

☰ PCC FITNESS TECHNOLOGY 2015 PROGRAM REVIEW

Fitness Technology SAC

- Moe O'Connor
- Mike Guthrie
- Janeen Hull
- Tanya Littrell
- Michael Boggs

CONTENT

Introduction	1
Program Overview	2
Outcomes/ Assessment	3
Curriculum	15
Students/ Community	18
Faculty	21
Facilities/Support	24
CTE Program	27
Recommendations	34
Appendices List	37

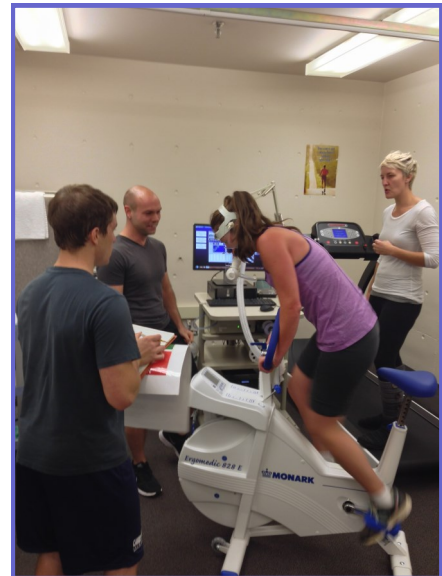
February 6, 2015

Sylvania Campus, HT 215



Fitness Technology

Why is it Important?



The U.S. population is expected to grow from 314 million in 2012 to 400 million in 2050. During those same years, the number of people aged 65 and over will grow from 43 to 83 million. As life expectancy soars to new heights, the aging U.S. population will tax health care systems like never before. Prevention of illness will be key to avoid a collapse of our health care system. Affordable prevention programs will be the cornerstone of that effort.

Physical activity, fitness, and exercise programs are easily accessible and effective at disease prevention, extending life expectancy, and increasing function and quality of life in persons of all ages. Since less than half of the U.S. population meets the physical activity guidelines (150 minutes per week), we have some work to do. A partnership between the American College of Sports Medicine (ACSM) and the Office of the Surgeon General is aiming to promote "Exercise is Medicine™" and get Americans moving in the right direction!

According to the Oregon Employment Department, employment of fitness trainers is higher than average employment and is expected to grow. According to the ACSM, among the top fitness trends for 2015 is having educated, certified, and experienced fitness professionals. The Fitness Technology Program at PCC is meeting local employment needs, following national fitness industry trends, promoting lifelong fitness and wellness, and serving the local community by preparing students to be fitness instructors and trainers that serve the local PCC community, the Portland area, the State of Oregon, and beyond!



FT 131 students learning how muscles work

“Leave all the afternoon for exercise and recreation, which are as necessary as reading. I will rather say more necessary because health is worth more than learning.”

Thomas Jefferson



PE 282B student working with an older adult in the community

PCC Fitness Technology Program Vision

Building active futures and making a difference in the fitness, health, and wellness of the community.

PCC Fitness Technology Program Mission

The Portland Community College Fitness Technology Program provides access to an affordable, quality education in the area of exercise science and fitness leadership where upon completion students are ready to transition into a fitness career and/or further education.

PCC Fitness Technology Program Goals

- ✦ We will provide a quality fitness and exercise science education in a supportive learning environment where a diverse population of students can achieve their educational and/or professional goals.
- ✦ We will respond to community and fitness industry needs and trends to ensure that students get the most relevant job skills and preparatory education.

PROGRAM OVERVIEW Changes and Projections

The Fitness Technology SAC (FT SAC) updated the mission and goals of the program since the 2010 Program Review (PR). Our mission and program goals were simplified, but still based on our continual work toward program quality and relevance. None were changed as a result of the last review but as a result of the ongoing discussion within FT SAC meetings.

We were able to meet the program goals outlined in the 2010 PR:

1. We provided a quality education which created and upgraded job skills.
2. We improved access to the program via streamlined admittance procedures.
3. We responded to industry needs and trends by working closely with industry partners and making program adjustments as needed.

Although we don't expect the vision, mission, and goals of the FT program to change over the next five years, we will continue to respond to industry, student, and community needs to inform any ongoing updates. The FT Program continues to reflect PCC's overall vision, mission, values, and goals (<http://www.pcc.edu/about/administration/board/>).



FT student utilizing the FT Lab and Study Space HT 102

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin



Senior Fitness Testing at Holladay Park Plaza by PE282B students

College Core Outcomes in Fitness Technology

The FT Program outcomes for each certificate and degree are aligned with PCC’s College Core Outcomes (**Appendix A**).

During Spring Term 2014, a survey (40.4% response rate) of over 37 current FT students was conducted with the assistance of Rob Vergun and PCC’s Institutional Effectiveness office (**Appendix B**). The purpose of the survey was to assess whether or not coursework in the FT program enables students to meet core PCC outcomes.

Students reported their level of agreement (somewhat agree and strongly agree) that the FT program is assisting them to meet the following PCC Core Outcomes:

Improving communication skills	90%
Enhancing community/environmental awareness	81%
Improving critical thinking skills	90%
Enhancing cultural awareness	80%
Improving professional competence	93%
Enhancing self-reflection skills	88%

The FT curriculum addresses the PCC Core Outcomes in the following ways:

Communication

Communication is one of the keys to success in the highly social fitness profession. Students communicate by reading, writing, speaking, listening and interpreting forms in FT courses:

- Analyzing and interpreting pre-exercise health forms in FT 104 Fitness Assessment & Programming I, FT 201 Fitness Assessment & Programming III, and PE 282B Special Populations.
- Explaining and demonstrating proper exercise technique in all of the Pro Act courses (PE 281, PE 282A, PE 282B, PE 283, PE 287, PE 288).
- Listening to a clients health needs and fitness goals in FT 105 Fitness Assessment & Programming II, FT 201 Fitness Assessment & Programming III, and PE 282B Special Populations.
- Organizing and delivering proper non-verbal communication when working with clients in FT 103 Fitness Nutrition and FT 105 Fitness & Programming II.

College Core Outcomes in Fitness Technology (cont.)

Community and Environmental Responsibility

Students are expected to exhibit responsibility toward the community and environment in the classroom (within PCC) as well as during the internship experience (outside of PCC) while in the FT Program.

- In the FT classroom community, students support each other on required tasks and show responsibility for the safety and cleanliness of the FT lab spaces.
- In their internship experience (FT 280) students take what they learned about community and environmental responsibility at PCC and use it in the community outside of PCC.



FT 201 students touring Concordia University to explore articulation options

Critical Thinking and Problem Solving

Critical thinking is a fundamental skill that students gain throughout the FT Program. We primarily assess this in FT AAS Outcomes 2, 3, 5 and 7:

- Scenario questions on exams, homework and in labs give students the opportunity to practice critical thinking and problem solving skills. For example, in FT 102 Injury Prevention and Management, students are required to assess an emergency situation quickly and follow proper safety protocols.
- Students interpret and analyze research papers in FT 202 Fitness and Aging, while evaluating the source and accuracy of the information provided.
- Students gain teaching experience in the Pro Act courses by leading “Teach backs” where they need to quickly adjust and modify movements to accommodate varying ability levels.

Cultural Awareness

Understanding the differences in individual body shapes, fitness levels, personalities, cultures, and religion is an important part of the education process for FT students:

- Students are required to work with different partners during the variety of lab experiences and instructors will assign varying personalities to work together during group projects.
- The FT 101 Seminar class incorporates field trips to local fitness businesses and in-class guest speakers which exposes students to varying cultures.
- Students are exposed to cultural differences during their CG 280 Co-Operative Education experience when they are practicing classroom instruction and leadership.
- Students are required to complete at least one 120-hour internship (FT 280) in the fitness and health industry. This is a real-life hands-on experience in our community where the students are exposed to a variety of individuals and groups.

College Core Outcomes in Fitness Technology (cont.)

Professional Competence

Students successfully completing the FT program are required to show many levels of professional competence:

- Advanced technical skills are mastered such as performing body composition analysis, submaximal cardiorespiratory assessments, nutrition analysis, electrocardiography, and functional movement screens.
- Application of concepts, skills, and processes throughout each of the FT courses with labs and hands-on experiences.
- Professional soft-skills such as teamwork, leadership, multi-tasking, time management, and attention to detail are emphasized throughout the curriculum.
- Demonstrating and implementing proper skills, knowledge, and abilities when working with clients in the community during FT 280, the internship experience.

Self-Reflection

Most FT courses have students assess, examine and reflect on one's own academic skill, professional competence, and personal beliefs. Furthermore, we encourage students to make improvements in themselves and become a role model of healthy behavior.

- Students are instructed to use their own experiences to help clients set well-defined goals and modify personal behavior, and to show understanding and empathy when working with clients.
- In Fitness Assessment and Programming I (FT 104), Fitness Assessment and Programming II (FT 105), and Fitness Assessment III (FT 203) students assess themselves using a variety of health and skill – related tests. Students gain experience at interpreting test results, comparing to normative or criterion-based data, as well as classifying and explaining how to use these results for improvement.



Body composition analysis with the In Body analyzer gives whole body and segmental body fat and lean tissue



Posture analysis with the Aligna-Bod

College Core Outcomes in Fitness Technology (cont.)

Core Outcomes Mapping Matrix for Fitness Technology

FT Core Outcomes Mapping Matrix (<http://www.pcc.edu/resources/academic/core-outcomes/ft.html>) is a rating of how well each course addresses the college core outcomes. The numbers in the table indicate faculty expectations of successful students in each course, as rated by faculty at the time of this review. This matrix has been updated to reflect the curriculum changes since 2010, including the addition of Pro Act classes to this matrix from the PE matrix.

C01 = Communication, C02 = Community and Environmental Responsibility, C03 = Critical Thinking and Problem Solving, C04 = Cultural Awareness, C05 = Professional Competence, C06 = Self-Reflection

1 = Limited demonstration or application of knowledge and skills

2 = Basic demonstration and application of knowledge and skills

3 = Demonstrated comprehension and is able to apply essential knowledge and skills

4 = Demonstrates thorough, effective and/or sophisticated application of knowledge and skills

*Outcomes have been intentionally assessed as part of the SAC annual assessment work.

**Outcomes are expected to be part of every faculty members routine student evaluation/grading.

COURSE	C01	C02	C03	C04	C05	C06
FT 101 - Seminar**	3	2	4	2	2	4
FT 102 - Injury Prevention**	3	3	3	4	3	3
FT 103 - Nutrition Fitness Inst.*	3	3	3	2	2	4
FT 104 - Assessment & Prog I**	3	2	4	2	4	4
FT 105 - Assessment & Prog II*	3	3	4	3	4	4
FT 106 - Analysis of Movement**	3	1	3	1	1	2
FT 107 - Exercise Science I**	3	1	4	2	1	3
FT 131 - Structure & Function**	3	2	3	1	1	2
FT 180 - Internship Preparation**	3	3	4	3	3	4
FT 201 - Assessment & Prog III*	3	3	4	2	4	4
FT 202 - Fitness & Aging*	4	3	4	4	4	4
FT 203 - Fitness Promotion*	4	2	3	3	4	4
FT 204 - Exercise Science II**	4	2	4	2	4	4
FT 280 - Internship*	4	3	4	3	4	4
PE 281 – ProAct Weight Train*	4	2	4	3	4	4
PE 282a – ProAct Group Fit*	4	2	3	2	4	4
PE 282b – ProAct Special Pops*	4	3	4	4	4	4
PE 283 – ProAct Mind-Body*	4	3	3	4	4	4
PE 287 – ProAct Aquatics*	3	2	4	3	4	4
PE 288 – ProAct Team Sports*	4	2	3	3	4	3

FT AAS Degree, Certificate, and HOAF Outcomes

FT AAS Degree Outcomes

- 1) Meet qualifications for employment as an entry– or higher-level professional in the fitness and wellness industry.
- 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).
- 3) Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.
- 4) Use valid fitness and wellness information to effectively educate clients and the community.
- 5) Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.
- 6) Meet transfer requirements for entry into four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields.
- 7) Demonstrate sufficient knowledge and skills to 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 and Conditioning Association (NSCA): Certified Personal Trainer
 - American Council on Exercise (ACE): Group Fitness Instructor (if completed PE 282a)
 - Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287)



FT Certificate Outcomes

- 1) Meet qualifications for employment as an entry level instructor in the fitness and wellness industry.
- 2) Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations.
- 3) Apply the knowledge and skill base gained in a Fitness Technology Certificate when critically evaluating and interpreting fitness and wellness information.
- 4) Use valid fitness and wellness information to effectively educate clients.
- 5) Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.
- 6) Demonstrate sufficient knowledge and skills to 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 and Conditioning Association (NSCA): Certified Personal Trainer
 - American Council on Exercise (ACE): Group Fitness Instructor (if completed PE 282a)
 - Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287)

FT AAS Degree, Certificate, and HOAF Outcomes (cont.)

FT HOAF Certificate Outcomes

- 1) Meet qualifications for employment as an entry level activity/fitness leader working with healthy older adult populations.
- 2) Apply knowledge and skills gained in the Fitness Technology and Gerontology programs when working with and for elders in the community.
- 3) Identify, evaluate, and take advantage of learning opportunities in the fields of gerontology and fitness, while developing a personally and professionally rewarding career.



FT 203—Creating a visually appealing and educational bulletin board

Assessment Strategies

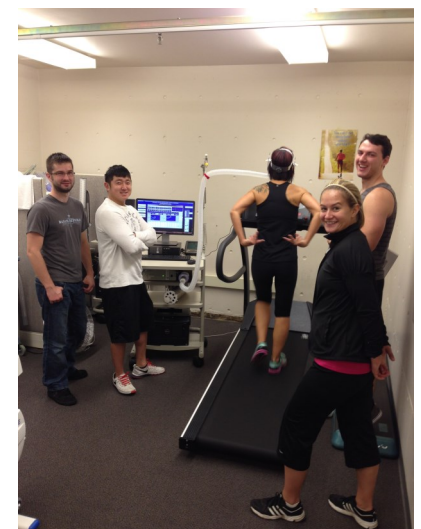
Since the 2010 PR, the FT SAC has assessed all seven of our AAS Degree program outcomes utilizing a variety of methods which include employer evaluations (from internship supervisors), observational checklists, rubrics for assignment portfolios, student projects, and critical thinking, student surveys, and faculty feedback (**Appendix C**). The FT SAC has refined the assessment reporting process annually in an attempt to keep up with changing Learning Assessment Council requirements. Please see the following link for archived FT Learning Assessment Reports from 2010-2014: <http://www.pcc.edu/resources/academic/CTEArchiveEOY.html>. Please see the following link for current FT Learning Assessment Plans and End-of-Year Reports: <http://www.pcc.edu/resources/academic/CTEReports.html>.

“Education is not the filling of a pail, but the lighting of a fire.”

Oscar Wilde

Students enrolled in the FT program easily move from a one-year certificate to an Associates of Applied Science (AAS). Students can also choose to pursue a certificate of completion in Healthy Older Adult Fitness (HOAF). As such, outcomes for each certificate and degree are related and assessing the AAS degree outcomes provides an assessment of outcomes within both certificates as well. The following table shows the assessment timeline:

ACADEMIC YEAR	OUTCOME*
2010-2011	2, 4, 5, & 6
2011-2012	1, 3, 5 & 7
2012-2013	1, 2, 3, 4, 5, 6 & 7
2013-2014	1, 3 & 5



Students run a VO₂max test in FT 204

FT AAS Degree, Certificate, and HOAF Outcomes (cont.)

Assessment Design and Process

SURVEY

During Spring Term 2014, a survey (40.4% response rate) of over 37 current FT students was conducted with the assistance of Rob Vergun and PCC's Institutional Effectiveness office (**Appendix B**). The purpose of the survey was to assess whether FT coursework enables students to meet FT program outcomes.

FT Outcome #1

Internship supervisors directly assess students during their internship experiences via employer evaluations (**Appendix D**) with a scale of 5=outstanding, 4=very good, 3=average, 2=needs improvement, and 1=unsatisfactory. The evaluations are normed for consistency between internship supervisors. Our performance benchmark for FT Students is 80% or an average score of 4.

FT Outcome #2

This outcome is assessed in two separate categories: 1) *Develop, Demonstrate* and 2) *Implement*. For 1) *Develop, Demonstrate*, we applied a rubric (**Appendix E**) to assessment and programming portfolios. For the 2010-13 assessment cycles, a portfolio was selected at random to norm the rubric between the faculty evaluators. Portfolios were then selected at random from FT 105, FT 201 and PE 282B and the rubric applied. After working with an LAC assessment coach, the process was changed for the 2013-14 assessment cycle. Each individual course instructor used the rubric to evaluate the entire class population. For 2) *Implement*, we used employer evaluations from FT 280 and CG 280 wherein students may implement fitness programs. In addition, we utilized an observation checklist (**Appendix F**) in a variety of courses (CG 280, FT 105, PE 282B, PE 288). The course instructor uses this checklist to evaluate 11 different fitness program implementation skills.

FT Outcome #3

A critical thinking rubric was developed to directly evaluate FT student work (**Appendix G**). For the 2010-13 assessment cycles, a student work was selected at random to norm the rubric between the faculty evaluators. Random samples of student work were then collected in FT 103 and FT 202. For the 2013-14 assessment cycle, each individual course instructor applied the rubric to the entire class population. The rubric uses a 4-point scale and we expect our students to score an average of 80% or better (3.2 or better).

FT Outcome #4

Students are assessed on their FT 203 Bulletin Board Project. For the 2010-13 assessment cycles, a bulletin board was selected at random to norm the rubric between the faculty evaluators. Faculty members assessed randomly selected bulletin boards using the rubric (**Appendix H**). In 2013-14, the individual course instructor applied the rubric to the entire population. CG 280 students perform teaching assistant duties that include educating students in PE or FT courses. Faculty members rate those students with a standard evaluation form that includes Outcome #4. In 2012-13, the observation checklist was developed to assess this outcome. In FT 280, supervisors evaluate FT students under realistic conditions when working with a client and the community and directly measure this outcome with the employer evaluation form.

FT AAS Degree, Certificate, and HOAF Outcomes (cont.)

Assessment Design and Process (cont.)

FT Outcome #5

FT 280 site supervisors directly measure this outcome. Our goal is that FT students take advantage of learning opportunities and score at least 3 or higher in their internship on this outcome. Our performance benchmark is 80% or a 4 average on the 1-5 scale.

FT Outcome #6

Students that successfully complete their FT AAS degree meet this outcome by being able to transfer to Portland State University or Concordia University through our articulation agreements.

FT Outcome #7

From 2010-12, the FT SAC used an embedded assignment from FT 203 and a survey emailed to graduating students to capture those who had obtained a fitness related certification. Starting in 2012-13 we devised a new Exit Survey, which we embedded into the FT 280 final assignment. The survey includes specific questions about which, if any, nationally recognized certifications the student has completed or plans to complete.

Assessment Results

Students were asked whether they 1) Strongly Agree, 2) Somewhat Agree, 3) Somewhat Disagree, or 4) Strongly Disagree that the FT program is helping them achieve each of the certificate and degree outcomes.

FT AAS Degree Outcomes Survey RESULTS (n = 25)

FT AAS Degree Outcome	% of Students Who “Strongly Agree” or “Somewhat Agree”
1—Employment	96.0
2—Programming	95.8
3—Critical Thinking	100.0
4—Use Valid Information	95.6
5—Lifelong Learner	91.7
6—4 Yr College Entry	95.5
7—Certification	96.0

An average of **73.6% “Strongly Agreed”** that the FT program is helping them achieve the FT AAS Degree Outcomes.



FT student learning muscle anatomy in FT 131

FT AAS Degree, Certificate, and HOAF Outcomes (cont.)

Assessment Results (cont.)

FT Certificate Outcomes Survey RESULTS (n = 12)

FT Certificate Outcome	% of Students Who “Strongly Agree” or “Somewhat Agree”
1—Employment	100.0
2—Programming	100.0
3—Critical Thinking	100.0
4—Use Valid Information	86.7
5—Lifelong Learner	93.3
6—Certification	100.0

An average of **62.4% “Strongly Agreed”** that the FT program is helping them achieve the FT Certificate Outcomes.

FT HOAF Outcomes Survey RESULTS (n = 8)

FT HOAF Outcome	% of Students Who “Strongly Agree”
1—Employment	100.0
2—Application of Knowledge	100.0
3—Lifelong Learner	88.9

An average of **96.3% “Strongly Agreed”** that the FT program is helping them achieve the FT HOAF Outcomes.

FT Outcome #1—RESULTS

We continue to find that our students are meeting qualifications for employment:

- FT Certificate student (n=23) average: 4.2 (**84%**)
- FT Certificate students at or above benchmark of 80%: 20 (**87%**)
- FT AAS student (n=12) average: 4.3 (**86%**)
- FT AAS students at or above benchmark of 80%: 11 (**92%**)
- Number of FT students at or above Outcome #1 benchmark of 80% as evaluated by the internship supervisors: 31 (**88.6%**)



FT student practices proper lifting techniques in PE 281

FT AAS Degree, Certificate, and HOAF Outcomes (cont.)

Assessment Results (cont.)

FT Outcome #2—RESULTS

We have been able to show through our assessment process that our lecture and laboratory curriculum has prepared our students to meet Outcome #2:

1) *Develop, Demonstrate*: We would expect our students to score 75% or better (goal of 80%) on the Portfolio Rubric (3.0 or better on a rubric scale of 1-4) when developing and demonstrating appropriate fitness assessments and programs. The results from the 2012-13 assessment showed that the students artifacts assessed averaged 74% - 76% using the portfolio rubric.

2) *Implement*: We collected 60 Observation Checklist evaluations during Winter and Spring 2013; 54 from 1-yr certificate students and six from 2-yr AAS Degree students. The 1-yr certificate students had an average score of 3.16, while the 2-yr AAS degree students averaged 3.42, on a scale of 1 – 4. Our business partners in the fitness industry evaluated our students as high or higher than we did. On the Employer Evaluations student averages ranged from 75% to 96% for this outcome.

FT Outcome #3—RESULTS

The FT SAC assessed this outcome during Winter Term 2014 using 26 student artifacts from FT 103-Nutrition for Fitness Instructors and 22 students artifacts from FT 202-Fitness & Aging, therefore the total student artifacts received/submitted for analysis was 48. The FT Instructor from each course applied the Critical Thinking Rubric with the following results:

•**FT 103**: Level 1 (0 students); Level 2 (2 students); Level 3 (13 students); Level 4 (11 students). Average Level of all FT 103 students (n=26) was 3.4 out of 4.0 (**84%**).

•**FT 202**: Level 1 (1 student); Level 2 (8 students); Level 3 (6 students); Level 4 (7 students). Average Level of all FT 202 students (n=22) = 2.9 out of 4.0 (**73%**).

Combining the results from all students (48) was 3.13 out of 4.0 (**78%**). Our benchmark for this outcome is 80%. We would expect critical thinking to improve from the first year to the second year. Problems in our evaluation method include assignments that are very different. The FT 103 assignment was a diet analysis and recommendations for food intake. FT 202 was a critical analysis of a research paper. Although, there were more students at a Level 4 in the second year, there were slightly more students in Levels 1 and 2. This may be due to the increased difficulty of the assignment in the second year or due to decreased motivation for academic success that we anecdotally see in the second year students.

FT AAS Degree, Certificate, and HOAF Outcomes (cont.)

Assessment Results (cont.)

FT Outcome #4—RESULTS

- FT 203 Bulletin Board 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

These results indicate that FT students are educating their clients and the community with valid fitness and wellness information. Due to small sample sizes, the FT SAC will be assessing all students in the selected courses in the future.

FT Outcome #5—RESULTS

The 35 Employer Evaluations were collected during Spring and Summer 2013:

- FT Certificate student (n=23) average: 4.3 (**86%**)
- FT Certificate students at or above benchmark of 80%: 22 (**96%**)

- FT AAS student (n=12) average: 4.7 (**94%**)
- FT AAS students at or above benchmark of 80%: 12 (**100%**)

- Total number of FT students at or above benchmark of 80%: 34 (**97%**)

FT Outcome #6—RESULTS

All students who complete the FT AAS degree meet the entry requirements into PSU and Concordia per our articulation agreements with both universities and can transfer most, if not all, of their credits. The FT SAC has been working with Institutional Effectiveness in an attempt to accurately track how many of our students matriculate to four-year schools.

FT Outcome #7—RESULTS

All students who complete the FT AAS degree have qualifications to sit for a number of nationally recognized fitness certifications. Tracking the different certifications a student obtains has proven to be difficult, since the student needs to self-report this information via the Exit Survey or the FT 203 assignment.



FT students are in HT 309 for most of their FT and Pro Act lectures

OUTCOMES and ASSESSMENT Changes and Projections

Overall, the FT program has done very well to ensure that FT students achieve PCC Core Outcomes while in the FT program (88% or higher student agreement on 4 of 6 outcomes). In the 2010 PR, the FT SAC noted two areas where improvement was warranted to make sure that FT students are meeting PCC Core Outcomes: 1) Community & Environmental Responsibility (77%) and 2) Cultural Awareness (69%). After re-evaluating these two key outcomes over the past four years through the annual assessment process, the 2014 survey results show a 4% increase (81%) in Community and Environmental Responsibility, and an 11% increase (80%) in Cultural Awareness.



FT students teach each other in PE 281

The FT SAC is a group of professionals who truly care about the quality of instruction that we provide for our students. We meet as a group twice per month to stay abreast of our courses, students, and industry changes. We conduct an all-day retreat meeting once per year to plan for the coming year and make changes to improve the educational experience we provide. We are continually communicating to our stakeholders; internship site supervisors, advisory committee, other faculty, administration, and especially our students. We believe that we make the best adjustments and changes to enhance student learning for our program through this indirect process of assessment.

We added an observational checklist to our assessment tools in 2012-13. This is utilized by part-time and full-time faculty when observing students demonstrating and implementing exercises.

We improved the norming process for several assessment tools in 2013-2014. We added an instructional letter to all internship supervisors explaining the evaluation form, including a rubric with examples of performance criteria levels. In addition the FT SAC met and agreed upon the Observation Checklist implementation and appropriate rubric levels.

Based on student survey feedback, the general education requirements of COMM 111 and PSY 101 were dropped. This change allows students more time to focus on the FT Core classes and gives the degree-seeking student more opportunity to take courses they need for degree completion and/or transfer.

“We do not stop exercising because we grow old – we grow old because we stop exercising.”

Dr. Kenneth Cooper

PE 282A student practices group fitness instruction skills



"If you always put limits on everything you do, physical or anything else, it will spread into your work and into your life. There are no limits. There are only plateaus; and you must not stay there, you must go beyond them."

Bruce Lee

Course-Level Outcomes/CCOGs

FT faculty members measure course-level learning outcomes through a mixture of both direct (e.g., exams and internship) and indirect (e.g., surveys and interviews) assessments. In our attempt to gather and interpret data on curriculum and outcomes, instructors use various classroom assessment techniques, course evaluations, and student success rates.

The FT SAC continually assesses what students need to do “out there” after completing the FT coursework when developing or revising the **Course Content and Outcome Guides (CCOG)** for FT courses. In addition to internal and external research, the FT SAC elicits feedback from our industry partners (Advisory Committee members and internship site supervisors), program partners (PCC Gerontology, PSU, Concordia), and students for CCOG and related curriculum changes. The FT CCOGs are updated as needed:

FT CCOGs: <http://www.pcc.edu/ccog/default.cfm?fa=course&subject=FT>

PE (ProAct) CCOGs: <http://www.pcc.edu/ccog/default.cfm?fa=course&subject=PE>

FT Course Modality/Location

The FT program offers most courses at the Sylvania campus in the face-to-face (F2F) modality Monday – Thursday 8:00am-4:00pm. This may present issues for some potential FT students who have transportation or scheduling issues. Despite this, we have had full FT program enrollment for the last five years. Although the program is successful in this format, the FT SAC is always looking ahead and discussing whether the program should have limited FT courses at other PCC campuses or expand days/times of course offerings. The FT SAC has used the distance learning (DL) modality in the last five years in the following ways:

- Each instructor utilizes MyPCC Course Tools extensively and requires students to access and utilize those tools throughout the course.
- All full-time FT faculty have completed the PCC Desire2Learn (D2L) training.



PE 282B students fitness testing residents at Holladay Park Plaza

FT Course Modality/Location (cont.)

- PE 295/HE 295, an FT program requirement, is successfully offered in the DL format. Some FT students register for this course modality. However, due to the hands-on nature of our curriculum, we encourage and most FT students prefer the F2F versions of these courses.
- FT 103 Nutrition for Fitness Instructors and FT 105 Fitness Assessment and Programming II have been offered in hybrid D2L and F2F formats. While successful in curriculum delivery, the majority of FT students felt that they needed F2F interactions with lectures, labs, and practical experiences to enhance learning and application. Using direct and indirect methods, we found that student mastery and ability to meet coursework deadlines is greater in the F2F modality than the DL modality in these courses.
- FT 180 Internship Prep has been offered as a D2L course and a hybrid course. The course has been successful in both modalities, but continues to be evaluated for the best delivery of course material.

Service Learning Education Initiative

The FT faculty integrate service learning opportunities into several courses and activities that FT students participate in. FT students work with older adults in the community in PE 282B Professional Activities: Special Populations, performing fitness assessments and designing personal fitness programs for their clients. Students in FT 201 Assessment & Programming III work with clients from the PCC community performing fitness assessments and designing personal fitness programs. Students in FT 203 Fitness Promotion also develop, design, market and implement intramural events in conjunction with the Intramural department. FT students in the program periodically participate in fitness and health fairs and expos at PCC and the greater Portland community (PCC's Heart Beat and the American Diabetes Association Expo, Portland, OR).

Dual Credit

The FT program does not have any Dual Credit agreements with local area high schools. We do not have any plans to develop any Dual Credit agreements at this time, but the FT SAC may explore the feasibility of this option in the future.

Course Evaluations

Since PCC moved from the paper versions of course evaluations to the online-only versions, FT student participation in this process has dropped dramatically. FT faculty use course evaluations to assess whether the outcomes are being met, to review what students deemed most beneficial, and to gain recommendations for future course content and delivery improvements. The FT SAC specific course evaluation questions asked students if they Strongly Agree, Somewhat Agree, Undecided, Somewhat Disagree, or Strongly Disagree with the following two statements:

Course Evaluations (cont.)

- The course materials (texts, lectures, notes, online materials) were relevant and contributed to my learning. Please explain your answer and include what was Most and Least valuable?
- I am satisfied with the quality and extent of the Fitness Technology lab space (HT 110, 111 & 102), materials (computer, software, journals, texts) and equipment (skeletons, manikins, AEDs, BP cuffs, calipers, etc...) available to me. Please explain your answer and include what was Most and Least valuable.



HT 103 is used as a small lecture and lab space, as well as a pool storage and media room

The questions were submitted and appeared for the first time on the Spring 2014 FT Course Evaluations. The questions did not appear on the Fall 2014 Course Evaluations due to a technical error. We are researching the error and will be resubmitting the questions if needed.

CURRICULUM Changes and Projections

The following are course-level instruction changes made to curriculum and instruction as a result of student learning assessment and faculty evaluation:

- 1) Added FT 180 Internship Preparation to help students with soft-skills needed in the fitness industry and to secure an appropriate internship experience.
- 2) Re-activated PE 282B Special Populations to accommodate the demand for specific instruction related to older adults and made this course a requirement for the HOAF Certificate.
- 3) Changed our Pro Act courses from 1 credit, plus a 1 credit corequisite course, to 2 credits and no corequisite course, in response to student and instructor feedback regarding time-management and scheduling issues.
- 4) Added a partnership with the Sylvania Intramural Department for FT 203 students to gain practical experience designing, marketing, and implementing Intramural Events.
- 5) In response to student feedback and due to our stringent curriculum, we dropped the General Education requirement of COMM 111 and PSY 101 for the FT Certificate and FT AAS Degree seeking students.

The FT SAC continually updates the FT CCOG's, course-level learning outcomes, and assessments as needed to enhance student attainment of FT Program Outcomes. We also aim to align our program with national certifying bodies, 4-year universities, articulation agreements, and the needs of industry partners in the Portland and surrounding areas. The FT SAC will continue to explore the feasibility and practicality of hybrid, distance, dual credit, and multi-campus offerings of some of the FT classes. We plan to continue to use service learning as an integrated component of specific FT classes and explore additional ways to incorporate service learning into our classes and program.



PE 282A students working together on group fitness instruction theory

“The science is clear. Physical activity does more than create good health. It contributes to leadership, productivity and innovation. It lowers depression and crime, increases education and income levels, and generates return to businesses. It unleashes human potential, and this is what drives economies forward.”

Designed to
Move.org

Data for this section was obtained from PCC’s Institutional Effectiveness Office: (http://www.pcc.edu/ir/program_profiles/index.html).

Student Demographics

PCC FT students reflect the race, culture, age, economic, and educational diversity of the greater PCC student population, with a few exceptions. In the FT program there is:

- a higher proportion of males in the last two years
- fewer students under 20 years old
- more students over 40 years old
- fewer students in the African American, Hispanic, and Multi-Racial categories
- more in the White Non-Hispanic and Asian categories
- more full-time and degree-seeking students

FT student characteristics tend to reflect the populations and communities that they reside. FT students most often reside SW Portland, Lake Oswego, and Tigard/Tualatin. FT students demographics have not lead to any alterations in curriculum and/or educational delivery methods. If needed, the FT SAC members would discuss how to best meet all student needs.

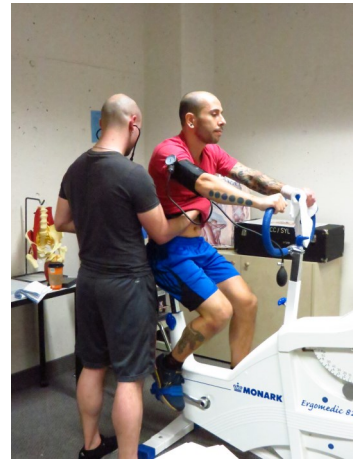
Enrollment Patterns

The FT program has had significant increases in enrollment in the last 10 years:

Academic Year	# of Students	Annual % Change
05-06	63	-4.5
06-07	78	+23.8
07-08	95	+21.8
08-09	109	+14.7
09-10	118	+8.3
10-11	122	+3.4
11-12	120	-1.6
12-13	140	+16.7
13-14	141	+0.7

Enrollment Patterns (cont.)

We expect that the interest in the program will continue to grow but we are limited on actual growth potential due to limited faculty resources and learning spaces. To ensure stable enrollment and full access to the program we advertise the FT program in various ways. In addition to the continually updated PCC FT Program web page (<http://www.pcc.edu/programs/fittech/>), FT faculty and students will periodically attend high schools, career fairs, and health fairs to talk about our program. PCC's FT program is listed on a number of local and national fitness industry websites as a quality program to attend for fitness education. Word of mouth via students, faculty/staff, Advisory Committee members, and program partners also leads to interested potential students seeking out the PCC FT program.



FT 104 students practicing fitness testing skills

Access and Diversity

The FT SAC has worked to improve access to the program by allowing a greater number of students into the program since the last PR. Improvements in existing teaching spaces and increased equipment inventories have allowed us to increase max enrollment numbers. We have also improved access by streamlining entry and enrollment procedures, revising the current FT Certificate, and implementing HOAF Certificate. Lastly, graduating FT AAS students are eligible to apply for the FT Program Scholarship. This scholarship helps 1-2 students per year offset the cost of their final internship experience. The FT Program Scholarship is maintained and administered jointly by the FT SAC and the PCC Foundation.

The FT faculty work to ensure that all learning needs are met for our diverse group of students. FT students are an age diverse group and FT faculty encourage younger and older students to work together to share experiences and various approaches to learning. In addition, we work closely with Disability Services and Veteran's Services to provide academic accommodations as needed. We often accommodate students who have physical barriers, learning barriers, and/or scheduling conflicts due to military service, and provide support for these individuals.

FT Program Partners

The FT program has developed relationships with a number of groups within PCC and outside of PCC because we are a program that is rooted in addressing community, industry, and continuing education needs. Feedback from these groups often motivates the FT SAC to make curriculum changes that will enhance student success after graduating from PCC. The FT Advisory Committee serves as a representation of these partnerships. Many members of this group represent businesses in the area that also serve as internship sites for our students. FT faculty set up experiences where students can perform services in the community which benefit the student, the community partner, and PCC. Since the last PR, FT students have represented the FT program at PCC's Heart Beat and the American Diabetes Association Expo, performing fitness assessments and providing fitness education for attendees.

FT Program Partners (cont.)

FT students perform fitness assessments on older adults at Holladay Park Plaza and create a personalized workout plan for their clients. FT faculty and students are working with Oregon Health Authority, the Arthritis Foundation, PCC Sports Facilities, and Oregon State Extension to provide Walk With Ease classes for PCC faculty/staff, students, and the greater community.

The FT faculty collaborates with ACSM and other contracted workshop providers to hold the ACSM Certified Personal Trainer (CPT) workshop at PCC Sylvania. The workshop provides our students with a national certification workshop that is conveniently located and timed at the end of their certificate or degree. These workshops are a service to the Oregon and SW Washington communities because they are the only ones offered in the region. For hosting, the FT program is given workshop scholarships that are awarded to FT students who apply and are selected.

We partner with various PCC departments. We offer dual certificate and degrees from both the FT and Gerontology programs. We work with the Early Childhood Education program and the Child Development Center to gain experience with fitness assessments and programming for children. We recruit older Community Education fitness participants to help our students gain experience with fitness testing older adults. FT students work with PCC Sylvania Facilities and serve as fitness facility monitors. FT faculty and students are involved in planning intramural events along with the PCC Intramural Department. FT AAS degree students complete two terms of CG 280 – Cooperative Education in order to enhance their hands-on teaching experience.

Lastly, the FT SAC has set up articulation agreements with PSU and Concordia University to assist students in a seamless transfer to a 4-year school if they'd like (see the **CTE Program** section). Please see **Appendix I** for a complete listing of FT program partners.

STUDENTS and COMMUNITY Changes and Projections

Since the 2010 PR we have:

- Added a partnership with the Sylvania Facilities Department for FT Students to gain practical experience in a fitness center by monitoring the HT-02 Fitness Center during “Open” facility times.
- Added a partnership with Community Education to offer personal training for the PCC community and community at large.
- Encouraged FT students to form a Fitness Technology club in order to reserve time in the HT 118 teaching space for additional skills practice.
- Strengthened our partnership with the PCC Foundation for the management and administration of the FT Program Scholarship.

In order to ensure ongoing interest in the program, strong enrollment, and student success, we will continue to improve access, communication, and mentoring for a diverse group of students and potential students. We hope to continue these PCC partner relationships, strengthen them, and form new ones in the coming years.



FT faculty member Jane Loverin lectures in the pool in PE 287

The Fitness Technology program opened my eyes to the depth and breadth of the health and wellness field. The more I learned, the more opportunity I saw, which drove me to continue my education in the field through my Master's degree. I credit my current position at PCC as a Health Education instructor to the spark that was ignited by the inspiring faculty in the Fit Tech program.

Valerie Limbrunner-Bartlett, FT Graduate

The FT program has highly qualified and dedicated faculty members who are passionate about their subject areas. Students anecdotally report that the high quality of FT faculty is the FT program's primary strength. The FT faculty consistently goes above and beyond to teach, assist, advise, support and provide opportunities for FT students to grow and succeed.

FT Faculty Number and Composition

The number of FT faculty required to run the FT program at the current level is five full-time faculty and three part-time faculty. The part-time FT faculty members each teach one two-credit Pro Act class and numerous PE classes. Although five faculty members are full-time, hours and responsibilities are split between FT courses and PE courses, plus serving on both the FT and PE SAC's. All full-time FT faculty have served as SAC Chairs and members of various Sylvania and PCC committees. Examples of FT representation on these committees includes the EAC, Faculty Chair Institute, CTE Chair, various block hire committees, SAC Chair Best Practices Committee, DAC committee, Curriculum Committee, Completion Investment Council, Wellness Committee, Health Professions Task Force, Fitness Technology Student Club Faculty Advisor, and the Accessible Information and Communication Group.

One of the five full-time faculty members is also the FT program Faculty Chair and the Sylvania/Newberg PE Faculty Chair. These dual chair responsibilities take up a considerable amount of time, particularly for PE. That PE Faculty Chair role includes supervising and evaluating many part-time PE instructors, scheduling many PE classes, and managing PE facilities, equipment, and overall budget. Although those duties alone would warrant a half-time faculty chair, this faculty member also has to manage the FT program Faculty Chair duties within that half-time FTE allocation and spend the remaining FTE hours teaching PE classes.

Since the 2010 PR, one full-time temporary FT Faculty member was hired as a full-time continuous faculty member. In addition, the FT SAC has added additional sections of FT courses in response to increased enrollment. To accommodate this additional course load, full-time faculty teaching assignments were adjusted to account for more FT courses and less PE courses and another part-time faculty position was added. We have been fortunate that all FT faculty have been at PCC for a number of years and we do not expect the composition of the FT Faculty to change in the coming years.

FT Instructor Qualifications

All of the full-time and part-time FT faculty have at least a Master's degree, numerous years of experience, and national certification in their area of expertise. See **Appendix J** for FT Faculty Profiles. The diversity in faculty gives the FT students a wide array of instructors, teaching styles and methodology, not to mention the benefit of learning from professionals working in the field. Since the 2010 PR, the FT Instructor Qualifications have been updated to accurately reflect current educational and industry expectations: <http://www.pcc.edu/resources/academic/instructor-qualifications/ft.html>. All FT faculty meet these qualifications and no further updates are necessary at this time.

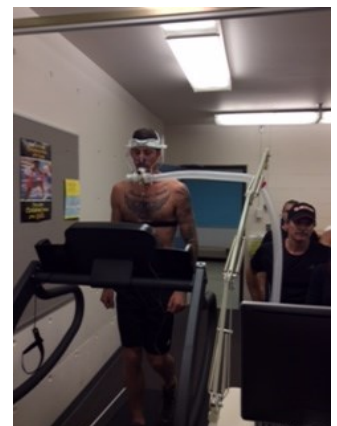
Professional Development

FT faculty regularly take advantage of program funds and grants available to pursue professional development opportunities and continuing education requirements. FT faculty use these opportunities to increase knowledge of current industry information, review the latest research, and gain an overview of activity course trends. Below is a summary of trainings, workshops, conferences, certifications, and professional meetings that were attended by one or more of the FT faculty members since the 2010 PR:

- Aquatic Exercise Association (AEA) Certified Aquatics Fitness Professional, AEA national and regional conferences and workshops
- AQx Sports Workshops and AQx Sports Approved Instructor Certification
- National Strength and Conditioning Association (NSCA) national and regional conferences
- American Red Cross certifications (lifeguard, WSI, 1st Aid, CPR)
- PCC faculty/staff trainings, workshops, retreats, and in-services (D2L, diversity, coaching, safety, etc.)
- In-service trainings at non-PCC work locations
- ACSM conferences, annual meetings, workshops, trainings, certifications
- AWCC Conferences
- Various online courses in fitness and PE instruction
- Silver Falls retreat - Physical Educators in Higher Education
- Coaching skills workshop
- Sports nutrition workshop
- Lectures on brain awareness, nutrition, health, higher education, arthritis, etc.
- Arthritis Foundation trainings, workshops
- International Council on Aging (ICA) national conference



FT Faculty and Staff training on the upgraded metabolic cart gas analyzer



Professional Development (cont.)

FT faculty integrate knowledge and skills gained during professional development opportunities regularly into the FT curriculum. While evidence of this can be noted throughout the FT program, a few examples include:

- New sports nutrition guidelines to FT 103
- Arthritis foundation skills and recommendations to PE 282B
- New brain fitness research into FT 202
- Updated strength training guidelines to PE 281
- Coaching regulations and skills to PE 288
- Current trends and best practices in aquatic exercise instruction in PE 287

FACULTY Changes and Projections

One of the unique challenges of the FT program is that each FT faculty divides time and responsibilities between being both an FT faculty member and a PE faculty member simultaneously. FT faculty members are a part of both a CTE program and LD transfer program, are members of two SACs, are involved in two program reviews, and develop outcomes, CCOG's and curricula for two different programs. All of these responsibilities are requirements to being FT faculty that faculty in other departments may not experience or fully understand the unique challenges of.

Since the 2010 PR, the challenge of managing teaching, advising students, and being part of two separate academic programs has been looked at. Working closely with our Division Dean we identified that academic advising of our students (up to 30 students per faculty member) was a burden that we couldn't bear any longer and keep up the quality of instruction in the FT program. In the last year, we have had a partially funded FT advisor that has stepped in to help with FT student advising. The addition of this staff member to our team has helped ease overburdened faculty and faculty chair workloads, increased consistency in advising information to students, and enhanced tracking and success in student retention and graduation. We intend to pursue all avenues possible to retain this FT advising position in the future as it has become essential to the success of our FT students and the program overall.

Being the Faculty Chair for both FT and PE (Sylvania/Newberg) takes much more time and effort than the joint .5 FTE workload allocated to them. We will move forward with recommendations that these two positions are separated and separate budget ORG codes are created for each department. The FT Faculty Chair position would have it's own FTE allocation and the PE Faculty Chair position would retain the existing .5 FTE workload level needed for this joint Sylvania/Newberg position.

“By the end of the decade, most Americans will exert only slightly more energy per week than if they slept 24 hours a day”

Designed to
Move.org



FT 203 students at the American Diabetes Association Expo, Portland, OR Fall 2014

Facilities/Equipment



HT 118 functional training/weight room

“Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”

Plato



FT skeletons patiently waiting to be used in FT 131



HT 111 fitness assessment FT Lab

The FT program shares facilities, equipment, support staff, and services with the Sylvania PE department, Sylvania Dance department, PCC Community Education, Intramural participants, open recreation participants, and community users. It is essential that PCC's FT program remain relevant and competitive in facilities and equipment due to the constantly changing fitness industry. Students in the FT program need to be trained in facilities and on equipment that are similar to what they will experience when they leave PCC.

The classrooms and facilities in the HT building at the Sylvania Campus are good and reasonably well-equipped. Lack of physical space is still one of the biggest challenges that the FT program and faculty face regarding facilities and equipment. Currently, FT students are using multiple small lab spaces. This means that FT lab classes often end up using the hallways and common areas in the FT building due to a lack of space. Fitness testing and exercise equipment available to students is adequate in number and generally in good working order. The FT program has purchased equipment since the 2010 PR which needs to be continually maintained and occasionally repaired. This equipment includes: 1) ergometer bikes, 2) testing treadmills, 3) metabolic cart/gas analyzer, 4) fitness testing computers, 5) InBody body composition analyzer, and 6) several small equipment items (stethoscopes, blood pressure cuffs, metronomes, timer clocks, skinfold calipers, goniometers, etc.). These purchases have allowed for more comprehensive fitness testing instruction and skill building for our students.

The equipment and lab space have also made it possible to start offering personal training sessions through a partnership with Community Education. Community Education has hired personal trainers from a pool of certified FT students and they are using the FT and PE lab and activity spaces and equipment to conduct their training sessions. Since we do not have an FT budget to maintain our equipment, FT faculty work closely with Sports Facilities/Issue Room staff and department support staff to order new equipment and repair broken equipment as needed. A comprehensive plan for equipment maintenance, repair, and replacement needs to be put in place to ensure that all programs sharing equipment have updated and functional equipment available.

Student Resources and Support

FT students are encouraged to utilize the library and many other PC resources available to them to enhance academic and personal success. In addition, FT faculty will utilize library resources by submitting video and periodical requests and having librarians visit FT classes. The librarians do an excellent job educating FT students about how to utilize library resources to find fitness and exercise science information for classroom assignments.



FT student meeting and social in the HT building

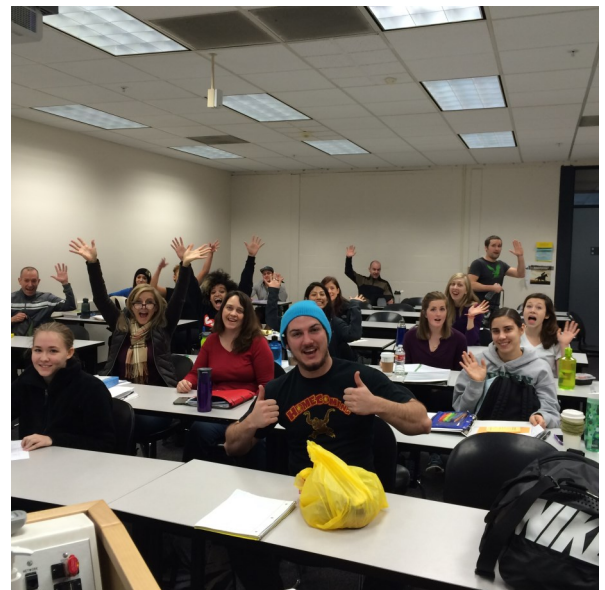
We are fortunate to have an outstanding support staff for the FT Program and students. We are thankful that our Division Dean, Jen Piper, is a strong supporter and advocate for our program. In addition, we have support from the Sylvania Sports Facilities Manager, Heidi VanBrocklin, her staff, and our Administrative Assistant for PE and FT, Ann Rasmussen. The FT faculty work closely with Heidi VanBrocklin to hire FT students to work in PE facilities as monitors, assist with Intramural activities, Employee Wellness program and special event supervisors. This opportunity supports our students by giving them working skills they can use in the community after graduation.

The FT faculty, staff, and advisors provide administrative support, tutoring, and advising to students in need. The FT faculty advisors are conscious of life obstacles that may inhibit student success. The department in general encourages ongoing communication between students and instructors/advisors to provide as much support as we can. A part time FT advisor has been funded by margin money the past year to advise the over 140 students in the program which has increased our retention and graduation rates. As of fall 2014, we do not have margin money to fund the position. At this time we are paying for the position in partnership with PE department money and Division Dean support.

FT faculty and staff are always quick to refer FT students to the wide variety of support services that PCC provides. FT students have been encouraged to seek out Veterans' Services, Disability Services, Counseling, Tutoring & Writing Center, Student Success Center, the Women's Resource Centers, Academic Advising, Career Resource Center, and PCC's Computer Help Desk. The FT SAC believes that it is the multitude of amazing student support services available to PCC students that contributes to student success and retention in our program.

"I am pushing 60. That is enough exercise for me."

Mark Twain



FT students celebrate learning!

FACILITIES and SUPPORT Changes and Projections

Changes to FT/PE facilities and equipment since the 2010 PR:

- FT labs were modified summer/fall 2014 with new electrical outlets, reconfiguring footprints in the labs
- Purchased InBody machine, new treadmill for VO 2 testing with updates to computer programming, ECG computer, and Monarch bike for testing
- New sound systems were installed in most facilities to include wireless head set
- HT 103 has been updated to include flat screen TV and wireless capability
- New computer and software in HT 111 to enhance student resources (purchased through the PCC student retention grant process)
- An iPad was purchased so that faculty could record student teaching
- Flat screen TV installed in HT 118 in Summer 2014 to enhance curriculum and allow faculty to show educational materials and videos
- Small equipment purchases as needed
- HT 215 FT office remodel
- Swimming pool was remodeled through bond support in Summer 2012
- Modified the HT 118 classroom into a training studio for FT students to gain practical experience

The FT SAC is well aware that space is an issue for many programs and departments. Since our students are working in the hallways and common spaces in the HT building and we are now sharing space with another PCC program, Community Education Personal Training, we need to find additional lab teaching space for the FT program. HT 113B is a newly created space that is now a common space used for classes and meetings. When the Bond program winds down and the HT 113B space becomes available, allocating that space to FT and PE makes the most sense due to its' location, acoustics, and footprint.

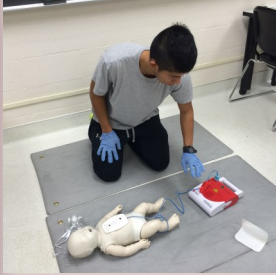
The FT program does not have general fund money and relies on sharing what limited PE budget is awarded. General fund money has not increased since 2002, so we operate two programs/disciplines with limited resources. We recommend creating two different budget ORG codes, one for PE and one for FT.

A comprehensive equipment maintenance, repair, and replacement plan (including budget allocations) needs to be created and implemented.

The FT SAC intends to maintain a quality program with the current caliber of facilities, equipment, and student support. In order to do this, our program will need to keep pace with the ever-changing industry needs and expectations as they relate to technologies, equipment, and space. We can achieve this with the ongoing support of our administration and PCC partners.



FT students utilizing HT hallways for additional FT lab space



FT student practices
CPR skills for FT 102
and certification

“Today's kids are dropping out of sport and play early. Between ages 9 and 15, American and European kids' activity levels drop by 50-75 percent. These inactive kids score up to 40 percent lower on achievement tests than their active friends.”

Designed to
Move.org

As a SAC, we are constantly reviewing and revising FT goals, outcomes, curriculum, and delivery to ensure that we are in alignment with national standards in the fitness industry. The American College of Sports Medicine (ACSM) is the largest and the most respected sports medicine and exercise science organization in the world (<http://acsm.org/about-acsm>). ACSM is continually striving to find better methods for research, education, and training. ACSM promotes the notion that healthy and fit people make a healthier society. ACSM-certified professionals help individuals, from athletes to those with physical challenges, live longer and more productive healthy lives. These values are closely aligned with PCC's FT program and thus, the FT SAC uses ACSM as a guiding organization for program and curriculum outcomes and we encourage FT students to seek out ACSM certification.

FT Advisory Committee

In addition to these national and professional guidelines, the FT SAC consults extensively with the FT Advisory Committee and the HOAF Sub-Committee regarding industry needs and if our students are prepared with the professional skills required to be successful. The FT Advisory Committee is comprised of fitness industry leaders, parks and recreation managers, professors, and department chairs from both PSU and OSU, plus current and former FT students (see **Appendix K**). The FT SAC meets face-to-face at least once every year with the Advisory Committee members. At other times, the FT SAC will contact the Advisory Committee members via email to get feedback on current issues. Course and curriculum changes are made based on their feedback. A specific example of this was the recommendation from our FT Advisory Committee to improve our student's self-promotion and marketing skills, prompting us to add those topics to FT 203.

Since 2010, the FT SAC formed a sub-committee to the Advisory Committee that focuses on the issues related to older adult fitness and the HOAF Certificate. The sub-committee includes Advisory Committee members from adult living facilities and faculty in the PCC Gerontology Program. The PCC FT and Gerontology programs remain on the cutting-edge of a statewide push to ensure that there are enough fitness professionals to work with the exploding older population. The work of this sub-committee has helped strengthen our state and region-wide partnerships. We now partner with the Arthritis Foundation, the Oregon Health Authority/OR Dept. of Health, and Oregon State University to deliver Walk with Ease programs at numerous PCC locations. This partnership developed out of the HOAF sub-committee and is run in conjunction with PCC Sylvania Sports Facilities staff and the FT program faculty and students.

FT Advisory Committee (cont.)

In addition, the FT SAC is exploring career opportunities for Health/Wellness Coaches based upon feedback from members of the FT Advisory Committee and our own research. Health/Wellness coaches are increasing in demand with recent changes in health care and health insurance. PCC FT program partner, Portland State University (PSU) is adding a 4-year degree in Health Coaching soon and that can serve as a guide for us. The FT SAC will continue to explore curriculum additions and/or changes to assist students wanting to enter this career field. The department will continue to rely upon the FT Advisory Committee to ensure that both the FT program and course-level outcomes keep up with the needs of the fitness industry. Please see **Appendix L** for FT Advisory Committee meeting minutes and agendas.

Student Selection for Program Entry

Access to the PCC Fitness Technology program has been open for anyone meeting the entry requirements (HS Diploma, WR 121, and MTH 65). In previous years, we have not had entry deadlines or other application requirements and students could start the program two times per year (Spring or Fall). However, the popularity of the program has led to the need for application deadlines so that we can plan for teaching assignments and adequate teaching spaces. Students are directed to the FT webpage for entry requirements and instructions: <http://www.pcc.edu/programs/fittech/>. Students meeting the entry requirements will attend an Information Session, meet with the FT Faculty Chair, and then upon approval, schedule an appointment with the FT Academic Advisor to plan out course schedules.

Retention and Completion

We measure student successes as students who 1) finish our one year certificate, 2) finish our AAS degree, 3) successfully obtain work in the fitness field, and/or 4) move onto another fitness, exercise science, nutrition, or health-related educational environment. The number of students who finish the program and graduate with an FT Certificate or Degree has continued to rise, but these numbers fail to reflect student successes that fall under #3 and #4 above. At this time neither PCC nor the FT program has a tracking system for counting these non-graduation successes. This is an area that needs addressing for all PCC CTE programs.

Academic Year	FT AAS Graduates	FT 1yr Cert Graduates	FT HOAF Graduates
04-05	3	6	
05-06	6	1	
06-07	8	4	
07-08	8	15	
08-09	11	12	
09-10	5	11	1
10-11	12	21	5
11-12	7	11	5
12-13	14	29	14
13-14	16	22	7

Retention and Completion (cont.)

Of these graduates, many are finding jobs right after graduating and others are transferring to another educational institution. In the Fall 2014, the FT SAC gathered the following information about successful FT graduates via a survey sent to recent graduates and alumni with the assistance of Rob Vergun and PCC's Institutional Effectiveness office (**Appendix M**) (n=19, response rate=15.4%):

- 5 respondents earned the HOAF certificate, 16 respondents earned the FT Certificate, and 9 respondents earned the FT AAS Degree
- 3 respondents transferred to a 4 year college
- 55.6% are currently employed in a fitness-related position
- 64.7% have worked as a personal trainer in the last five years
- 100% of HOAF graduates, 87.6% of FT Certificate graduates, and 100% of FT AAS Degree graduates felt that their PCC education enabled them to meet the qualifications for employment in the fitness industry
- 86.7% of FT Certificate graduates and 100% of FT AAS Degree graduates felt that their PCC education enabled them to become fitness certified

To assist with student success and retention, we conduct FT student meetings and socials each term. These meetings facilitate camaraderie and mentoring among FT students. We would like to create a more formal mentoring program that will utilize our FT student lab spaces and our second year students as mentors to our first year students.

Despite interpretation issues with the low response rate of the survey, PCC FT alumni and graduates often become fitness certified, work in a fitness-related, and/or are completing a 4-year degree. The FT SAC will continue to seek out methods to increase retention and completion to continue and improve upon these successes of previous FT students.

Barriers to Success and Completion

We have approximately 50-60 students start in the Fitness Technology Program each year and graduate about 30 students each year (average of last five years). This means we have about 20-30 students leave the program to continue their education elsewhere, work in the fitness industry, or leave for personal reasons. Since students leave the program for a number of reasons, it is important that we know what barriers to success and completion FT students encounter in our program and do our best to minimize those challenges.



FT 282B student and her client at Holladay Park Plaza

“The best thing about the Fitness Technology was the hands-on experience and thorough curriculum. I felt completely prepared for not only my ACSM Certification, but for my future in the fitness field.”

Jessica Steitzer,
FT Graduate



Jessica rides the bike for FT 104 Assessment class

Barriers to Success and Completion (cont.)

A survey conducted in Spring 2014 (**Appendix B**) asked FT students to rate barriers to being successful in the Fitness Technology program using the six criteria listed below. The percentages reflect the students who marked “strongly agree” or “somewhat agree” that these are barriers for them.

- Program entry requirements were difficult (12.5%)
- Coursework is more difficult than originally thought (63.7%)
- Underestimated the time commitment involved to complete the program (59.4%)
- Personal issues interfering with program completion (48.5%)
- Cost of tuition and books (37.6%)
- Not finishing program because already have a degree or are transferring to a 4 year institution (50%)

Barriers to program completion are centered on financial issues, course scheduling, and issues for students who have families and full-time jobs. Early intervention with students may help identify personal and program challenges before the student becomes at risk for dropping out. Improved advising, tracking, and mentoring programs will help the FT Program retention rate as well.

Students that have complicated or time-consuming commitments outside of school (work, family, personal issues) may find that the FT course scheduling limits their success. While it has grown, the FT program is still a relatively small one and we cannot offer all FT courses every quarter. So a student with conflicting outside commitments may have to wait for another opportunity to take a particular class. This may even mean an extra year to finish the program, causing some students to drop out of the program rather than coming back to finish those few courses. As previously stated, FT courses are offered Mon-Thurs 8:00am-4:00pm. Attending classes within these times will be a challenge for students and potential students who work full time. Although the FT SAC has explored offering classes in the evenings, weekends, online, or in condensed formats, most have not been as successful as the current schedule and formats. Since the 2010 PR, increased student numbers have warranted offering a few courses in multiple terms or multiple sections.

Helping students to overcome these barriers is a constant focus of the FT faculty and staff. Revisions to the application and advising processes are already helping. Students are required to attend Information Sessions and have the required pre-requisites completed (WR 121 & MTH 65) prior to submitting the program application and beginning FT advising. The addition of a dedicated part-time FT advisor has helped initial advising of students tremendously and helped with the development of a standard follow-up procedure for students who leave the program (graduates, transfers, inactive students). Throughout their time in the program, FT students are tracked by the FT advisor, FT faculty, and support staff to ensure that they are able to overcome barriers to success and completion.

The HT 110 FT lab space houses specialized fitness assessment equipment



Future Opportunities

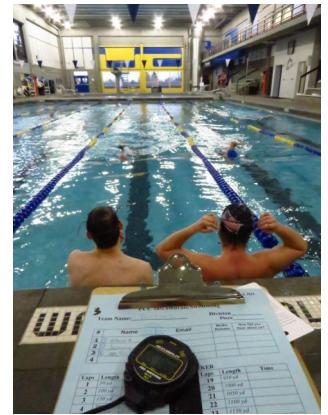
Job Outlook and Wages

Current and projected demand for professionals in the health and fitness industry appears to be high for FT graduates. According to the Oregon Employment Department Occupational Report for January 2015, the statewide employment analysis for “Fitness Trainers and Aerobics Instructors” (FTAI) is as follows:

Employment in this occupation in 2012 was somewhat larger than the statewide average for all occupations. The total number of job openings is projected to be somewhat higher than the statewide average number of job openings for all occupations through 2022. This occupation is expected to grow at about the statewide average growth rate for all occupations through 2022.

In addition, a summary job outlook from the national Bureau of Labor Statistics Occupational Outlook Handbook for Fitness Trainers and Instructors includes the following statement:

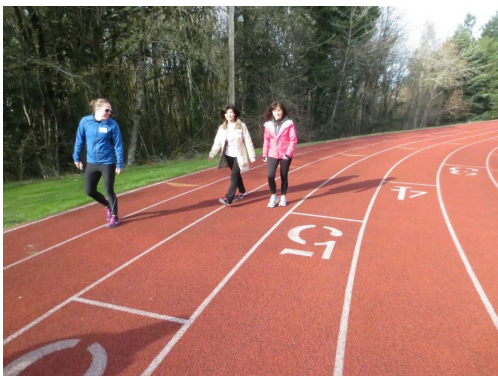
Employment of fitness trainers and instructors is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. As businesses, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs is expected to increase the need for fitness trainers and instructors. Some businesses may even decide to open their own onsite facility to decrease the need for their employees to travel for exercise. As baby boomers age, many remain active to help prevent injuries and illnesses associated with aging. With the increasing number of older residents in nursing homes or residential care facilities and communities, jobs for fitness trainers and instructors are expected to rise in the fitness centers in these locations. Other employment growth will come from the continuing emphasis on exercise for young people to combat obesity and encourage healthier lifestyles. More young people and families are likely to join fitness institutions or commit to personal training programs. Participation in yoga and Pilates is expected to continue to increase, driven partly by older adults who want low-impact forms of exercise and relief from arthritis and other ailments.



FT 203 students plan and execute Intramural Events (like the Swim Relay) as part of a class project

“To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear.”

Buddha



PCC staff take advantage of a nice weather day to get moving on the PCC track! FT students lead Walk with Ease programs, Community Education Personal Training, and Intramural Events on the track.

PE 282A students learn about group fitness instruction



Future Opportunities (cont.)

Job Outlook and Wages (cont.)

Regional employment projections for Fitness Trainers and Aerobics Instructors (FTAI) for the ten-year period from 2012 – 2022 are:

REGION	PERCENT INCREASE
Statewide	14.3%
Multnomah/Washington County's	20.2%
Clackamas County	13.5%
Marion/Polk/Yamhill County's	14.5%

Source: <http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm#tab-1>

The 2014 average wage for a FTAI professional statewide was \$19.47/hr with the average wage in Multnomah/Washington County was 21.79/hr. According to a survey done by the American Council on Exercise (ACE, 2013), full-time FTAI professionals in the Pacific Northwest earn an annual average salary of \$56,281 with part-time FTAI professionals earning an annual average of \$23.00/hr.

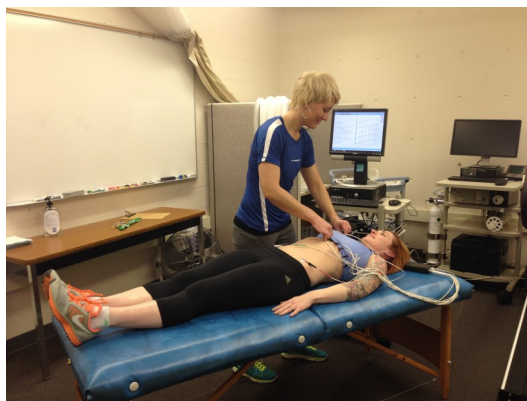
Source: <https://www.qualityinfo.org/jc-oprof/?at=1&t1=fitness%20trainers%20and%20instructors~399031~4101000000~0~false~false~false~false~false~false~false~false~false~false~false~false~none~0~1~1>

With these promising numbers, we are confident that students in the FT Program will successfully transition from school to work. In a Summer/Fall 2014 survey sent out to various fitness businesses in the Portland area (**Appendix N**) (n=13, response rate=29.5%), 100% of those that responded have had FT interns at their facility and 76.9% have hired FT students. The good news is that 92.3% indicated that they were “very” or “somewhat” likely to hire an FT program graduate into an entry level position.

Articulations

Some students aim to continue their educational path at a 4-year college or university. To facilitate successful transfers, the FT SAC has developed articulation agreements with PSU and Concordia University (<http://www.pcc.edu/programs/university-transfer/pttransfer.html>) for FT AAS graduates. We will continue to work with other 4-year colleges/universities to provide information and motivation to FT students regarding transferring to those schools. The FT faculty will continue to collaborate with schools when needed to advocate for entry requirements and transferability of courses for our students. PCC FT Articulation Road Map: <http://www.pcc.edu/pathway/?id=1125>.

FT student practicing electrode placement for ECG monitoring in FT 204 lab



CTE Program Changes and Projections

Changes since the 2010 PR:

- 1) Updated and finalized articulation agreements with Portland State University and Concordia University.
- 2) Streamlined program entry procedures and improved initial academic advising for students due to the addition of a part-time FT advisor.
- 3) Enhanced program tracking and follow-up of students due to the addition of a part-time FT advisor.
- 4) Expanded FT Advisory Committee numbers and explored having a volunteer FT Advisory Committee Chair.

The FT program continues to be one of the most successful Fitness Technology programs in the region. Although other programs exist, the PCC FT Program has been proven to have quality instruction, student success, and community support Oregon and SW Washington. With current levels of faculty and support staff (including a dedicated FT advisor), we anticipate that the PCC FT Program will maintain this respected position in the region for many years to come.

In order to keep the FT program strong, we aim to strengthen our FT Advisory Committee by adding members and a volunteer Chair. We would also like to gain support and assistance from the FT Advisory Committee with our FT Scholarship program. Going forward, we will also strive to maintain our current articulation agreements and seek out additional articulation opportunities. Lastly, we intend to continue our FT student support, advising, tracking, and completion rates by retaining our FT advisor in a fully funded PT position.



FT students work together in FT 104 to practice exercise blood pressure measurements



FT student leading a workout at the Diabetes Expo

“This year, 5.3 million deaths will be attributed to physical inactivity. Smoking is responsible for 5 million deaths per year.”

Designed to Move.org

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity. The relationship between the soundness of the body and the activities of the mind are subtle and complex... Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”

John F. Kennedy



PE 281 students practicing kettlebell techniques

The Program Review process gives us the opportunity to identify strengths, weaknesses, and future directions for the FT Program. It allows us to formulate a plan for improving the effectiveness of teaching and learning, student success, and certificate/degree completion, while identifying what our needs are to accomplish these goals. A primary strength of the PCC FT Program lies in the quality of instruction delivered by a dedicated group of instructors who are connected to the college at large. Maintaining close relationships with PCC and non-PCC partners assists the FT faculty in keeping up with a quickly changing fitness industry. Incorporating the latest technological advances and newest research into curriculum will enhance student successes when they leave our program and transition into work and/or additional education. Lastly, students need assistance navigating the college experience from college/program admission, to advising and successful course completion, and then to graduation and completion. To enhance the student experience, the FT SAC meets at least twice per month to discuss the support of students and any teaching/curriculum changes that need to be made. We are always ready to be there, do the work that needs to be done, and improve student success in the process!

FT SAC Recommendations for Improvement

- Continue to improve assessment of whether FT students are meeting both the FT Program and College Core Outcomes.
- Continual evaluation of curriculum content, delivery method and sequencing. Review all FT and Pro Act CCOG's to ensure alignment with FT Program and College Core Outcomes.
- Review FT program admission procedures and reduce barriers to student entry.
- Review of retention strategies, including: continued expansion and development of the FT mentoring program, updating advising procedures, and explore additional methods to connect students to PCC and the FT program.
- Develop a consistent follow-up procedure for students who leave the program (graduate, transfer students, inactive students).

FT SAC Recommendations for Improvement (cont.)

- Faculty will continue to participate in relevant conferences and workshops to stay abreast of emerging issues and industry trends and to network with leaders in the exercise science field.
- FT Faculty will continue to cultivate FT Program partners that will lead to additional internship, service learning, articulations, and transfer opportunities for FT students.
- Explore opportunities for FT students as Health/Wellness Coaches and decide whether adding components of this career education to the FT program is feasible.
- Identify volunteer leadership to act as Chair of the FT Advisory Committee and continue to recruit new committee members for a robust, consistent, and active group. Aim for consistent meetings and tracking of meeting discussions.
- Ensure that FT SAC-specific questions are added to all FT/Pro Act Course Evaluations and utilize the student feedback for curriculum, facility, and equipment improvement ideas.
- A comprehensive plan for equipment maintenance, repair, and replacement needs to be put in place to ensure that all programs sharing equipment have updated and functional equipment available.

FT SAC Needs from Administration

- PCC FT Articulation Road Map: <http://www.pcc.edu/pathway/?id=1125> needs to be updated to include the articulation agreement with Concordia University.
- An articulation agreement with Oregon State University (OSU) was approved by OSU and the FT SAC, however final approval was denied by PCC. The FT SAC needs assistance to finalize this agreement so that it is approved by both institutions.
- Retain FT Advisor as a fully funded .5 FTE position.
- The Faculty Chair of the Sylvania PE and FT department is responsible for overseeing the Sylvania FT program and the PE departments at Sylvania and the Newberg Center. The time needed to manage these disciplines and teach 3-4 classes per term has been increasing due to the increased FT enrollment and the additional role as Newberg faculty chair (with no additional compensation). We recommend that a .25 FTE FT Faculty Chair position be created and compensated to support the FT program. This position would complement the existing Sylvania PE Faculty Chair position, and would better serve the students, disperse the workload, and help ensure a quality education for FT students.

FT SAC Needs from Administration (cont.)

- The FT program does not receive funding and shares the general fund PE budget. Since 2002 the PE budget has not increased yet we have added the FT Certificate, FT HOAF certificate, and FT AAS Degree. The funding that the department receives to support the PE department and FT program works out to about 50 cents per student. We recommend creating two different budget ORG codes, one for PE and one for FT. The budget needs sufficient funds to provide the education, equipment, and supplies necessary to prepare FT students to be successful in the workforce.
- The FT Program shares space with PE, Community Education, rental groups, and student groups. In order to move students from the hallways into dedicated teaching spaces, we need additional lab space for the FT program. When the Bond program winds down and the HT 113B space becomes available, allocating that space to FT and PE makes the most sense due to the location, acoustics, and footprint.
- The SAC chair responsibilities have increased in the last five years due to accreditation and assessments, and this takes away from the primary faculty member role. The FT SAC chair position needs to be compensated and funded by the college.
- Administrative support to put a comprehensive plan for equipment maintenance, repair, and replacement in place; ensuring that all programs who share equipment and supplies have updated and functional tools available.



FT students at the Diabetes Expo, Fall 2014

February 6, 2015

Fitness Technology SAC

Moe O'Connor

Mike Guthrie

Janeen Hull

Tanya Littrell

Michael Boggs

Witness our Fitness!



Thank you for taking the time to
read about our program.

Here's to another great five years
and beyond!

**PCC FITNESS TECHNOLOGY
2015 PROGRAM REVIEW**

APPENDICES

<i>Appendix</i>	<i>Title</i>	<i>Page #</i>
Appendix A	Core Outcomes Alignment	38
Appendix B	FT Student Survey	41
Appendix C	FT Outcomes Assessment Strategies	51
Appendix D	Employer Evaluations	54
Appendix E	Programming Rubric	56
Appendix F	Observation Checklist	62
Appendix G	Critical Thinking Rubric	63
Appendix H	Bulletin Board Rubric	64
Appendix I	FT Program Partners	65
Appendix J	Faculty Profiles	66
Appendix K	Advisory Committee List	74
Appendix L	Advisory Committee Minutes	75
Appendix M	FT Alumni Survey	77
Appendix N	Survey of Businesses	85



FT student mentors another FT student in the HT 102 study space

APPENDIX A

Degree and Certificate Alignment to Core Outcomes

Fitness Technology AAS Degree Alignment



PE 287 Aquatics—getting fit in the pool!

“When health is absent, Wisdom cannot reveal itself, Art cannot become manifest, Strength cannot be exerted, Wealth becomes useless, and Reason becomes powerless.”

Herophilus, 300 B.C.

FT OUTCOME	PCC CORE OUTCOME
1. Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.	Professional Competence
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).	Communication Cultural Awareness Professional Competence Critical Thinking & Problem Solving
3. Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.	Self Reflection Critical Thinking & Problem Solving
4. Use valid fitness and wellness information to effectively educate clients and the community.	Communication Cultural Awareness Community & Environmental Responsibility
5. Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.	Self Reflection Critical Thinking & Problem Solving
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.	Communication Critical Thinking & Problem Solving
7. Qualify for nationally recognized fitness certifications, including but not limited to: <ul style="list-style-type: none"> 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 282A) Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287) 	Professional Competence Critical Thinking & Problem Solving

APPENDIX A

Degree and Certificate Alignment to Core Outcomes

Fitness Technology **Certificate** Alignment

FT OUTCOME	PCC CORE OUTCOME
1. Meet qualifications for employment as an entry-level instructor in the fitness and wellness industry.	Professional Competence
2. Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations.	Communication Cultural Awareness Professional Competence Critical Thinking & Problem Solving
3. Apply the knowledge and skills gained in a Fitness Technology Certificate when critically evaluating and interpreting fitness and wellness information.	Self Reflection Critical Thinking & Problem Solving
4. Use valid fitness and wellness information to effectively educate clients and the community.	Communication Cultural Awareness Community & Environmental Responsibility
5. Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.	Self Reflection Critical Thinking & Problem Solving
6. Outcome #6 is not applicable for the Certificate Student.	
7. Qualify for nationally recognized fitness certifications, including but not limited to: <ul style="list-style-type: none"> • 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 282A) • Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287) 	Professional Competence Critical Thinking & Problem Solving

APPENDIX A

Degree and Certificate Alignment to Core Outcomes

Fitness Technology **Healthy Older Adult Fitness (HOAF)** Alignment

FT OUTCOME	PCC CORE OUTCOME
1. Meet qualifications for employment as an entry-level activity/fitness leader working with healthy older adult populations.	Professional Competence
2. Outcome #2 is not applicable to the HOAF Students.	
3. Apply knowledge and skills gained in the Fitness Technology and Gerontology programs when working with and for elders in the community.	Self Reflection Critical Thinking & Problem Solving
4. Outcome #4 is not applicable to the HOAF Student.	
5. Identify, evaluate, and take advantage of learning opportunities in the fields of gerontology and fitness, while developing a personally and professionally rewarding career.	Self Reflection Critical Thinking & Problem Solving
6. Outcome #6 is not applicable for the HOAF Student.	
7. Outcome #7 is not applicable for the HOAF Student.	Professional Competence Critical Thinking & Problem Solving

APPENDIX B

2014 Fitness Technology Survey

Fitness Technology Survey of Students in the Fitness Technology Program -- Spring 2014 (N=37; Response Rate=40.4%), Administered by the PCC Office of Institutional Effectiveness

1. What is your current (Spring 2014) status in the Fitness Technology program?

Answer Options	Response Percent	Response Count
I am just starting the Fitness Technology program.	24.3%	9
I am finishing my FIRST YEAR (or more) in the Fitness Technology program and near completion of my certificate (HOAF or 1-Year certificate).	51.4%	19
I am finishing my SECOND YEAR (or more) in the Fitness Technology program and near completion of my AAS degree.	18.9%	7
Other	5.4%	2

2. What certificate or degree in Fitness Technology are you hoping to earn? (Check all that apply).

Answer Options	Response Percent	Response Count
Healthy Older Adult Fitness (HOAF) certificate	37.8%	14
1-Year Fitness Technology Certificate	40.5%	15
AAS Degree in Fitness Technology	70.3%	26
I am not pursuing a certificate/degree but taking classes for other purposes (e.g. transfer prerequisites)	2.7%	1

3. Is your goal to transfer to a 4 year college or university?

Answer Options	Response Percent	Response Count
Yes	57.6%	19
No	42.4%	14

4. If your goal is to transfer to a 4-year college or university, do you intend to major in a field related to Fitness Technology (such as, Pre-Physical Education, Exercise and Sport Science, Pre-Physical Therapy, Pre-Athletic Training, Pre-Occupational Therapy, Health Promotion, Fitness Promotion, Nutrition/Registered Dietitian)?

Answer Options	Response Percent	Response Count
Yes	90.0%	18
No	10.0%	2

5. If you intend to transfer to a 4 year college or university AND major in a Fitness Technology-related major, please specify which Fitness Technology-related major you intend to pursue.

See Open Ended Responses

6. If you intend to transfer to a 4 year college or university, but NOT in a field related to Fitness Technology, please indicate which major you intend to pursue.

See Open Ended Responses

APPENDIX B

2014 Fitness Technology Survey

7. "Fitness Technology facilities and programs are easily accessible."

Answer Options	Response Percent	Response Count
strongly agree	61.3%	19
somewhat agree	35.5%	11
somewhat disagree	3.2%	1
strongly disagree	0.0%	0

8. "I have used the additional references and study materials provided by the PCC library and find them adequate for the Fitness Technology classes in which I enrolled."

Answer Options	Response Percent	Response Count
strongly agree	41.9%	13
somewhat agree	38.7%	12
somewhat disagree	16.1%	5
strongly disagree	3.2%	1

9. "Access to the Fitness Technology Study Labs (HT 102 and HT 111) is beneficial for my success in the Fitness Technology program."

Answer Options	Response Percent	Response Count
strongly agree	71.9%	23
somewhat agree	18.8%	6
somewhat disagree	6.3%	2
strongly disagree	3.1%	1

10. "Fitness Technology labs are clean and well-maintained."

Answer Options	Response Percent	Response Count
strongly agree	64.5%	20
somewhat agree	29.0%	9
somewhat disagree	3.2%	1
strongly disagree	3.2%	1

11. "The Sylvania campus Physical Education facilities (such as the pool, track) are adequate for the Fitness Technology classes in which I enrolled."

Answer Options	Response Percent	Response Count
strongly agree	57.6%	19
somewhat agree	36.4%	12
somewhat disagree	3.0%	1
strongly disagree	3.0%	1

APPENDIX B

2014 Fitness Technology Survey

12. "The TYPE of Fitness Technology and Physical Education equipment available is adequate to practice the skills learned in Fitness Technology classes."

Answer Options	Response Percent	Response Count
strongly agree	46.9%	15
somewhat agree	43.8%	14
somewhat disagree	9.4%	3
strongly disagree	0.0%	0

13. "The QUALITY of Fitness Technology and Physical Education equipment available is adequate to practice the skills learned in Fitness Technology classes."

Answer Options	Response Percent	Response Count
strongly agree	37.5%	12
somewhat agree	59.4%	19
somewhat disagree	3.1%	1
strongly disagree	0.0%	0

14. "Fitness Technology labs are adequate and have enough space for the Fitness Technology classes in which I enrolled."

Answer Options	Response Percent	Response Count
strongly agree	19.4%	6
somewhat agree	48.4%	15
somewhat disagree	19.4%	6
strongly disagree	12.9%	4

15. "The quantity of material covered in the Fitness Technology classes is appropriate for the number of credits given."

Answer Options	Response Percent	Response Count
strongly agree	29.0%	9
somewhat agree	45.2%	14
somewhat disagree	22.6%	7
strongly disagree	3.2%	1

16. "I feel there are enough opportunities for hands-on experience within the Fitness Technology curriculum."

Answer Options	Response Percent	Response Count
strongly agree	50.0%	16
somewhat agree	40.6%	13
somewhat disagree	6.3%	2
strongly disagree	3.1%	1

17. "I feel that the material presented in the Fitness Technology classes will be useful to me during my employment and/or internship in the Fitness and Wellness Industry."

Answer Options	Response Percent	Response Count
strongly agree	61.3%	19
somewhat agree	32.3%	10
somewhat disagree	3.2%	1
strongly disagree	3.2%	1

APPENDIX B

2014 Fitness Technology Survey

18. Are there additional subject areas relating to fitness and exercise that you feel are missing from the curriculum? If so, please indicate what those subjects and/or topic areas are.

See Open Ended Responses

19. Please indicate any other comments you have regarding the Fitness Technology program curriculum overall.

See Open Ended Responses

20. “The Fitness Technology HOAF program is helping me meet qualifications for employment as an entry-level activity/fitness leader working with healthy older adult populations.”

Answer Options	Response Percent	Response Count
strongly agree	62.5%	5
somewhat agree	37.5%	3
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

21. “I am able to apply my knowledge and skills gained in the Fitness Technology HOAF program when working with and for elders in the community.”

Answer Options	Response Percent	Response Count
strongly agree	50.0%	4
somewhat agree	50.0%	4
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

22. “The Fitness Technology HOAF program is helping me identify, evaluate, and take advantage of learning opportunities in the fields of gerontology and fitness, while developing a personally and professionally rewarding career.”

Answer Options	Response Percent	Response Count
strongly agree	55.6%	5
somewhat agree	33.3%	3
somewhat disagree	11.1%	1
strongly disagree	0.0%	0

23. “The Fitness Technology 1-Year Certificate program is helping me meet qualifications for employment as an entry level instructor or personal trainer in the Fitness and Wellness Industry.”

Answer Options	Response Percent	Response Count
strongly agree	75.0%	9
somewhat agree	25.0%	3
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

APPENDIX B

2014 Fitness Technology Survey

24. “The Fitness Technology 1-Year Certificate program is helping me develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations.”

Answer Options	Response Percent	Response Count
strongly agree	66.7%	8
somewhat agree	33.3%	4
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

25. “I am able to apply the knowledge and skills gained in the Fitness Technology 1-Year Certificate program to critically evaluate and interpret fitness and wellness information.”

Answer Options	Response Percent	Response Count
strongly agree	71.4%	10
somewhat agree	28.6%	4
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

26. “As a result of the Fitness Technology 1-Year Certificate program I am able to use valid fitness and wellness information to effectively educate clients.”

Answer Options	Response Percent	Response Count
strongly agree	46.7%	7
somewhat agree	40.0%	6
somewhat disagree	13.3%	2
strongly disagree	0.0%	0

27. “As a result of the Fitness Technology 1-Year Certificate program I am able to identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to my personal and professional growth and adaptability.”

Answer Options	Response Percent	Response Count
strongly agree	53.3%	8
somewhat agree	40.0%	6
somewhat disagree	6.7%	1
strongly disagree	0.0%	0

28. “The Fitness Technology 1-Year Certificate program is helping me gain sufficient knowledge and skills to qualify for nationally recognized fitness certifications.”

Answer Options	Response Percent	Response Count
strongly agree	61.5%	8
somewhat agree	38.5%	5
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

APPENDIX B

2014 Fitness Technology Survey

29. “The Fitness Technology AAS Degree program is helping me meet qualifications for employment as an entry or higher-level professional in the Fitness and Wellness Industry.”

Answer Options	Response Percent	Response Count
strongly agree	68.0%	17
somewhat agree	28.0%	7
somewhat disagree	4.0%	1
strongly disagree	0.0%	0

30. “The Fitness Technology AAS Degree program is helping me 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).”

Answer Options	Response Percent	Response Count
strongly agree	70.8%	17
somewhat agree	25.0%	6
somewhat disagree	4.2%	1
strongly disagree	0.0%	0

31. “I am able to apply the knowledge and skills gained in the Fitness Technology AAS Degree program to critically evaluate and interpret fitness and wellness information.”

Answer Options	Response Percent	Response Count
strongly agree	82.6%	19
somewhat agree	17.4%	4
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

32. “As a result of the Fitness Technology AAS Degree program I am able to use valid fitness and wellness information to effectively educate clients.”

Answer Options	Response Percent	Response Count
strongly agree	73.9%	17
somewhat agree	21.7%	5
somewhat disagree	4.3%	1
strongly disagree	0.0%	0

33. “As a result of the Fitness Technology AAS Degree program I am able to identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to my personal and professional growth and adaptability.”

Answer Options	Response Percent	Response Count
strongly agree	62.5%	15
somewhat agree	29.2%	7
somewhat disagree	8.3%	2
strongly disagree	0.0%	0

APPENDIX B

2014 Fitness Technology Survey

34. “The Fitness Technology AAS Degree program is helping me meet requirements for entry into a four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields.”

Answer Options	Response Percent	Response Count
strongly agree	77.3%	17
somewhat agree	18.2%	4
somewhat disagree	4.5%	1
strongly disagree	0.0%	0

35. “The Fitness Technology AAS Degree program is helping me gain sufficient knowledge and skills to qualify for nationally recognized fitness certifications.”

Answer Options	Response Percent	Response Count
strongly agree	80.0%	20
somewhat agree	16.0%	4
somewhat disagree	4.0%	1
strongly disagree	0.0%	0

36. “The Fitness Technology program has improved my critical thinking and problem solving skills.”

Answer Options	Response Percent	Response Count
strongly agree	53.3%	16
somewhat agree	36.7%	11
somewhat disagree	10.0%	3
strongly disagree	0.0%	0

37. “The Fitness Technology program has improved my professional competence.”

Answer Options	Response Percent	Response Count
strongly agree	60.0%	18
somewhat agree	33.3%	10
somewhat disagree	6.7%	2
strongly disagree	0.0%	0

38. “The Fitness Technology program has improved my communication skills.”

Answer Options	Response Percent	Response Count
strongly agree	55.2%	16
somewhat agree	34.5%	10
somewhat disagree	6.9%	2
strongly disagree	3.4%	1

39. “The Fitness Technology program has enhanced my cultural awareness.”

Answer Options	Response Percent	Response Count
strongly agree	20.0%	6
somewhat agree	60.0%	18
somewhat disagree	13.3%	4
strongly disagree	6.7%	2

APPENDIX B

2014 Fitness Technology Survey

40. "The Fitness Technology program has enhanced my community/environmental awareness."

Answer Options	Response Percent	Response Count
strongly agree	25.8%	8
somewhat agree	54.8%	17
somewhat disagree	12.9%	4
strongly disagree	6.5%	2

41. "The Fitness Technology program has enhanced my self-reflection skills."

Answer Options	Response Percent	Response Count
strongly agree	56.3%	18
somewhat agree	31.3%	10
somewhat disagree	6.3%	2
strongly disagree	6.3%	2

42. "The Fitness Technology program entry requirements were difficult to meet."

Answer Options	Response Percent	Response Count
strongly agree	3.1%	1
somewhat agree	9.4%	3
somewhat disagree	34.4%	11
strongly disagree	53.1%	17

43. "The Fitness Technology coursework is more difficult than I originally thought."

Answer Options	Response Percent	Response Count
strongly agree	27.3%	9
somewhat agree	36.4%	12
somewhat disagree	24.2%	8
strongly disagree	12.1%	4

44. "I underestimated the time commitment required to complete this program."

Answer Options	Response Percent	Response Count
strongly agree	28.1%	9
somewhat agree	31.3%	10
somewhat disagree	34.4%	11
strongly disagree	6.3%	2

45. "Personal issues have made program completion difficult."

Answer Options	Response Percent	Response Count
strongly agree	15.2%	5
somewhat agree	33.3%	11
somewhat disagree	27.3%	9
strongly disagree	24.2%	8

APPENDIX B

2014 Fitness Technology Survey

46. “The cost of tuition and books is making program completion difficult.”

Answer Options	Response Percent	Response Count
strongly agree	18.8%	6
somewhat agree	18.8%	6
somewhat disagree	46.9%	15
strongly disagree	15.6%	5

47. “I don’t plan to finish the program at PCC because I have a degree and/or I will transfer to a 4-year institution.”

Answer Options	Response Percent	Response Count
Yes	50.0%	4
No	50.0%	4

48. Briefly indicate the barriers/challenges you have faced while enrolled in the Fitness Technology Program.

See Open Ended Responses

49. “Fitness Technology faculty demonstrate knowledge and skill in subject(s) they are teaching.”

Answer Options	Response Percent	Response Count
strongly agree	87.5%	28
somewhat agree	12.5%	4
somewhat disagree	0.0%	0
strongly disagree	0.0%	0

50. “Fitness Technology faculty and office staff are available to assist me with course questions, program questions, and advising.”

Answer Options	Response Percent	Response Count
strongly agree	71.0%	22
somewhat agree	25.8%	8
somewhat disagree	3.2%	1
strongly disagree	0.0%	0

51. “In general, I am satisfied with the faculty, office staff, and sports facilities staff in the Fitness Technology and PE programs.”

Answer Options	Response Percent	Response Count
strongly agree	68.8%	22
somewhat agree	28.1%	9
somewhat disagree	0.0%	0
strongly disagree	3.1%	1

APPENDIX B

2014 Fitness Technology Survey

52. Briefly indicate any areas that you feel faculty, office staff, or sports facilities staff could improve.

See Open Ended Responses

53. Briefly indicate your overall level of satisfaction with the Fitness Technology program.

Answer Options	Response Percent	Response Count
Very Satisfied	75.0%	24
Somewhat Satisfied	21.9%	7
Somewhat Dissatisfied	3.1%	1

54. What do you think are the strengths and areas for improvement in the Fitness Technology program?

See Open Ended Responses

APPENDIX C

Degree and Cert Outcome Assessment Strategies

Fitness Technology AAS Degree Outcomes Assessment



FT students having fun with VO2max testing in FT 204

“What is a workout?...A workout makes you better today than you were yesterday. It strengthens the body, relaxes the mind, and toughens the spirit. When you work out regularly, your problems diminish and your confidence grows”.

George Allen

AAS Degree Outcome	Assessment Strategies
1) Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.	Employer Evaluations collected Spring & Summer (FT 280)
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).	<p>“Develop, demonstrate” Portfolios of student assessments and programs (FT 105, FT 201, and PE282B)</p> <p>“Implement” Employer Evaluations (FT 280, CG 280A) Observation checklist in FT 280, CG 280A, & Pro Activities: PE 281, PE 282A, PE 282B, PE 283, PE 287, PE 288</p>
3) Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.	Critical thinking rubric applied to student work (FT 103, FT 202)
4) Use valid fitness and wellness information to effectively educate clients and the community.	Bulletin Board Rubric (FT 203) Employer Evaluations (FT 280, CG 280A)
5) Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.	Employer Evaluations (FT 280)
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.	Outcome is met by the articulation agreement with PSU. Student Surveys
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 (NSAC): 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)	Outcome is met if student successfully completes the coursework. FT 203 Portfolio Project; Student Surveys

APPENDIX C

Degree and Cert Outcome Assessment Strategies

Fitness Technology **Certificate** Outcomes Assessment

FT Certificate Outcome	Assessment Strategies
1) Meet qualifications for employment as an entry instructor in the fitness and wellness industry.	Employer Evaluations collected Spring & Summer (FT 280)
2) Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations.	<p><i>“Develop, demonstrate”</i> Portfolios of student assessments and programs (FT 105 and PE282B)</p> <p><i>“Implement”</i> Employer Evaluations (FT 280) Observation checklist in FT 280 & Pro Activities: PE 281, PE 282A, PE 282B, PE 283, PE 287, PE 288</p>
3) Apply the knowledge and skills gained in a Fitness Technology Certificate when critically evaluating and interpreting fitness and wellness information.	Critical thinking rubric applied to student work (FT 103)
4) Use valid fitness and wellness information to effectively educate clients and the community.	Employer Evaluations (FT 280)
5) Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.	Employer Evaluations (FT 280)
6) Outcome #6 is not applicable for the Certificate Student	
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 (NSAC): Certified Personal Trainer; American Council on Exercise (ACE): Group Fitness Instructor (if completed PE 282A); Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287)	Outcome is met if student successfully completes the coursework. Student Surveys

APPENDIX C

Degree and Cert Outcome Assessment Strategies

Fitness Technology **Healthy Older Adult Fitness (HOAF)** Assessment

HOAF Outcome	Assessment Strategies
1) Meet qualifications for employment as an entry-level activity/fitness leader working with healthy older adult populations.	Employer Evaluations collected Spring & Summer (FT 280)
2) Outcome #2 is not applicable to the HOAF Student.	
3) Apply the knowledge and skills gained in a Fitness Technology and Gerontology programs when working with and for elders in the community.	Critical thinking rubric applied to student work (FT 202)
4) Outcome #4 is not applicable to the HOAF Student.	Employer Evaluations (FT 280, CG 280A)
5) Identify, evaluate, and take advantage of learning opportunities in the fields of Gerontology and fitness, while developing a personally and professionally rewarding career.	Employer Evaluations (FT 280)
6) Outcome #6 is not applicable to the HOAF Student.	
7) Outcome #7 is not applicable to the HOAF Student.	



PE 282B students after fitness testing Holladay Park Plaza residents

APPENDIX D

Employer Evaluations

PCC Fitness Technology – FT 280-II (Internship) – EMPLOYER EVALUATION - FINAL

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:

MEETING FT PROGRAM OUTCOMES: (please use rubric ranking criteria on following page – this section only)

___ 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.

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

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

OVERALL PERFORMANCE: _____ (rank 5-1 as above)

Anything else you want to add?

APPENDIX D

Employer Evaluations

RUBRIC for rankings: 5 = outstanding, 4 = very good, 3 = average, 2 = needs improvement, 1 = unsatisfactory

___ **Meets qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.**

- 5 – you would be extremely likely to hire this student upon internship completion.
- 4 – you would be somewhat likely to hire this student upon internship completion.
- 3 - you would consider hiring this student upon internship completion.
- 2 - you would be somewhat unlikely to hire this student upon internship completion.
- 1- you would not hire this student upon internship completion.

___ **Develops, demonstrates, and implements appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements.**

- 5 – Student is outstanding in meeting the needs of your clientele by providing accurate and appropriate assessments, and professional and affective programs.
- 4 - Student is very good in meeting the needs of your clientele by providing accurate and appropriate assessments, and professional and affective programs.
- 3 - Student is average in meeting the needs of your clientele by providing accurate and appropriate assessments, and professional and affective programs.
- 2 - Student needs improvement in meeting the needs of your clientele in providing accurate and appropriate assessments, and professional and affective programs.
- 1 - Student is unsatisfactory in meeting the needs of your clientele and does not provide accurate and appropriate assessments, or professional and affective programs.

___ **Applies the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.**

- 5 – Without being asked, student identifies, investigates, and evaluates issues and problems at your facility and develops outstanding solutions.
- 4 – Without being asked, student identifies, investigates, and evaluates issues and problems at your facility and develops very good solutions.
- 3 – After being asked, student identifies, investigates, and evaluates issues and problems at your facility and develops average solutions.
- 2 – After being asked, student requires additional assistance in identifying, investigating, and evaluating issues and problems at your facility and developing average solutions.
- 1 – Whether asked or not, student does not identify, investigate, or evaluate issues and problems at your facility.

___ **Uses valid fitness and wellness information to effectively educate clients and the community.**

- 5 – Student provides your clientele with extremely accurate and up-to-date information regarding fitness and wellness in a very confident manner.
- 4 – Student provides your clientele with somewhat accurate and up-to-date information regarding fitness and wellness in a fairly confident manner.
- 3 – Student provides your clientele with somewhat accurate and up-to-date information regarding fitness and wellness, though confidence is sometimes lacking.
- 2 – Student provides your clientele with somewhat inaccurate and/or dated information regarding fitness and wellness. Very little confidence.
- 1 – Student is reluctant to provide your clientele with any information regarding fitness and wellness. No confidence.

___ **Identifies, evaluates, and takes advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.**

- 5 – Student takes initiative to actively seek opportunities provided by your facility and applies them towards being an outstanding fitness and wellness professional.
- 4 – Student takes initiative to actively seek opportunities provided by your facility and applies them towards being a very good fitness and wellness professional.
- 3 – Student does not actively seek opportunities provided by your facility, but does apply those opportunities presented towards being a very good fitness and wellness professional.
- 2 – Student does not actively seek opportunities provided by your facility, and is hesitant to apply those opportunities presented towards being a very good fitness and wellness professional.
- 1 – Student does not actively seek opportunities provided by your facility, and ignores any opportunities presented.

APPENDIX E

“Develop, Demonstrate”—Programming Rubric

“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)”.

CRITERION	EXEMPLARY 4	PROFICIENT 3	PARTIALLY PROFICIENT 2	INCOMPLETE 1	RATING
LAYOUT & TEXT ELEMENTS	<p>The Portfolio Binder is attractive, client specific, and demonstrates professionalism.</p> <p>The Overall Portfolio Project follows Instructor specifics for Layout & Text Element, is easy to read and shows attention to details.</p> <p>Transitions between sentences/ paragraphs/sections <u>enhance</u> the flow of thought.</p> <p>Layout & Text Elements <u>enhance</u> the readability and aesthetic quality of the text.</p> <p>Client Ready.</p>	<p>The Portfolio Binder is attractive and appropriate for client.</p> <p>The Overall Portfolio Project follows Instructor specifics for Layout & 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>Client Ready.</p>	<p>The Portfolio Binder 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>Not Client Ready.</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</u> included.</p> <p>There are multiple errors in Layout or Text Elements.</p> <p>Major editing or complete overhaul is required.</p> <p>Not Client Ready.</p>	
WRITTEN MECHANICS	<p>There are <u>zero</u> errors in grammar, capitalization, punctuation, and spelling.</p> <p>Client Ready</p>	<p>There are <u>three or fewer</u> errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.</p> <p>Client Ready</p>	<p>There are <u>four or five</u> errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</p> <p>Not Client Ready</p>	<p>There are <u>more than six</u> errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.</p> <p>Not Client Ready</p>	

APPENDIX E

“Develop, Demonstrate” — Programming Rubric

CRITERION	EXEMPLARY 4	PROFICIENT 3	PARTIALLY PROFICIENT 2	INCOMPLETE 1	RATING
CLIENT INTRODUCTION & PROJECT SUMMARY	<p>Introduces client clearly (who, what, when, where, why, how) & accurately summarizes all required components of the project.</p> <p>Client Introduction & Summary demonstrate the use of clear, well organized, and accurate data interpretation of all project elements.</p> <p>No revisions needed.</p> <p>Client Ready</p>	<p>Introduces client (who, what, when, where, why, how) & 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>These require minor editing and revision.</p> <p>Client Ready</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>Not Client Ready</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 & requires major editing and revision.</p> <p>Not Client Ready</p>	
CLIENT SCREENING AND GOAL SETTING	<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>Client Ready.</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>Client Ready</p>	<p>Client's health status, lifestyle characteristics, and risk factor analysis are <u>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>Not Client Ready</p>	<p>Client's health status, lifestyle characteristics, and risk factor analysis are <u>NOT</u> clearly and accurately identified.</p> <p>Client friendly tools are <u>NOT</u> utilized (charts, graphs).</p> <p>Appropriate client-forms are <u>NOT</u> included.</p> <p>Client goals are <u>NOT</u> 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 & requires major editing and revision.</p> <p>Not Client Ready</p>	

APPENDIX E

“Develop, Demonstrate”—Programming Rubric

CRITERION	EXEMPLARY 4	PROFICIENT 3	PARTIALLY PROFICIENT 2	INCOMPLETE 1	RATING
<p>FITNESS</p> <p>TESTING</p>	<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 HRRP and interpreted results accurately by a specific assessment needed to design program OR reasons for not testing are given.</p>	<p>Appropriate Pre-Test instructions given and Assessment data form included & self-designed.</p> <p>Appropriate test selection and reasoning for test selections given.</p> <p>All Five components of HRRP measured and interpreted accurately by a specific assessment needed to design program OR 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>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 HRRP 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>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 HRRP 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>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>Client Ready.</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>Client Ready.</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>Not Client Ready.</p>	<p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information & requires major editing and revision.</p> <p>Not Client Ready.</p>	

APPENDIX E

“Develop, Demonstrate” — Programming Rubric

CRITERION	EXEMPLARY 4	PROFICIENT 3	PARTIALLY PROFICIENT 2	INCOMPLETE 1	RATING
<p>CARDIO RESPIRATORY TRAINING PROGRAM</p>	<p>Program is specific to client's CRF goals and goes beyond the use of the FITT Guidelines for CRF.</p> <p>All instructor required elements for CRF are included.</p> <p>User friendly tools are used and enhance the program delivery.</p> <p>Multiple examples of exercise modifications are given.</p> <p>Proper Overload, Progressions, and Specificity are included throughout the program.</p> <p>No Revisions Needed. Client Ready.</p>	<p>Program is specific to client's CRF goals and includes all of the FITT Guidelines for CRF.</p> <p>All instructor required elements for CRF 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>Minor editing and revisions needed. Client ready.</p>	<p>Program is not specific to client's goals or does not include all of the FITT Guidelines for CRF.</p> <p>Instructor required elements for CRF are <u>not all</u> included.</p> <p>Information regarding specific exercises, explanations, descriptions and user friendly tools are <u>sometimes</u> used.</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>Editing and revision needed. Not Client Ready.</p>	<p>Program is neither specific to client's goals nor includes all of the FITT Guidelines for CRF.</p> <p>Instructor required elements for CRF are missing.</p> <p>Information regarding specific exercises, explanations, descriptions and user friendly tools are <u>not used</u>.</p> <p>There are more than six instances of missing, unorganized, inaccurate, or difficult to interpret information & requires major editing and revision. Not Client Ready.</p>	

APPENDIX E

“Develop, Demonstrate” — Programming Rubric

CRITERION	EXEMPLARY 4	PROFICIENT 3	PARTIALLY PROFICIENT 2	INCOMPLETE 1	RATING
RESISTANCE TRAINING PROGRAM	<p>Program is specific to client's RT goals and goes beyond the use of the FITT Guidelines for RT.</p> <p>Information regarding Instructor specific elements and user friendly tools are used and enhance the program delivery.</p> <p>Multiple examples of exercise modifications are given.</p> <p>Proper Overload, Progressions, and Specificity are included throughout the program.</p> <p>No Revisions Needed. Client Ready.</p>	<p>Program is specific to client's RT goals and includes all of the FITT Guidelines for RT.</p> <p>Information regarding Instructor specific elements 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>Minor editing and revisions needed. Client ready.</p>	<p>Program is not specific to client's RT goals or does not include all of the FITT Guidelines for RT.</p> <p>Information regarding Instructor specific elements and user friendly tools are sometimes used.</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>Editing and revision needed. Not Client Ready.</p>	<p>Program is neither specific to client's goals nor includes all of the FITT Guidelines for RT.</p> <p>Information regarding specific exercises, explanations, descriptions and user friendly tools are not used.</p> <p>Modifications not given.</p> <p>Overload, Progressions, and Specificity missing.</p> <p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information & requires major editing and revision. Not Client Ready.</p>	

APPENDIX E

“Develop, Demonstrate” — Programming Rubric

CRITERION	EXEMPLARY 4	PROFICIENT 3	PARTIALLY PROFICIENT 2	INCOMPLETE 1	RATING
FLEXIBILITY TRAINING PROGRAM	<p>Program is specific to client's Flexibility goals and goes beyond the use of the FITT Guidelines for Flex.</p> <p>Information regarding Instructor specific elements and user friendly tools are used and enhance the program delivery.</p> <p>Multiple examples of exercise modifications are given.</p> <p>Proper Overload, Progressions, and Specificity are included throughout the program.</p> <p>No Revisions Needed. Client Ready.</p>	<p>Program is specific to client's Flexibility goals and includes all of the FITT Guidelines for Flex.</p> <p>Information regarding Instructor specific elements and user friendly tools are used.</p> <p>Some examples of modifications are given.</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>Client ready.</p>	<p>Program is not specific to client's Flex goals or does not include all of the FITT Guidelines for Flex.</p> <p>Information regarding Instructor specific elements and user friendly tools are sometimes used.</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>Editing and revision needed.</p> <p>Not Client Ready.</p>	<p>Program is neither specific to client's goals nor includes all of the FITT Guidelines for Flex.</p> <p>Information regarding Instructor specific elements and user friendly tools are not used.</p> <p>Modifications not given.</p> <p>Overload, Progressions, and Specificity missing.</p> <p>There are <u>more than six</u> instances of missing, unorganized, inaccurate, or difficult to interpret information & requires major editing and revision.</p> <p>Not Client Ready.</p>	

APPENDIX F

“Implementation” – Practical Observation Checklist

	Name	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, correcting answers, etc.)	the student trainer was both polite & professional	Total Checks
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**

APPENDIX G

Critical Thinking Rubric

Mastery Level	LEVEL 1 Limited demonstration or application of knowledge and skills.	LEVEL 2 Basic demonstration and application of knowledge and skills.	LEVEL 3 Demonstrates comprehension and is able to apply essential knowledge and skill.	LEVEL 4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.
<p>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.</p>	<p style="text-align: center;">Score 1.0</p> <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>	<p style="text-align: center;">Score 2.0</p> <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>	<p style="text-align: center;">Score 3.0</p> <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>	<p style="text-align: center;">Score 4.0</p> <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.</p>
SCORE =	NOTES:			

APPENDIX H

Bulletin Board Rubric

BULLETIN BOARD RUBRIC—FT AAS DEGREE				
<i>“Use valid fitness and wellness information to effectively educate clients and the community”</i>				
	Exemplary – 3 (Exceeds)	Satisfactory – 2 (Meets)	Unsatisfactory – 1 (Needs Improvement)	Rating
TEXT	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.	
RELEVANCY OF GRAPHICS	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.	
VALIDITY OF INFORMATION	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.	
DIMENSION	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.	
ATTRACTIVENESS	The BB is exceptionally attractive in terms of design, layout, and neatness and is eye-catching.	The BB is acceptably attractive though it may be a bit messy or is not eye-catching.	The BB is distractingly messy or very poorly designed. It is not attractive or eye-catching.	
GRAMMAR	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.	
TOTAL				

APPENDIX I

FT Program Partners

<u>Internship sites</u>
Willamette View
Club Sport
Studio X
Cherrywood Village
Fred Meyer Fitness Center
Beaverton Family YMCA
City of Hillsboro Parks and Recreation
Holladay Park Plaza
Mittleman Jewish Community Center
Multnomah Athletic Club
Mountain Park Fitness and Aquatic Center
Boom Fitness
Tualatin Hills Parks/Rec and Conestoga Rec Center
Special Olympics Oregon
RDFT Fitness Training & Therapy
Portland Parks and Rec
Providence Fitness and Wellness Services
Complete Running Programs
Southwest Community Center – Portland Parks
East Portland Community Center – Portland Parks
Tri-Met Employees, Inc.
Lloyd Athletic Club
Hillsboro Park and Rec/Shute Park
NW Women’s Fitness Club
Progressive Fitness
Therapeutic Trainers
Clark County YMCA
Red Cross – Oregon Trail
ADAPT Training
AQx Sports
Proforce Athletics
Baby Boot Camp

Energy Fitness Concepts
Sherwood YMCA
Hyatt Training
Fred Meyer Fitness Center
adidas
YMCA Columbia Willamette Employee Wellness
Crossfit (multiple sites)
PSU Strength & Conditioning
Beaverton Hoop YMCA
SKOGG Fitness
Everybody Loves PE
Impact Performance Training
Elite Performance Center
X-treme Edge Gym
Fulcrum Fitness
Recreate Fitness
PDEX Parkinson’s Disease Exercise
Mirabella Portland
Terwilliger Plaza
Friendsview Retirement Community
Elsie Stuhr Center
NE Community Center
Mary’s Woods
Friendly House
Rose City Rollers

<u>PCC departments</u>
Gerontology
Dance
Community Education
Early Childhood Development
Sylvania Sports Facilities
Sylvania Intramurals
<u>FT Class Field Trip Sites</u>
ADAPT
Club Sport
Nike Fitness Assessment Institute
Back In Motion – Sports Injuries Clinic
Sherwood YMCA
Providence Mercantile Health & Fitness Center
Small Business Administration/SCORE Offices
<u>FT Community Service</u>
Holladay Park Plaza
American Diabetes Association Expo
PCC
<u>Colleges with articulation relationships</u>
Portland State University
Concordia University
<u>Organizations – Guest Speakers</u>
American Red Cross
Small Business Administration
AQx Sports
Studio X
Fit For Life Fitness Club
Southwest Community Center
Cacao
Adapt

APPENDIX J

Fitness Technology Faculty Profiles



MOË O'CONNOR

My Path to PCC Fitness Technology

I have always been interested in Physical Education, fitness and being active. I participated in High School and College intercollegiate sports as well as coaching a variety of sports at the college and high school level: track and field, tennis, volleyball, swimming and diving. I started 7 intercollegiate women's sports at the University of Portland as the first Women's Athletic Director. I came to PCC as a part time PE instructor and moved into the Fitness Technology program as Faculty Chair in 2002.

"I really liked that the Fitness Technology program had a grown-up approach to teaching. The instructors made it very clear from the beginning that we are all in this community together, and treated us as peers and future colleges, not just students. This made me feel that much more prepared to enter the fitness industry post-graduation."

Holly Howard, FT Graduate

My Role in the Fitness Technology Program

I am the Faculty Chair of the Fitness Technology Program and my role is to supervise and coordinate our CTE program. I work with students to make sure their educational experience at PCC and in our program is seamless and that they are supported while they are here.

My Life Outside of PCC

I have a family with two daughters and granddaughter. My husband and I are physically active as we hike, cross country ski and make it a value to workout each day. We volunteer in our community and enjoy traveling!

My Teaching and Fitness Mission

My mission is to be a strong advocate for fitness and promoting the benefits of healthy lifestyle choices. I want our students to know that while they are at PCC we will give them an exceptional education as well as the tools and skill set that they can use in their fitness career. As a dedicated fitness professional and educator I see myself as a role model and want our students to achieve their educational goal of working and being successful in the fitness industry.

APPENDIX J

Fitness Technology Faculty Profiles

MIKE GUTHRIE

My Path to PCC Fitness Technology

As a child I loved sports, PE, and movement. After high school I didn't know what I wanted to do, so I chose to get a business degree. I received my BA in Business Administration: Marketing from the University of Hawaii in 1985. After awhile, my wife got tired of me whining about not being happy in my work and said, "Mike, go become a coach or a PE teacher!" For the first time, I got excited about my career and I pursued it. While receiving my MST in Exercise Science and Sports Studies from Portland State University, I taught college PE classes. I knew after the first one that this is what I wanted to do. I was the Athletic Director at the Mittleman Jewish Community Center for 6.5 years before landing my "dream job" teaching PE and FT at PCC. Fast forward 16 years, I am still here and hope to be here at PCC for the remainder of my career!



My Role in the Fitness Technology Program

My primary role in Fitness Technology is as an instructor. Other roles in the program include student advising, and curriculum and committee work. In the past 16 years, I have taught the following courses: Exercise Science; Pro-act Weight Training and Aquatics; and, Fitness Promotion. Currently, I teach: Seminar; Internship; and, Internship Prep.

My Life Outside of PCC

Yes, I have a life outside of PCC! I have been married to a wonderful wife for 30 years. I have two awesome sons, now fine men, ages 19 and 22, and both are in college. I am very involved in activities at my local church. I still have a love for sports (playing and watching – love my Ducks and Blazers!), fishing, and backpacking. My primary fitness activities revolve around swimming. I train during the school year at the PCC Sylvania pool, and then compete in open water swimming events in the summer months. My longest open water swim you ask? 10K (6.2 miles). My motto? Slow and steady wins the race!

My Teaching and Fitness Mission

To provide an educational environment where students will succeed and therefore experience not only positive life change for them, but more importantly, through them, affect positive life change in others around them. If I could sum it up into one word, it would be "legacy". To stay healthy and fit until I reach 100 years of age. I would like to backpack with my sons when I'm 90 years old. I would like to compete in a long-distance open water swimming event when I'm 100 years old – chances are I will win my age group!

APPENDIX J

Fitness Technology Faculty Profiles



JANEEN HULL

My Path to PCC Fitness Technology

My educational background includes a BS from the University of Alabama in Education with a major in Sports & Fitness Management and an MS from Indiana University in Kinesiology-Applied Sport Science. I've worked in non-profits, for-profits, sports national governing bodies, with individual and team sports athletes of all ages, and in almost every time zone in the U.S.! My work has even taken me to parts of Europe and China. I've been a cardiac rehab team member, exercise physiologist, fitness assessment technician, group-exercise instructor, strength and conditioning coach, sports director, coach/competition director, marketing/promotions director, consultant, writer, editor, personal trainer and nutritionist. And now, I'm proud to call myself an instructor in higher education and thrilled to be faculty at PCC in both the amazing FT and PE departments!

My Role in the Fitness Technology Program

When I'm not lecturing or trying out new lab activities in Analysis of Movement, Fitness & Assessment II, Injury Prevention and Management or Nutrition for the Fitness Instructor, you can find me leading Indoor Cycling, Lifeguarding, Walking/Jogging or even cracking the whip in Boot Camp! I also have the privilege of serving as a SAC member for FT and PE, as well as, chairing PCC's Degrees & Certificates Committee and I represent that standing committee at the Educational Advisory Council, Learning Assessment Council, and the Completion Investment Council.

My Life Outside of PCC

I love being outdoors and playing in the Pacific Northwest's liquid sunshine with my fabulous husband and my adorable English bulldog. So, you may see me running the trails or sweating it up next to you in a hot-power-fusion yoga class or cycling around town to find the latest, greatest restaurant in PDX or simply for my next latte fix!

My Teaching and Fitness Mission

Enjoy Life! In fact, that's my personal motto and go-to phrase. So, it only makes sense that part of my mission here at PCC is to help students to do just this. Some of the ways I enjoy life are by helping individuals from all walks of life learn to lead a more active lifestyle, motivating & inspiring more people to discover or even rediscover the joys of physical activity and by emphasizing the positive changes that simple lifestyle adjustments can create. Physical activity is a fundamental building block of a joyful life. Enjoy Life!

APPENDIX J

Fitness Technology Faculty Profiles

TANYA LITTRELL

My Path to PCC Fitness Technology

Growing up as an athlete I always had an interest in fitness, sports, and the human body. I attended the University of Oregon and majored in Physical Education/Exercise and Sport Science and minored in Biology. While there I taught gymnastics, aerobics, and weight training in the U of O Recreation department. After graduation, I worked full-time for the YMCA in Portland. I was in charge of gymnastics, kids programs, aquatic exercise, aerobics, personal training, and cardiac rehabilitation. I also lead YMCA certification workshops and it was through those that I decided I wanted to teach adults about the amazing human body full time. That desire led me to Oregon State University, a graduate teaching position, and two graduate degrees in Exercise Physiology. The PCC FT program seems to be the perfect place to end up and I love my job!



My Role in the Fitness Technology Program

I teach our basic anatomy/physiology class called Structure and Function of the Human Body. I love mentoring and teaching students in this class as they discover new study habits and get excited about the human body. I also teach Fitness Assessment I, Exercise Science I & II, Fitness and Aging, and Professional Activities Special Populations (Healthy Older Adult Fitness). I am a physiologist, so many of my classes focus on basic exercise physiology background knowledge and theory that students need to become great fitness instructors, trainers, and/or further their education.

My Life Outside of PCC

I am a native Oregonian with two incredible children (a high school senior and a kindergartener) and a dog. Most of my time outside of PCC is spent managing our busy lives and home. We stay very active between my son's swimming, my daughter's gymnastics and dance, and collectively riding at the bike park or heading up to the mountain. I like to trail run, mountain bike, hike, snowboard, and just be active and outside as much as possible!

My Teaching and Fitness Mission

To share my passion and knowledge for the amazing human body and the benefits of exercise with my students, and then have them "pay it forward" with their clients, family, and friends.

APPENDIX J

Fitness Technology Faculty Profiles



MICHAEL BOGGS

My Path to PCC Fitness Technology

Before coming to PCC, I spent 20 years working for companies such as the YMCA, Providence Health System, Riverplace Athletic Club and Norwegian Cruise Line carving out a career as a Fitness Professional. I was, however, always and continually educating my clients and customers about fitness and health. I went back to school and earned a Masters degree and started my own fitness business partnering with a group of medical professionals providing specialized fitness assessments and post-rehabilitation exercise. During this time I found that my fitness knowledge and experiences were also in demand at local colleges, teaching future fitness professionals. I soon began teaching Fitness and Health courses part-time at Clark College, Concordia University and PCC. When a Full-Time position in the FT Program became available in 2010, I jumped at the chance to join PCC.

My Role in the Fitness Technology Program

I am one of the Full-Time Faculty members and a part of the FT Team. I teach a variety of courses within the Fitness Technology program some of which include FT 104 Fitness Assessment and Programming I, FT 201 Fitness Assessment and Programming III, FT 203 Fitness Promotion and two of the Professional Activity courses, Weight Training and Team Sports. I also teach Lower Division Courses that are used as prerequisites for some of our Fit Tech Courses; PE 295 Health and Fitness for Life and PE 181 Weight Training. I am also the current Fitness Technology SAC Chair.

My Life Outside of PCC

My life outside of PCC revolves around my family, friends, community and the beautiful Northwest. I live in the South Beaverton area with my wife and two boys and coach youth sports year-round for Southridge Youth Football, Westside YMCA Basketball and Murray Hill Little League baseball. My family and I love to camp, hike, fish and just enjoy traveling and exploring what the Northwest has to offer.

My Teaching and Fitness Mission

I desire to be healthy, fit, and energetic so that I can enjoy life and have the energy to pursue my goals. One of these goals is to share my knowledge and experiences with others and to be a positive role model for anyone interested in fitness and health.

APPENDIX J

Fitness Technology Faculty Profiles

TERESA BRILL

My Path to PCC Fitness Technology

Starting at a very young age I have had a passion for health and activities such as gymnastics, dance and sports. I attended the University of Oregon where I majored in Physical education and after graduation, I worked in the fitness, health and wellness industry as a college instructor, as well as the private sector as a cardiac rehab specialist for six years before returning to school. Since my M.S. degree was in Exercise Science, I began working for PCC teaching a wide variety PE and Fitness classes. The Fitness Technology program is a great place for me to do what I love and is the perfect addition to the other classes I teach.



My Role in the Fitness Technology Program

I teach the Professional Activities: Group Fitness Instructor course. This is a 2 credit class offered summer and fall terms. Throughout the term students gain the knowledge, skills and practical experience necessary to become a great group fitness instructor. Students have many opportunities to lead segments of a group fitness class and at the outcome design a lesson plan to teach an entire class starting with an introduction and ending with a closing statement. As students gain knowledge and experience many who planned on entering the fitness and health industry to work one on one with clients decide they want to teach group fitness classes. I love teaching and mentoring our fitness technology students.

My Life Outside of PCC

I have lived in Oregon and California most of my life choosing Oregon as the place I like to live. I have 2 fantastic sons who have enriched my life with love, activities and experiences that are over the top. Baseball was the favorite sport for both of my children and after attending hundreds of games my youngest son was drafted by the Texas Rangers out of high school. Not only is this an honor and exciting experience but the Rangers are paying for his college education and all of his living expenses. This is what I call pay back for Mom. Some of my favorite activities include, mountain biking, jogging, hiking, water and snow skiing, and dancing. I also love creating beautiful English gardens.

My Teaching and Fitness Mission

I believe fitness and healthy living enhances the human body and spirit. My mission as a teacher is to inspire future leaders in the Fitness industry!

APPENDIX J

Fitness Technology Faculty Profiles



JILL TULEYA

My Path to PCC Fitness Technology

I was hired by Maureen O'Connor who'd come across my *Curriculum Vitae* highlighting my teaching and program work higher education and which contained a small statement about my volunteer work as a volunteer yoga instructor. By the time we met over the phone, I'd shifted toward my true calling of teaching yoga and I thought she was calling about my yoga resume. We both agreed my work in higher education *and* my work in teaching yoga would suit the program well.

My Role in the Fitness Technology Program

I teach *Professional Activities: Mind-Body Disciplines* as a part-time faculty. It is a 2-credit, Spring term only course in which I introduce a number of mind-body disciplines to students through group and independent study. Throughout the course, students gain experience not only in learning about and practicing these disciplines, but also in practice *teaching* them as well. As the field of mind-body grows and as its benefits become more well-understood in mainstream society and within the health industry, I feel very strongly that Fitness Technology students not only need to, but *must*, understand at least the basic tenets of mind-body disciplines to better serve their clients.

My Life Outside of PCC

I am a mother to two teenage daughters and a partner to my husband for over 18 years. I love living in the city of Portland with all of its quirkiness and its spirit of celebrating life through music, the outdoors, bike commutes, farmer's markets and all things local. I am still transitioning from my role as a Writing and English teacher to being a full-time yoga teacher, trainer and therapist. I am at the very end of my 1,000 hour yoga therapy training. My passion for working one-to-one with youth and older adults facing challenging issues such as cancer, Parkinson's, Alzheimer's, scoliosis, addiction, anxiety as well as a variety of other physical, mental, emotional and spiritual conditions, is becoming more and more focused through each and every client I come into contact with. I also love to sing and am currently auditioning to be in a community chorus.

My Teaching and Fitness Mission

My teaching and "fitness" mission is all about reaching out to and supporting the *whole person*, wherever they are at physically, intellectually, energetically and emotionally. I believe "fitness" goes well beyond the physical form and ability of the body, and that it includes our thoughts, beliefs, words and actions as well.

APPENDIX J

Fitness Technology Faculty Profiles

JANE LOVERIN

My Path to PCC Fitness Technology

I taught Health and Physical Education for Jefferson High School and Salem School District. I have coached the Dance Team at Jefferson High School and swimming for North Salem High School, Salem Tennis and Swim Club, and Salem Aquatics club. I have taught fitness and exercise classes since 1980 and worked as the Associate PE Director for the YMCA in Salem OR. I worked teaching, supervising and administrating health and fitness, teen, and youth programs for the YMCA of Columbia-Willamette from 1986 to 2005. In 2007, I began working at PCC teaching a variety of fitness and aquatics classes.



My Role in the Fitness Technology Program

My specialty is the Pro-Act Aquatics and I am currently teaching this course at PCC. I assist students in their hope to gain professional teaching experience in Water Exercise. I also teach the students swimming skills that will transfer to other water related courses that they may take and use in the future career in Aquatics and Fitness. I also serve as a representative at the SAC meeting and provide insight and feedback with the programs, equipment and class activities that PCC offers.

My Life Outside of PCC

I am a volunteer with my children's sports programs in Lake Oswego (youth football, basketball, swimming, cheer, lacrosse, track and field). I am the volunteer leader for my daughter's Girl Scout Troop #40187. I am a substitute teacher for Sunday School at Our Saviours Lutheran Church. I enjoy walking, running, swimming, tennis, singing and teaching/participating in fitness classes. I teach Water Exercise (year round) and swimming for Stafford Hills Club (summers). I compete in the Hood to Coast & currently the Portland to Coast Relay event.

My Teaching and Fitness Mission

I hope to be a catalyst for students interested in health and fitness to become the best they can be. My mission is to help to others meet their set goals and to strive to be healthy and fit (physically, mentally and spiritually). I teach because I genuinely care for people. I feel that I have a good rapport with people and can help motivate them and encourage them as well as teach them proper exercise principles and act on those principles. I tend to be a positive, upbeat person who likes to make fitness fun. I use a variety of techniques to get my messages across and I believe that everyone can work on a lifetime of healthy living.

APPENDIX K

PCC FT Advisory Committee

Name	Title	Location
Melissa Augustine	FT Graduate/Fitness Director	Terwilliger Plaza
Talitha Bandy	Wellness Director	ClubSport Oregon
Brad Berscheid	Owner/Trainer	Tri-D Individualized Fitness
Jennifer Geddis	General Manager	Adidas
Linda Hastings	Fitness/Wellness Director	Southwest Community Center
Holly Howard	Lead Personal Trainer	Southwest Community Center
Tim Irwin	FT Graduate/Owner	Studio X Fitness
Garry Kilgore	Founder and President	AQx Sports
Amanda Lapore	Wellness Director	Fred Meyer Corporate Fitness
Paula Rose	Aquatic Manager	Shute Park Aquatic & Rec Center
Joel Schuldheisz	Exercise & Sport Science, Dept. Chair	Concordia University
Rene' Swar	Wellness Director	Holladay Park Plaza
Gary Brodowicz	Professor	PSU School of Community Health
Belinda Zeidler	Academic Advisor	PSU School of Community Health
Carlos Valdes	Owner	Therapeutic Trainers
Tony Wilcox	Department Chair	OSU Nutrition and Exercise Sciences
Tamara Burkovskaia	Arthritis Community Programs Coordinator	Oregon Health Authority
Laura Chisholm	Self-Management Technical Lead	Oregon Health Authority
Cindy Bishop	Arth. Found. - Prog. Coordinator	Arthritis Foundation
Ann Satterfield	Health & Wellness Program Coord.	THPRD - Elsie Stuhr Center
Kathy Gunter	Asst. Professor/Ext. Specialist	OSU - Nutrition and Exercise Sciences
Lori Jorgenson	Mature Adult Program Director	ClubSport Oregon
Karey Welling	FT Graduate/General Manager	Tualatin Hills Racquet Club
Dan Caplan	FT Graduate/Owner	Microgym
Val Limbrunner	FT Graduate	PCC Dance & Health Instructor
John Schader	FT Graduate	
Austin Amstutz	FT Graduate	
Heidi Baum	AAS/HOAF Student	
Asil Karaket	AAS/HOAF Student	
Carrie Wallace	AAS Degree Student	
Faculty & Staff	Title	Department
Moe O'Connor	Department Chair	PCC Fitness Technology/PE
Ann Rasmusen	Administrative Asst.	PCC Fitness Technology/PE
Mike Guthrie	Full Time Instructor	PCC Fitness Technology/PE
Janeen Hull	Full Time Instructor	PCC Fitness Technology/PE
Tanya Littrell	Full Time Instructor	PCC Fitness Technology/PE
Mike Boggs	Full Time Instructor	PCC Fitness Technology/PE
Teresa Brill	Part Time Instructor	PCC Fitness Technology/PE
Jane Loverin	Part Time Instructor	PCC Fitness Technology/PE
Jill Tuleya	Part Time Instructor	PCC Fitness Technology/PE
Barbara Griffin	Part Time Advisor	PCC Fitness Technology
Heidi VanBrocklin	Sports Facilities Supervisor	PCC Physical Education
Jen Piper	Division Dean	PCC HPEEFSPFT
Jan Abushakrah	Department Chair	PCC Gerontology
Glenna Barrick-Harwood	Coordinator Co-op Ed	PCC Cooperative Education

PCC FT Advisory Committee Meeting Minutes

**Portland Community College
Fitness Technology Advisory Committee Meeting
May, 16th, 2014**

AGENDA ITEMS:

Welcome and Introductions of Attendees:

Joel Schuldheisz, Concordia University, Gary Brodowicz, Portland State University, Belinda Zeidler, Portland State University, Cindy Bishop, Arthritis Foundation, Tamara Burkovskaia, Oregon Public Health Arthritis Program Coordinator, Linda Hastings, Portland Parks & Recreation, Amanda Lapore, Fred Meyer Fitness Center, Troy Jenkins, American Red Cross, Melissa Augustine, Terwilliger Plaza, Ann Satterfield, Elsie Stuhr Center, Holly Howard, Southwest Community Center, Andreas Correa, Flywheel USA, Fitness Technology Graduate, Heidi Baum, PCC Fitness Technology Student, Carrie Wallace, PCC Fitness Technology Student, John Schader, PCC Fitness Technology Student, Barbara Griffin, PCC Fitness Technology Advisor, Glenna Barrick-Harwood, PCC Cooperative Education, Heidi Van Brocklin, PCC Athletics Supervisor, Jennifer Piper, PCC Division Dean, Moe O'Connor, PCC Fitness Technology/Physical Education Faculty Chair, Tanya Littrell, PCC Fitness Technology/Physical Education Faculty, Janeen Hull, PCC Fitness Technology/Physical Education Faculty, Mike Guthrie, PCC Fitness Technology/Physical Education Faculty, Mike Boggs, PCC Fitness Technology/Physical Education Faculty

Welcome: Meeting Objectives and Introductions

Moe – Review, networking, students success

Review of Fitness Technology Program: Overview, Past, Present

Moe – Numbers of students grew rapidly during recession and have leveled off, but remain high. Students entering program has leveled off after having growth the previous three years. Some courses divided into two sections to accommodate.

Curriculum Changes since last Meeting

Mr. Guthrie-FT 180 – Internship Prep Course
Prof Activity Courses changed to 2 credits (all changed).

Program Review Project

Tanya – What it is. Why we do it. What does it involve? All invited.

Assessment Process

Mr. Boggs – What is it? Why is it needed? Tools we use. Gave example of Bulletin Board Project.

APPENDIX L

PCC FT Advisory Committee Meeting Minutes

**Portland Community College
Fitness Technology Advisory Committee Meeting
May 2nd, 2013
7:15-8:30am SY CC Elm/Fir Rooms**

- Welcome and Introductions
- FT Advisory Board Purpose
- Certificate and Degree Update
- Internship: Locations and Growth
- AAS Degree Sales Skills: Scope of Skills and Integration
- Current Hiring Trends: Current Market and Direction
- Are PCC Graduates Prepared?
- 5 year Vision
- Fall Meeting

**Portland Community College
Fitness Technology Advisory Committee Meeting
Sylvania: May 15th, 2012
CC Oak/Elm/Fir Rooms—7:15 -8:45 am**

Attendees: Moe O'Connor, Janeen Hull, Tanya Littrell, Michael Boggs, Mike Guthrie, Jill Tuleya, Jan Abushakrah, Jennifer Piper, George Knox, Melissa Augustine, Brian Cassidy, Linda Hastings, Tim Irwin, Paula Rose, Joel Schuldheisz, Rene' Swar, Gary Brodowicz, Belinda Zeidler, Jacolyn Wheatley, James Jones and Denise Bruns

- Welcome and Introductions
- Curriculum updates
- Articulation Agreements
- Equipment and Technology needs
- Best Practices and Industry Trends
- Feedback from Internship Sites on FT students
- Certifications vs Schooling
- Scholarship Funding
- Fitness Technology Committee Chair and future meetings

APPENDIX M

2014 Fitness Technology Alumni Survey

PCC Fitness Technology Alumni Survey -- Administered Fall 2014 (N=19; Response Rate of Valid Email Contacts=15.4%), Administered by the PCC Office of Institutional Effectiveness

1. Are you currently employed? (Choose the answer that best fits your current situation)

Answer Options	Response Percent	Response Count
Yes, I currently have one job.	36.8%	7
Yes, I currently have more than one job.	31.6%	6
I am NOT currently employed, but I am seeking employment related to Fitness Technology or in the Fitness and Wellness industry.	21.1%	4
I am NOT currently employed, and I am seeking employment in a job that is NOT necessarily related to Fitness Technology or the Health/Wellness/Fitness Industry.	0.0%	0
I am NOT currently employed, and I am NOT seeking employment.	10.5%	2

2. If you are currently employed in at least one job, is it closely related to Fitness Technology and/or in the Health/Wellness/Fitness Industry?

Answer Options	Response Percent	Response Count
Yes, I am currently employed in at least one job closely related to Fitness Technology and/or in the Health/Wellness/Fitness Industry?	55.6%	10
I am currently employed, but not in any job closely related to Fitness Technology and/or in the Health/Wellness/Fitness Industry?	16.7%	3
Not Applicable/Not Employed	27.8%	5

3. If you are currently employed in at least one job closely related to Fitness Technology and/or in the Health/Wellness/Fitness Industry, please indicate your place(s) of employment.

Independent contractor at Peak Condition gym in portland, or
PCC, Xtend Barre Beaverton
Mt. Hood Athletic Club Hoodland Senior Center, Hoodland Sport and Fitness
24 hr fitness
RDFT, Zoo Health Club and health coach
Pilates body work studio
Legacy Medical Group
East Portland Community Center

4. If you are currently employed in at least one job closely related to Fitness Technology and/or in the Health/Wellness/Fitness Industry, please indicate your job title.

Personal trainer
Health Instructor, Dance Instructor, Barre Instructor
Wellness Coach
MHAC -water aerobics instructor, Senior Center/ Hoodland Sport and Fitness-contractor, A Bit Mo Fit Owner
Personal trainer
Personal trainer, group instructor, health coach
Instructor/movement therapist
Clinic service specialist

APPENDIX M

2014 Fitness Technology Alumni Survey

5. Within the past 5 years, have you worked in an ENTRY LEVEL/FRONT DESK position related to the Fitness and Wellness Industry?

Answer Options	Response Percent	Response Count
Yes	41.2%	7
No	58.8%	10

6. What was your approximate hourly wage during the last/most recent year in which you were employed in that position (answer only if applicable)?

Minimum wage
11
9.25
Minimum wage.
\$9/hour
15.24
9.5

7. Within the past 5 years, have you worked as a FITNESS MONITOR/FLOOR ATTENDANT?

Answer Options	Response Percent	Response Count
Yes	29.4%	5
No	70.6%	12

8. What was your approximate hourly wage during the last/most recent year in which you were employed in that position (answer only if applicable)?

9.75
Minimum wage.
\$10/hr
\$10 / hr

9. Within the past 5 years, have you worked as a PERSONAL TRAINER?

Answer Options	Response Percent	Response Count
Yes	64.7%	11
No	35.3%	6

10. What was your approximate hourly wage during the last/most recent year in which you were employed in that position (answer only if applicable)?

\$27-32 an hour
\$10 per hour.
Depends on the pkg of sessions they buy for training . ranges 30-65hr, depends on if on my own or through gym
18
\$25-30 hr
\$40-\$60
Free
\$55.00-\$70.00
\$25/hr-\$36/hr

APPENDIX M

2014 Fitness Technology Alumni Survey

11. What was your approximate percent commission during the last/most recent year in which you were employed in that position (answer only if applicable)?

30% when I worked at 24 hour fitness

I was paid about \$10 per hour on top of the hourly wage for every hour I trained a client (this did not include the 2 complimentary training sessions that every member had access to- for these I was paid just \$10 per hour).

25%

60%

12. Within the past 5 years, have you worked as a SPECIALTY CLASS INSTRUCTOR (yoga, pilates, etc.)?

Answer Options	Response Percent	Response Count
Yes	52.9%	9
No	47.1%	8

13. What was your approximate hourly wage during the last/most recent year in which you were employed in that position (answer only if applicable)?

25

45

internship no pay

\$20 per hour

50/hour, Better Bones and Balance, Aquatics 16/hr

25

\$25-\$40

14. Within the past 5 years, have you worked in a MANAGEMENT position related to the Fitness and Wellness industry?

Answer Options	Response Percent	Response Count
Yes	11.8%	2
No	88.2%	15

15. What was your approximate hourly wage during the last/most recent year in which you were employed in that position (answer only if applicable)?

25

16. What was your approximate annual salary during the last/most recent year in which you were employed in that position (answer only if applicable)?

8000

17. Within the past 5 years, have you worked as a BUSINESS OWNER and/or INDEPENDENT CONTRACTOR related to the Fitness and Wellness industry?

Answer Options	Response Percent	Response Count
Yes	37.5%	6
No	62.5%	10

APPENDIX M

2014 Fitness Technology Alumni Survey

18. What was your approximate hourly wage during the last/most recent year in which you were employed in that position (answer only if applicable)?

\$50-65 an hour
45

This is hard to answer as I tried to have a small training business this August but have since decided that it has not worked out so I am exploring other options.

starts at 65 for single hour. multiple sessions reduce the hourly rate
25

19. What was your approximate annual net income during the last/most recent year in which you were employed in that position (answer only if applicable)?

I've been an independent contractor for only two months but I've already made over \$10000
20000
10000

20. If you were employed during the past 5 years in ANY OTHER POSITION related to the Fitness and Wellness industry, please indicate the job title, the last/most recent year in which you were employed in that position, and your approximate hourly wage during the most recent year in which you were employed in that position.

Health Studies Instructor, Currently Employed, \$62
Front end and physical therapy aide- 2014- \$12.50

21. Are there benefits, other than wages/salary, that accompany your employment in the Fitness and Wellness industry? If so, please specify what those benefits are (i.e. health insurance, facility membership, etc.). (answer only if applicable)

At 24 hour fitness I had a free membership and health care
Health Insurance, free classes
facility membership

I received the option of having health care when I worked as a Trainer, which I think became available to me after 6 months of employment.

other than free membership no

If full time health insurance, vacation and 401k

Health insurance, working with people who are like minded (helps motivate cont education and learn new things), free memberships, access to specific resources

Bragging rights about how much smarter I am than other trainers ;)

22. If a PCC Fitness Technology certificate (HOAF or 1-Year) or degree has enabled you to become certified by a nationally recognized certifying organization, please list any and all certifications.

ACSM health fitness specialist, NASM corrective exercise specialist
CHES

ACSM, Better Bones & Balance

Acsm

ACSM

Acsm

ACSM PT

ACSM- HFS

Acsm

APPENDIX M

2014 Fitness Technology Alumni Survey

23. Did you earn a Healthy Older Adult Fitness (HOAF) certificate at PCC?		
Answer Options	Response Percent	Response Count
Yes	29.4%	5
No	70.6%	12
24. "The Fitness Technology HOAF program helped me meet qualifications for employment as an entry-level activity/fitness leader working with healthy older adult populations."		
Answer Options	Response Percent	Response Count
Strongly Agree	100.0%	5
Somewhat Agree	0.0%	0
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0
25. "I am able to apply my knowledge and skills gained in the Fitness Technology HOAF program when working with and for elders in the community."		
Answer Options	Response Percent	Response Count
Strongly Agree	100.0%	5
Somewhat Agree	0.0%	0
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0
26. "The Fitness Technology HOAF program enabled me to identify, evaluate, and take advantage of learning opportunities in the fields of gerontology and fitness, while developing a personally and professionally rewarding career."		
Answer Options	Response Percent	Response Count
Strongly Agree	100.0%	4
Somewhat Agree	0.0%	0
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0
27. Did you earn a 1-Year Fitness Technology Certificate at PCC?		
Answer Options	Response Percent	Response Count
Yes	88.9%	16
No	11.1%	2
28. "The Fitness Technology 1-Year Certificate program enabled me to meet qualifications for employment as an entry level instructor or personal trainer in the Fitness and Wellness Industry."		
Answer Options	Response Percent	Response Count
Strongly Agree	43.8%	7
Somewhat Agree	43.8%	7
Somewhat Disagree	12.5%	2
Strongly Disagree	0.0%	0

APPENDIX M

2014 Fitness Technology Alumni Survey

29. "I am able to develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations as a result of the Fitness Technology 1-Year Certificate program."

Answer Options	Response Percent	Response Count
Strongly Agree	62.5%	10
Somewhat Agree	25.0%	4
Somewhat Disagree	12.5%	2
Strongly Disagree	0.0%	0

30. "I am able to apply the knowledge and skills gained in the Fitness Technology 1-Year Certificate program to critically evaluate and interpret fitness and wellness information."

Answer Options	Response Percent	Response Count
Strongly Agree	60.0%	9
Somewhat Agree	40.0%	6
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0

31. "As a result of the Fitness Technology 1-Year Certificate program I am able to use valid fitness and wellness information to effectively educate clients."

Answer Options	Response Percent	Response Count
Strongly Agree	73.3%	11
Somewhat Agree	26.7%	4
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0

32. "As a result of the Fitness Technology 1-Year Certificate program I am able to identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to my personal and professional growth and adaptability."

Answer Options	Response Percent	Response Count
Strongly Agree	66.7%	10
Somewhat Agree	33.3%	5
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0

33. "The Fitness Technology 1-Year Certificate program enabled me to become certified by a nationally recognized fitness organization."

Answer Options	Response Percent	Response Count
Strongly Agree	60.0%	9
Somewhat Agree	26.7%	4
Somewhat Disagree	13.3%	2
Strongly Disagree	0.0%	0

APPENDIX M

2014 Fitness Technology Alumni Survey

34. Did you earn an AAS Degree in Fitness Technology at PCC?		
Answer Options	Response Percent	Response Count
Yes	60.0%	9
No	40.0%	6
35. "The Fitness Technology AAS Degree program enabled me to meet qualifications for employment as an entry or higher-level professional in the Fitness and Wellness Industry."		
Answer Options	Response Percent	Response Count
Strongly Agree	77.8%	7
Somewhat Agree	22.2%	2
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0
36. "I am able to 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) as a result of completing the Fitness Technology AAS Degree program."		
Answer Options	Response Percent	Response Count
Strongly Agree	77.8%	7
Somewhat Agree	11.1%	1
Somewhat Disagree	11.1%	1
Strongly Disagree	0.0%	0
37. "I am able to apply the knowledge and skills gained in the Fitness Technology AAS Degree program to critically evaluate and interpret fitness and wellness information."		
Answer Options	Response Percent	Response Count
Strongly Agree	88.9%	8
Somewhat Agree	0.0%	0
Somewhat Disagree	11.1%	1
Strongly Disagree	0.0%	0
38. "As a result of the Fitness Technology AAS Degree program I am able to use valid fitness and wellness information to effectively educate clients."		
Answer Options	Response Percent	Response Count
Strongly Agree	77.8%	7
Somewhat Agree	22.2%	2
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0
<i>answered question</i>		9
<i>skipped question</i>		6

APPENDIX M

2014 Fitness Technology Alumni Survey

39. "As a result of the Fitness Technology AAS Degree program I am able to identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to my personal and professional growth and adaptability."

Answer Options	Response Percent	Response Count
Strongly Agree	88.9%	8
Somewhat Agree	11.1%	1
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0

40. "The Fitness Technology AAS Degree program enable me to meet requirements for entry into a four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields."

Answer Options	Response Percent	Response Count
Strongly Agree	50.0%	4
Somewhat Agree	37.5%	3
Somewhat Disagree	12.5%	1
Strongly Disagree	0.0%	0

41. "The Fitness Technology AAS Degree program enabled me to become certified by a nationally recognized fitness organization."

Answer Options	Response Percent	Response Count
Strongly Agree	87.5%	7
Somewhat Agree	12.5%	1
Somewhat Disagree	0.0%	0
Strongly Disagree	0.0%	0

42. If you earned any other certificates or degrees while at PCC, please list the additional certificates or degrees you earned.

I earned the AAOT degree in General Studies because my advisor said it transferred better to PSU

Gerontology

NSCA-CPT,ACE personal trainer, Pilates instructor through PhysicalMind Institute

I received an associates, but not sure what field (I was taking pre req courses- I already have my BA)

43. Did you transfer to a 4 year college or university?

Answer Options	Response Percent	Response Count
Yes	21.4%	3
No	78.6%	11

44. Please indicate the name of the college/university you are attending or attended.

PSU

APPENDIX N

2014 Fitness Technology Businesses Survey

Summer/Fall 2014 PCC Fitness Technology Survey of Businesses (N=13; Response Rate of Valid Email Contacts=29.5%) Administered by the PCC Office of Institutional Effectiveness

1. In the past, have you accepted PCC Fitness Technology students to “intern” at your facility?

Answer Options	Response Percent	Response Count
Yes	100.0%	13
No	0.0%	0
Not Sure	0.0%	0

2. In the past, have you accepted PCC Fitness Technology students or grads to work (other than intern) at your facility?

Answer Options	Response Percent	Response Count
Yes	76.9%	10
No	23.1%	3
Not Sure	0.0%	0

3. Do you currently employ PCC Fitness Technology students or grads (other than intern) at your facility?

Answer Options	Response Percent	Response Count
Yes	66.7%	8
No	33.3%	4
Not Sure	0.0%	0

answered question **12**

4. If you had an entry level position opening, how likely would you hire a PCC Fitness Technology graduate or student to work at your facility?

Answer Options	Response Percent	Response Count
Very likely	53.8%	7
Somewhat likely	38.5%	5
Neutral	7.7%	1
Somewhat unlikely	0.0%	0
Very unlikely	0.0%	0

5. Please indicate your preferred certifications and list any additional certifications that you would require of them in order to receive an entry level position.

Various

First Aid, CPR, Any nationally recognized certification. Crossfit

NACA-CPT, NACA-CSCS, CrossFit

Entry level medical understanding. CPR/AED certification.

ACE PT, ACE Group Fitness

ACE

NSCA, ACSM, USAW

First Aid, CPR, AEA, ACE, NETA any accredited certification in personal training or group exercise.

ACSM, ACE Group, SFA

COPE Center of Obesity Prevention and Education, (the below would not be necessarily required), NASM, Crossfit Level 1 Trainer

NSCA, NASM, ACSM

Ace is fine.

APPENDIX N

2014 Fitness Technology Businesses Survey

**6. What are the most important skills and attributes that you look for in a potential employee at your company?
(For example: previous experience, professionalism, promotion and sales, formal education, national certifications)**

- Being good at sales is often what the student is lacking.
- personable, coach-able, willing to learn, willing to have a multifaceted job description.
- Communication, Likeability, Physically capable of meeting requirements of the position
- Professionalism, eagerness, public speaking, following protocol experience
- Personality, promotion and sales
- personality and professionalism
- Demonstrating sound coaching cues
- Experience, knowledge in field, confidence, creativity
- National Certs, training, experience
- Coachable and teachable
- Professionalism, work ethic, initiative, personality, diverse base of knowledge / experience
- They are really passionate about what they do. A business owner cannot teach this.

7. What is the minimum level of formal education you require for personal training positions?

Answer Options	Response Percent	Response Count
No formal education	46.2%	6
College certificate in fitness/exercise science	38.5%	5
Associate’s degree in fitness/exercise science	7.7%	1
Bachelor’s degree in fitness/exercise science	7.7%	1

8. Please indicate the typical starting hourly wage for the following position: Entry level/Front Desk

- 10
- 10
- Minimum
- 13
- 12
- Minimum + commissions + bonus and incentives
- \$15-\$20 per hour
- \$15-\$22

9. Please indicate the typical starting hourly wage for the following position: Fitness Monitor/Floor Attendant

- 9
- 15
- Minimum
- 13
- 18
- Minimum + commissions + bonus and incentives

APPENDIX N

2014 Fitness Technology Businesses Survey

10. Please indicate the typical starting hourly wage for the following position: Group Fitness or Indoor Cycling Instructor

26
 19
 40-50
 30
 \$25.00/hour
 18.6
 18
 \$30-35/class + commissions and incentives
 \$16 to \$48. Based off attendance

11. Please indicate the typical starting hourly wage for the following position: Specialty Class Instructor (for example, Pilates, Yoga, NIA)

26
 20
 CPR/AED first aid instructor \$12-15 hourly
 40-50
 50
 \$25.00/hour
 18.6
 22
 \$30-35/class + commissions and incentives
 \$16 to \$48. Based off attendance

12. Please indicate the typical starting hourly wage for the following position: Personal Trainer

\$9 on Floor and \$26 when training
 70/30 split
 19
 50-65
 25
 \$15-22/hour
 18.6
 22
 Sliding scale based on performance (revenue) in multiple categories. PT sales, Gym Membership Sales, BootCamp Membership Sales, Health Coaching, Supplementation 45%-60% of session pay
 \$15-\$20 per hour
 \$22 to \$36

13. Please share your comments and insights on employment trends at your facility, and in the fitness industry in general.

Yoga is over saturated with people looking for a job. Pilates instructors are harder to find.
 We train up a few amazing trainers, pay them well and keep them as long as possible. Very little turnover.
 MUST have energy. MUST be hands-on. MUST execute. MUST be creative. MUST COMMUNICATE clearly.
 More population = more fitness driven people. More extreme sports.
 Fitness Professionals are leaving school without a firm base on sales presentations or sales psychology.
 Candidates who have a wide variety of skills, experience and knowledge are the most intriguing. We look for instructors who not only can teach their specific class format but who also can sub other classes. There is a HUGE need for experienced Water Exercise Instructors.
 We want Older Adult certified fitness professionals.
 Trainers who work with us on our Comprehensive Optimal Health program make the most income, have better work/life balance and continue to thrive in the lifestyle and health progression of their clients. Typical trainers (like many I have worked with over the last 20 years) come and go and make life as a business owner and mentor a nightmare.
 Looking for people that want to work. Initiative in studio maintenance, marketing efforts, continuing education. Struggle with new trainers expecting to be served everything rather than go and work for it.