

## Annual Report for Assessment of Outcomes

### Fitness Technology SAC – Fit Tech AAS Degree

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1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

**FT AAS Degree Outcome #2** - The Fit Tech students are getting the knowledge and tools that they need to be successful with this outcome (3.0 rating or above) within the Fit Tech curriculum. We will continue to work to enhance our assessment methods and make any changes to curriculum that are needed.

**FT AAS Degree Outcome #4** - No changes to ensure students attain this outcome, but we will add evaluation of internship and co-op projects for continued assessment of this outcome.

**FT AAS Degree Outcome #5** - Students are getting certified easily during and after the Fit Tech program. We need to continue to look into other ways to track this data in the future (i.e. student exit interviews, Linked In network for Fit Tech).

**FT AAS Degree Outcome #6** - The Fit Tech full-time faculty also serve as academic advisors to Fit Tech students. We have increased our knowledge of transfer procedures and are working more with the advising office. We have also added another articulation agreement with Concordia (in addition to PSU) and are working on another agreement with OSU.

### 2011-2012 OUTCOMES

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

**2. Methods:** Employer evaluations are distributed to internship supervisors who **directly** assess students who are completing internships at the end of their Fitness Technology AAS degree. Outcome #1 was added to the standard cooperative education site evaluation (attached). The 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 meet the qualifications for employment and score a 3 or higher in their internship setting. Evaluations were collected from the internships completed during Spring 2012 by graduating Fit Tech AAS degree students.

**3. Results:** 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: three students scored a 5, one student scored a 4.5, two students scored a 4, and one student scored a 3. The average score from these is **4.4**.

**4. Changes:** No changes are necessary. Fit Tech AAS degree students are meeting this outcome.

**5. Assessment Reflection:** This method of assessment worked very well. It was easy to administer and collect the data. We are going to expand and make sure that we have this data collected from the internship experiences of all graduating students (HOAF, 1-yr Cert, and AAS Degree).

**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.

**2. Methods:** 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. Courses and assignments evaluated include:

- FT 102-Injury Prevention and Management (year 1) – take home exam
- FT 103-Nutrition for Fitness Instructors (year 1) – nutrition analysis
- FT 201-Fitness Assessment III (year 2) – fitness programming project
- FT 204-Exercise Science II (year 2) – ECG lab

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 also wanted to see if students would show an increased ability to apply knowledge and skills in the year 2 classes (improvement over the year 1 classes). Samples of student work in the four classes were collected and evaluated with the rubric by four Fit Tech faculty. We started by **norming** the rubric on one student work in the FT 201 class. On this norming process, three faculty members assigned the work a 4 rating and one assigned it a 3 rating. The difference was attributed to taking into account the project/work guidelines as opposed to using only the criteria on the rubric. It was decided that all faculty would use only the rubric criteria for evaluation and we felt confident that we would be consistent in evaluating the remaining student works. The random samples of anonymous student works were distributed among the faculty and evaluated at a work session on SAC day.

**3. Results:** Summarized results from the four classes are as follows.

- FT 102 (year 1) – 8 samples evaluated, average score = 3.56
- FT 103 (year 1) – 6 samples evaluated, average score = 3.00
- FT 201 (year 2) – 7 samples evaluated, average score = 3.29
- FT 204 (year 2) – 7 samples evaluated, average score = 3.57

The average score 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.

**4. Changes:** There is room for improvement on student achievement of this outcome. Students who can consistently perform at a 4.0 on the rubric scale may be better prepared for success in the workplace and/or additional education. In the Fitness Technology program we are continually improving the program curriculum and course design to enhance application of knowledge and skills by students.

**5. Assessment Reflection:** The assessment method worked fairly well. It was difficult to assess students on course projects that you are unfamiliar with. Choosing the right student works to evaluate may make this easier. We will also re-evaluate the rubric we developed to determine if any changes should be made for next year. Overall the process worked well.

**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.

**2. Methods:** We continued assessing this outcome in the second year of this assessment process. We changed our evaluation procedure. Last year we did tallies of certifications obtained in FT classes, a Survey Monkey survey to students directly, and averaged the FT 280 Internship supervisor evaluation (see attached “Eval Employer Final Int 2”). The tallies of certifications and the Survey Monkey survey were of limited use due to duplication of student numbers in the tallies and the low response rate on the Survey Monkey survey. This year we decided to send 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 also assessed the same internship supervisor evaluations that were used in Outcome #1 above (attached) to **directly** assess this outcome. Again, the 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 Spring 2012 by graduating Fit Tech AAS degree students.

**3. Results:** The email sent out to all graduating students failed to get many responses or the requested information (workshops and/or certifications). Evaluation of the FT 203 student resumes added additional information and we were able to obtain the following approximate numbers:

- a. **All** graduating students took advantage of continuing CPR/First Aid/AED certifications (**100%**).
- b. **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%**)
- c. **Eight** graduating students have more than one fitness certification (of approx. 32 graduates = **25%**)

These numbers are likely 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.

**4. Changes:** The FT SAC is continually talking with students about lifelong learning opportunities in the area of fitness. We also aim to provide as many certifications and workshops “on site” as we can to benefit students.

**5. 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. 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 #7** – 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)

**2. 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 are recording all certifications in a spreadsheet where current, graduating, and former students are tracked.

<b>3. Results:</b>	<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

These numbers are estimates only and are likely an underestimation of the number of students who obtained a certification of some kind.

**4. Changes:** The FT faculty work to educate students about the certification opportunities in many classes throughout the program. We also provide certification opportunities within a few classes. In addition to that, we have offered certification workshops and exams on-site to increase the convenience to students. There are no changes needed in preparing students to qualify for the national certification exams. We can improve our communication to students about opportunities for certifications and will work to do this in the coming year. The FT SAC, in partnership with our Advisory Committee, is always looking for ways to increase scholarship opportunities for students to help offset the cost of certification (a barrier for many students).

**5. Assessment Reflection:** Like Outcome #5, we need to devise a better system to track this outcome within our student population. We will work on that system in the coming academic year and we will continue to keep a record of student certifications in our files.

***In addition, please see the attached supporting files: CTEAssessment-Fitness Technology, Eval Employer Final Int 2, FT Outcome #3 RUBRIC.***

**CTE Assessment Plan**

AAS or Certificate: **AAS in Fitness Technology**

1. Outcome	2. Core Outcome?	3. Assessment Setting/Method	4. Year?
1) Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.	Professional Competence	FT 280 Internship – Employer Evaluations – will add a question or modify evaluation to address this outcome	YEAR 2 - 2011-2012
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).	Professional Competence, Communication, Critical Thinking & Problem Solving, Cultural Awareness	“Develop, demonstrate” = Portfolios of student assessments and programs (FT 105, FT 201, and FT 202) will be evaluated with a common rubric developed to look at this outcome “implement” = FT 280 Employer Evaluations, instructor observation in FT 105, FT 201, FT 202	YEAR 1 - 2010-2011
3) 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	Develop critical thinking rubric and apply to critical thinking/research work in the following classes: 1 <sup>st</sup> year – FT 101, FT 103; 2 <sup>nd</sup> year – FT 204, FT 201	YEAR 2 - 2011-2012
4) Use valid fitness and wellness information to effectively educate clients and the community.	Communication, Cultural Awareness, Community & Environmental Responsibility	FT 203 Bulletin Board project evaluated via a newly developed rubric FT 280 Internship projects – employer/instructor evaluation CG 280 Co-op Education projects – employer evaluation	YEAR 1 - 2010-2011
5) 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	FT 203 – Resume/portfolio evaluation of certifications & workshops, FT 102 – CPR, First Aid, FT 101 FIT Track the number of current students attending workshops offered at PCC & elsewhere	YEARS 1 & 2 - 2010-2012
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.	Professional Competence, Communication	Review Articulation Agreement with PSU and track the number of students choosing this option	YEAR 1 - 2010-2011
7) Qualify for nationally recognized fitness certifications, including but not limited to: <ul style="list-style-type: none"> <li>• American Red Cross: CPR/AED – Professional Rescuer, First Aid, Sports Safety Training, Bloodborne Pathogens, Fundamentals of Instructor Training</li> <li>• American College of Sports Medicine (ACSM): Certified Personal Trainer</li> <li>• National Strength &amp; Conditioning Association (NSAC): Certified Personal Trainer</li> <li>• American Council on Exercise (ACE): Group Fitness Instructor (if completed PE 282)</li> <li>• Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287)</li> </ul>	Professional Competence, Critical Thinking & Problem Solving	FT 203 – Resume evaluation of certifications obtained	YEAR 2 - 2011-2012

**5. For Programs that are beneficiaries of Perkins funding: Identify assessments that will comprise the TSA. Not applicable for Fitness Technology**

EMPLOYER EVALUATION - FINAL

**\*\*Please return to me via email [mguthrie@pcc.edu](mailto:mguthrie@pcc.edu) by 6/3/11**

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

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

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

<b>Mastery Level→</b> <b>Components</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>			