SMART format and include short, mid, and long term timeframes when appropriate.</p> <p>There are <u>three or less</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information.</p> <p>Minor editing and revisions needed.</p> <p align="center"><b>Client Ready</b></p>	<p>Does not introduce the client clearly OR fails to summarize the components of the project.</p> <p>There are <u>four or five</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information requiring editing and revision.</p> <p>Client’s health status, lifestyle characteristics, and risk factor analysis <u>are not</u> clearly and accurately identified.</p> <p>Client friendly tools are sometimes utilized (charts, graphs).</p> <p>All appropriate client-forms are not included.</p> <p>Client goals are sometimes stated in SMART format and include some short, mid, and long term timeframes.</p> <p>There are <u>four or five</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information requiring editing and revision.</p> <p align="center"><b>Not Client Ready</b></p>	<p>Does not introduce client introduction OR summarize the components of the project.</p> <p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information &amp; requires major editing and revision.</p> <p>Client’s health status, lifestyle characteristics, and risk factor analysis are NOT clearly and accurately identified.</p> <p>Client friendly tools <u>are NOT</u> utilized (charts, graphs).</p> <p>Appropriate client-forms <u>are NOT</u> included.</p> <p>Client goals are NOT stated in SMART format and do not include short, mid, and long term timeframes when appropriate.</p> <p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information &amp; requires major editing and revision.</p> <p align="center"><b>Not Client Ready</b></p>	

**PORTFOLIO RUBRIC (Develop and Demonstrate) - FT AAS DEGREE**

*“Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations)”.*

**RUBRICS FOR PROJECTS WITH FITNESS TESTING TO BE EVALUATED**

CRITERION	EXEMPLARY <b>4</b>	PROFICIENT <b>3</b>	PARTIALLY PROFICIENT <b>2</b>	INCOMPLETE <b>1</b>	RATING
<b>FITNESS TESTING</b>	<p>Pre-Test instructions and Assessment data form were professionally completed and enhanced the clients’ testing experience.</p> <p>Appropriate test selection and reasoning for test selections given.</p> <p>Student went beyond measuring the five components of HRPF and interpreted results accurately by a specific assessment needed to design program <u>OR</u> reasons for not testing are given.</p> <p>All resting measures completed and interpreted accurately.</p> <p>All calculations and raw data included.</p> <p>Student was able to modify different aspects of the testing appointment to meet the client’s specific needs.</p> <p>No revisions needed.</p> <p><b>Client Ready</b></p>	<p>Appropriate Pre-Test instructions given and Assessment data form included &amp; self-designed.</p> <p>Appropriate test selection and reasoning for test selections given.</p> <p>All Five components of HRPF measured and interpreted accurately by a specific assessment needed to design program <u>OR</u> reasons for not testing are given.</p> <p>All resting measures completed and interpreted accurately.</p> <p>All calculations and raw data included.</p> <p>There are <u>three or less</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information.</p> <p>Minor editing and revisions needed.</p> <p><b>Client Ready</b></p>	<p>Some Pre-Test instructions given and Assessment data form copied from lab or text.</p> <p>Test selection somewhat appropriate and reasoning for test selections not all given.</p> <p>Five components of HRPF NOT measured or interpreted accurately.</p> <p>Student didn’t consider client specific needs. Not all reasons for not testing were given.</p> <p>Not all resting measures OR not completed and interpreted accurately.</p> <p>Not all calculations and raw data included.</p> <p>There are <u>four or five</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information requiring editing and revision.</p> <p><b>Not Client Ready</b></p>	<p>Pre-Test instructions and Assessment data form not included.</p> <p>Test selection not appropriate and reasoning for test selections not given.</p> <p>All Five components of HRPF NOT measured and NOT interpreted accurately.</p> <p>Reasons for not testing are NOT given. Resting measures NOT completed and interpreted accurately.</p> <p>Calculations and raw data missing.</p> <p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information &amp; requires major editing and revision.</p> <p><b>Not Client Ready</b></p>	

**PORTFOLIO RUBRIC (Develop and Demonstrate) - FT AAS DEGREE**

*“Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations)”.*

**RUBRICS FOR PROJECTS WITH EXERCISE PROGRAMMING: CARDIORESPIRATORY, RESISTANCE, FLEXIBILITY.**

CRITERION	EXEMPLARY <b>4</b>	PROFICIENT <b>3</b>	PARTIALLY PROFICIENT <b>2</b>	INCOMPLETE <b>1</b>	RATING
<p><b>CARDIO RESPIRATORY (CRF)</b></p> <p><b>RESISTANCE (RT)</b></p> <p><b>FLEXIBILITY (FT)</b></p> <p><b>TRAINING PROGRAM</b></p>	<p>Program is specific to client's CRF, RT, FT goals and <u>goes beyond</u> the use of the FITT Guidelines for each component.</p> <p>Student <u>goes beyond</u> the Instructor required training elements.</p> <p>Information regarding specific exercises, explanations, descriptions are accurate and user friendly tools are used <u>and enhance</u> the program delivery.</p> <p><u>Multiple</u> examples of exercise modifications are given.</p> <p>Proper Overload, Progressions, and Specificity are included throughout the program.</p> <p><b>No Revisions Needed.</b></p> <p><b>Client Ready</b></p>	<p>Program is specific to client's CRF, RT, FT goals and <u>includes all</u> of the FITT Guidelines for each component.</p> <p>Instructor required training elements for are included.</p> <p>Information regarding specific exercises, explanations, descriptions and user friendly tools are used.</p> <p>Some examples of modifications are given.</p> <p>Proper Overload, Progressions, and Specificity are included.</p> <p>There are <u>three or less</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information.</p> <p><b>Minor editing and revisions needed.</b></p> <p><b>Client ready</b></p>	<p>Program is not specific to client's goals or <u>does not include</u> all of the FITT Guidelines for CRF, RT, FT.</p> <p>Instructor required training elements <u>are not all</u> included.</p> <p>Information regarding specific exercises, explanations, descriptions and user friendly tools <u>are sometimes used</u>.</p> <p>Modifications rarely given.</p> <p>Overload, Progressions, and/or Specificity mostly incomplete.</p> <p>There are <u>four or five</u> occurrences of missing, unorganized, inaccurate, or difficult to interpret information.</p> <p><b>Editing and revision needed.</b></p> <p><b>Not Client Ready</b></p>	<p>Program is neither specific to client's goals or most of the FITT Guidelines for CRF, RT, FL are missing.</p> <p>Instructor required training elements are mostly missing.</p> <p>Information regarding specific exercises, explanations, descriptions and user friendly tools <u>are not used</u>.</p> <p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information.</p> <p><b>Requires major editing and revision.</b></p> <p><b>Not Client Ready</b></p>	

**Portland Community College**  
Fitness Technology – FT 280-II (Internship) and CG 280

**EMPLOYER EVALUATION - FINAL**

**\*\*Please return to instructor by \_\_\_\_\_**

**Student Name:**

**Internship Site:**

**Site Supervisor:**

Person filling out this evaluation (if different from Site Supervisor):

Please refer to the Learning Objectives agreed upon by you and the student at the start of the term when answering the questions below:

- Did the student meet any of his/her objectives?
- What do you see as this student's strengths?
- What areas does he/she need to improve?

Please rank each of the following as follows – 5 = outstanding, 4 = very good, 3 = average, 2 = needs improvement, 1 = unsatisfactory:

**ATTITUDE TOWARD WORK:**

- \_\_\_ Uses time effectively
- \_\_\_ Keeps busy, looks for work to do
- \_\_\_ Looks for ways to improve, alert to new methods
- \_\_\_ Practices professional, businesslike work habits

**MEETING FT PROGRAM OUTCOMES:**

- \_\_\_ Meets qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.
- \_\_\_ Develops, demonstrates, and implements appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements.
- \_\_\_ Applies the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.
- \_\_\_ Uses valid fitness and wellness information to effectively educate clients and the community.
- \_\_\_ Identifies, evaluates, and takes advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.

**OVERALL PERFORMANCE:** \_\_\_\_\_ (rank as above)

**Anything else you want to add?**

**ATTENDANCE:**

- \_\_\_ Arrives on time
- \_\_\_ Alerts you when late/absent
- \_\_\_ Plans ahead to re-arrange schedule if needed

**JOB LEARNING/SKILL IMPROVEMENT:**

- \_\_\_ Shows continual improvement in work quality and speed in completing work
- \_\_\_ Works independently
- \_\_\_ Exhibits adequate knowledge learned in school when performing tasks

**QUALITY OF WORK:**

- \_\_\_ Uses care with equipment and materials
- \_\_\_ Completes jobs/tasks in minimal time
- \_\_\_ Able to understand and follow directions
- \_\_\_ Accurate and careful in work, asks questions
- \_\_\_ Adapts to working conditions, is flexible

**RELATIONS WITH OTHERS:**

- \_\_\_ Cooperates with supervisor, is respectful
- \_\_\_ Works well with others, shares in workload
- \_\_\_ Accepts suggestions and corrections
- \_\_\_ Courteous and helpful with customers/clients

**APPEARANCE:**

- \_\_\_ Dresses appropriately
- \_\_\_ Exhibits cleanliness, professional appearance

## BULLETIN BOARD RUBRIC

### FT AAS DEGREE

*“Use valid fitness and wellness information to effectively educate clients and the community”*

	<b>Exemplary – 3 (Exceeds)</b>	<b>Satisfactory – 2 (Meets)</b>	<b>Unsatisfactory – 1 (Needs Improvement)</b>	<b>Rating</b>
<b>TEXT</b>	Title is readable from six feet away, all fonts are legible, and has short, easy to read statements.	One of the previous elements is not present.	More than one of the previous elements is not present.	
<b>RELEVANCY OF GRAPHICS</b>	All graphics are related to the subject, make it easier to understand, and enhance the bulletin board.	One or two of the graphics are not related to the subject, do not make it easier to understand, or do not enhance the bulletin board.	More than 2 of the graphics do not relate to the subject, do not make it easier to understand, and/or do not enhance the bulletin board.	
<b>VALIDITY OF INFORMATION</b>	All of the information on the bulletin board is valid and accurate to the subject.	Two or fewer of the statements are not valid nor accurate to the subject.	More than two of the statements are not valid and accurate to the subject.	
<b>DIMENSION</b>	Dimension adds attractiveness and the border ties the idea of the bulletin board together.	Dimension does not add attractiveness or the border does not tie the idea of the bulletin board together.	Dimension does not add attractiveness and the border does not tie the idea of the bulletin board together.	
<b>ATTRACTIVENESS</b>	The poster is exceptionally attractive in terms of design, layout, and neatness and is eye-catching.	The poster is acceptably attractive though it may be a bit messy or is not eye-catching.	The poster is distractingly messy or very poorly designed. It is not attractive or eye-catching.	
<b>GRAMMAR</b>	There are no grammatical mistakes or spelling errors.	There are 2 grammatical mistakes or spelling errors.	There are more than 2 grammatical mistakes and/or spelling errors.	
<b>TOTAL</b>				

# Practical Observation Checklist

	Course: _____ Instructor: _____ Term/Year: _____  <b>Name</b>	the student trainer chose the appropriate exercise, training session or fitness assessment for both client & goal	the student trainer was organized and prepared to conduct the exercise, training session or fitness assessment	the student trainer used correct terminology when explaining which muscles or fitness component the exercise or fitness assessment was intended	the student trainer fully explained how to perform the exercise, training session or fitness assessment and utilized proper cueing techniques/strategies	the student trainer utilized proper cueing techniques, strategies or terminology	the student trainer conducted the exercise, training session or fitness assessment in accordance with professional/national certification guidelines	the student trainer properly demonstrated the exercise or fitness assessment	the student trainer ensured the safety of the client	the student trainer was able to problem solve or modify the exercise or fitness assessment	the student trainer was fully engaged with the client (active listening, soliciting feedback, correctly answering questions, etc.)	the student trainer was both polite & professional	<b>Total Checks</b>
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

**CheckList/Rubric – assign each student a level**

Level 1 – Limited demonstration or application-implementation of knowledge/skills (little or not at all)– **0-2 points/checks**

Level 2 – Basic demonstration or application-implementation of knowledge/skills (inconsistently shows)– **3-6 points/checks**

Level 3 – Demonstrates comprehension and applies-implements knowledge/skill (consistent but not at a high level)– **7-9 points/checks**

Level 4 – Demonstrates thorough, effective, sophisticated application-implementation of knowledge/skills (consistent and high level)– **10-11 points/checks**

**Portland Community College – Fitness Technology Outcomes Assessment Rubric**

**AAS DEGREE OUTCOME #3**  
*(Evaluate Written Student Work)*

<b>Mastery Level→</b> <b>Components</b> <b>↓</b>	<b>LEVEL 1</b> Limited demonstration or application of knowledge and skills.	<b>LEVEL 2</b> Basic demonstration and application of knowledge and skills.	<b>LEVEL 3</b> Demonstrates comprehension and is able to apply essential knowledge and skill.	<b>LEVEL 4</b> Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.
<b>AAS Degree Outcome #3:</b>  Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.	<p align="center"><b>Score 1.0</b></p> Student is unable to utilize knowledge gained to identify learned skill(s) or comprehend the skill(s) purpose.  Student is unable to distinguish relevant from non-relevant material or develop an opinion on the course subject matter.	<p align="center"><b>Score 2.0</b></p> Student is able to utilize knowledge gained to identify at least two learned skills and occasionally comprehends the purpose or application of the skills.  Student is occasionally able to identify relevant material and develop opinions about the course subject matter.	<p align="center"><b>Score 3.0</b></p> Student identifies two or more learned skills and displays comprehension/knowledge about the purpose of the skills.  Student is often able to identify relevant material, critique the material, and develop an opinion about the course subject matter.	<p align="center"><b>Score 4.0</b></p> Student identifies two or more learned skills, consistently displays comprehension about the purpose of the skills, applies knowledge to problem solve, and explores new possibilities.  Student is frequently able to distinguish between relevant and non-relevant material, critique the material, ascertain the facts, and develop opinions on the course subject matter.
<b>SCORE =</b>	<b>NOTES:</b>			