



## **Instructional Program Review Summary 2005 - 06**

Instructional Area: Health Science

Department: Personal Fitness Trainer

Discipline: FITT

February 9, 2006

## Instructional Program Review Summary

### Contents

1. Executive Summary
2. Self-Study Team Participants
3. Program Description
4. Strengths, Weaknesses, Opportunities, Threats
5. Analysis
  - [a] Relevance of the program to College mission and desired ends
  - [b] Responsiveness to community needs and satisfaction of community demand
  - [c] Accessibility to students with identification of unnecessary barriers
  - [d] Student outcomes including participation and successful-completion rates
  - [e] Measures of program quality and educational value added
  - [f] Adequacy of program resources and efficiency of resource use
  - [g] Comparison of program performance, price, and enrollment with that of alternate local suppliers
  - [h] Direct and indirect program-related revenues and costs to the College
6. Area-specific Analysis (Workforce or Transfer)
7. Conclusions
8. Program Vision
9. Recommendations
10. Additional Comments
11. References

NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### **EXECUTIVE SUMMARY**

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The objectives of the Personal Fitness Trainer Program is to produce Personal Trainers who are knowledgeable in both the concepts of fitness and health as well as skilled in the application of various training methods upon a healthy individual. The goal is to have a graduate who is gainfully employed and actively training individuals with the focus on safe and effective programs that result in a healthier client.

Overview of how the program review was conducted. Self-Study Team

Participants met to complete SWOT and discuss pertinent issues related to the program. Pam Soto, Department Chair, collected and compiled all information for submission for the Internal Review process.

Summary of findings:

Progress on previous program review recommendations. The program changed its name to a more recognizable title (i.e. Personal Fitness Trainer vs Physical Fitness Technology). Multiple FITT courses are now integrated with Continuing Education allowing limited seats for individuals in FITT classes. Creation of a departmental budget was not reached as well as additional funding for advertising.

Program strengths. Unique curriculum in terms of the area of study. Thorough integration of curriculum material with both practical and educational theory taught by qualified faculty. High student passing rate for national certification exams. Success of students in pursuing four year degrees in related field of study at University level.

Areas for improvement. Recruitment, retention, graduation rate.

Key planning issues. Budget needs, advertising, support by local industry.

Conclusions: What are the major conclusions regarding the present state of the program?

The program needs to advertise and be promoted to the Austin community. Curriculum requires restructuring to allow early certificate completion as well as a reduction in the number of hours required to complete the certificate.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

Advertise. Promote the program to the community. Austin is a fitness oriented city and many want to use this activism as a source of income by becoming Personal Trainers. By advertising, recruitment of students will improve. In addition, promotion of the program internally is important. Multiple ACC counselors and advisors are unaware of the program since it is small and without a budget.

Streamline the curriculum to include courses pertinent to the area of fitness and Personal Training. Offer a one semester certificate (early exit) and the choice to continue on for a one year certificate (also known as a 1 plus 1 structure). This will assist with retention by streamlining the course requirements and resulting in a larger graduation class.

Reconfigure the present Advisory Committee with members that are supportive of the program and actively seek graduates of the program for employment in their facilities. Market the program at the facilities to recruit new students as well as encourage current facility employees to seek further educational avenues.

### SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Pam Soto                     ACC Faculty             Industry Representative   
Student

Name Carol Hirsh                 ACC Faculty             Industry Representative   
Student

Name Paul Smith                 ACC Faculty             Industry Representative   
Student

Name Michele Melkerson-Granyrd                     ACC Faculty             Industry  
Representative             Student

Name Randeem Torvic-Ragan                     ACC Faculty             Industry  
Representative             Student

Name Felitsa Lariou                 ACC Faculty             Industry Representative  
 Student

Name Yvonne VanDyke                 ACC Faculty             Industry Representative  
 Student

Name                     ACC Faculty             Industry Representative  Student

Name                     ACC Faculty             Industry Representative  Student

### PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The program began approximately ten years ago as a subsidiary of the Kinesiology Department. The name was changed from "Physical Fitness Technology" to "Personal Fitness Trainer" in 2002-2003 to reflect the true nature of the program. Curriculum has evolved to a limited extent with most changes associated with Biology departmental issues concerning the courses instructing Human Anatomy and Human Physiology. Budget requests have never been secured so the department depends on a cooperative effort with the Kinesiology department in terms of money to cover equipment needs and adjunct faculty pay. Enrollment in courses as well as retention of students and graduation rates have been of utmost concern for the department.

### STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Name Pam Soto  
 ACC Faculty     Industry Representative     Student

Name Carol Hirsh  
 Student     ACC Faculty     Industry Representative

Name Michele Melkerson-Grahyrd  
Representative     Student     ACC Faculty     Industry

Name Paul Smith  
 Student     ACC Faculty     Industry Representative

Name Felitsa Lariou  
 Student     ACC Faculty     Industry Representative

Name Randeem Torvic-Ragan  
Representative     Student     ACC Faculty     Industry

Name Yvonne VanDyke  
 Student     ACC Faculty     Industry Representative

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

The program allows an avenue of instruction to an individual that combines education in nutrition, physiology, biomechanics and wellness with a "hands on" practical skill development. Qualified faculty oversee the instruction to the highest level of industry standards. Traditional methods of certifications (i.e. weekend workshops, mail ordered study packets) do not insure competency in these areas and four year programs are too long for many individuals interested in this occupation. The certificate and AAS also finalize instruction by an internship that focuses on insight to the real world experience and skills the student must hone before graduation.

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

The department is stagnant in recruitment and retention of students. Many enthused students lose focus after a semester of instruction when realizing the time commitment to achieving certification when compared to the alternatives (i.e. weekend workshops/internet or mail based certification study options) which are much less intensive. One full time faculty member teaches in the department while adjunct faculty are professionals practicing in the fitness industry. This

results in a disjointed group of faculty with limited meetings to discuss departmental issues.

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

Austin is a city located in a setting that attracts fitness enthusiasts. The location and weather are conducive for encouraging a community that participates in activity. Being able to tap into this resource can be a plus for the program. Also, many "baby boomers" are beginning to contemplate retirement or a change in career. Again, this group of second career seekers can offer a group of potential certificate seekers. Because the profession of "Personal Trainer" does not require a Bachelor's Degree, a community college education is ideal for educating and training Personal Trainers.

**Threats:** What are the external factors that could negatively impact your program's future?

Many potential employers for Personal Trainers have "in-house" training workshops. This draws away from the program. Because there are no set of standards overseeing the profession, virtually anybody can find a way to become "certified" in a much shorter time frame. This effectively dilutes the pool of true professionals with unqualified or incompetent individuals who often are competing for the same position as graduates of the program. In addition, success by the state is defined as graduates when many students enter the program and find employment prior to completing the program. This, in and of itself, is a form of success that is not recognized by the state.

Discuss changes from the program's previous SWOT analysis.

The previous SWOT focused on exposure within the college itself as well as issues similar to the current SWOT. Many objectives from the previous review have been achieved such as an identifiable name for the department and the integration of continuing education students with credit students. Some objectives have not been reached such as obtaining an operating budget for the department.

## ANALYSIS

### [a] Relevance of the program to College mission and desired ends

#### **Mission:**

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college. Enter the program's purpose statement: The Personal Fitness Trainer Program offers an educational avenue for individuals interested in a career in the fitness industry as a Personal Fitness Trainer. The program offers a curriculum that integrates practical learning skills with current exercise related principles such that the graduate can enter the workforce as an employee with the practical, educational and interpersonal skills needed to function immediately as a Personal Fitness Trainer. The program also provides the opportunity for professional development, general public education through integration of classes with CE and preparation for national exams offered through ACE, NSCA and ACSM.

The purpose statement was revised as shown below (enter the revised purpose statement):

**Intended Outcomes (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college to "ensure a quality return on the public's investment in its community college district?"

By providing instruction in the areas of fitness enhancement, assessment and total fitness program design-the Austin population is benefitting by having well trained, well educated Personal Trainers in the local gyms and fitness facilities.

In what ways does the program encourage students to become lifelong learners?

Along with achieving either an AAS degree or certificate, students also pursue national certification. This type of certification requires the accumulation of Continuing Education Credits (or CEC's) in a particular time frame in order for the individual to maintain certification. Most CEC's are garnered via attendance to national meetings, publication review and workshop presentations. This inherent requirement demands lifelong learners.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

Classes are offered in a mix of evening and daytime time frames. Most lecture courses meet once a week in order to minimize transit time to campus as most recent survey data indicates that almost 75% of students in FITT courses are employed.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

The Department chair participates in Health Fairs and recruitment fairs when time allows.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

Online applications are kept on file in the Department Chair's office. Once communication with the interested individual has been established, a meeting time is scheduled to plan the sequence of course completion. Should a student fail to follow his/her plan, the Department Chair contacts the individual for information as to why the student is not completing the curriculum as outlined. Alternative plans (as needed) are explored in order to encourage completion.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

Each class in the FITT area requires an oral presentation component. The majority of classes also have written course requirements as well as the use of power point and web based research utilizations. This variety of course requirements coupled with the lab exercises encourages the development of sound reading, writing and verbal skills for success in the work place or university setting.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

The Associate of Applied Science includes many freshman and sophomore level courses that transfer to universities. Both the AAS and certificate require a practicum as a capstone experience. This internship opens up real world experience to the student by applying skills and knowledge with seasoned fitness employees.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

The program cooperates with the Kinesiology department by sharing similar equipment and facility space. The program has a departmental website that answers many questions students may have about the program as well as having links to national organizations focused on fitness and wellness.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process?

Classes in the FITT area are small thereby optimizing time to discuss issues with faculty as well as utilize limited resources (such as models and equipment). Classes are offered in the day and evening to allow as many individuals the opportunity to attend. Courses are also offered in a once a week format to reduce travel time to and from campus as well as minimize time away from a job or other obligation.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?

Yes, the program has completed the ULEAD report each year.

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

According to the US Department of Labor-Bureau of Labor Statistics, the 2006-2007 edition of the "Occupational Outlook Handbook" notes the following:

"Opportunities are expected to be good for fitness workers because of rapid growth in the fitness industry. Many job openings also will stem from the need to replace the large numbers of workers who leave these occupations each year. Employment of fitness workers—who are concentrated in the rapidly growing arts, entertainment, and recreation industry—is expected to increase much faster than the average for all occupations through 2014. An increasing number of people spend more time and money on fitness, and more businesses are recognizing the benefits of health and fitness programs and other services such as wellness programs for their employees.

Aging baby boomers are concerned with staying healthy, physically fit, and independent. They have become the largest demographic group of health club members. The reduction of physical education programs in schools, combined with parents' growing concern about childhood obesity, has resulted in rapid increases in children's health club membership. Increasingly, athletic youth also are hiring personal trainers, and weight-training gyms for children younger than 18 are expected to continue to grow. Health club membership among young adults also has grown steadily, driven by concern with physical fitness and by rising incomes.

As health clubs strive to provide more personalized service to keep their members motivated, they will continue to offer personal training and a wide variety of group exercise classes. Participation in yoga and Pilates is expected to continue to grow, driven partly by the aging population demanding low-impact forms of exercise and relief from ailments such as arthritis."

The projection of a growth in the demand for fitness specialists to be "much faster than average" (or a rate of growth that is 27% or more) is indicative of the maintenance of the Personal Fitness Trainer program. The need for professionals in the area of fitness are anticipated and programs that focus on creating these professionals will be in demand. Internal demand for the program is apparent in the number of online applications submitted by interested individuals. Since May of 2005, 50 applications have been sent to the Department Chair with a total of 14 individuals who have met with the Department Chair to begin taking classes beginning Spring 2006.

Describe the results of the program's most recent assessment of community need.

The department sent out a survey questionnaire in 2001. Indications revealed a need for individuals that were skilled and able to begin employment with minimal training by the employer.

How do the program's five-year enrollment trends compare with those of the College overall?

From 2001 to 2004, enrollment at ACC increased approximately 5%. In the same time period, the enrollment for the Personal Trainer program increased 34% from 2002 to 2003, 3% from 2003 to 2004 and unchanged from 2004 to 2005. The average class size has increased from 10.7 in the fall of 2003 to 12.7 for the fall of 2004 (although these averages are below the school class average of approximately 21 students per class).

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

All the discipline specific courses are taught at the Riverside campus. This is due to the need for the weight room and gym facility available at Riverside. Over half of the FITT classes are offered at night and all classes are structured to meet for 1 time a week lecture and 1 time a week lab (if applicable). There are no distance learning classes offered in the program. The exception to this is the capstone practicum that is held off campus at an assigned fitness facility site.

List the number of sections taught (by location).

Riverside campus-Fall: 3 sections. Spring: 4 sections. Summer: 2 sections

List the number of sections closed or canceled per course.

All cancelled sections are exclusive to the spring semesters.

FITT 1343 - 3

FITT 2231 - 4

FITT 2409 - 2

New proposals in curricular changes are focused in eliminating FITT 2231 as a requirement.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

The program collects internal surveys from students taking courses in the fall and spring. All program specific data cited is collected from these surveys with the exception being ethnicity and age data. Age related information is pulled from data generated by OIE.

The student enrolled in the program is older than the average ACC student. The largest age group in the college is 19 to 21 year olds (constituting 30% of the

student body) whereas the FITT student has an average age of 28 to 30 years old.

Ethnicity of the FITT student falls fairly close to the student body of ACC. Hispanic students are approximately 22% of the students and white make up 70% with black/non hispanic composing 9%. The college as a whole averages 60% white, 17.6% hispanic and 7% black/non-hispanic.

Gender data shows 56% of the students as female and the remaining male. This falls quite close to the student body ratio of male to female.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

The program attracts individuals who are physically capable. The majority of adults who take classes already possess a degree from another institution therefore have little or no educational barriers in their way to being successful in the class room.

#### **[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

The program grades are distributed as follows:

A - 28 to 33% awarded

B - 22 to 26% awarded

C - 15 to 18% awarded

D - 2 to 3% awarded

F - 4 to 8% awarded

The college has a distribution as follows:

A - 28 to 30%

B - 22 to 23%

C - 15 to 18%

D - 2 to 3%

F - 7 to 8%

The Personal Fitness course grades fall in alignment with the distribution of other college courses very closely.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

The completion rates are below what is expected. The program averaged approximately 2 graduates per year.

How do withdrawal rates for courses compare to College norms?

Withdrawl rates in the college range from 20 to 24%. The withdrawl rates in the program range from 22 to 25%.

List the expected learning outcomes for the program.

Proficient at testing all fitness parameters for a healthy adult.  
Able to create a comprehensive fitness program for a healthy adult.  
Capable of explaining concepts in the areas of weight loss, weight gain, strength gain, aerobic enhancement, flexibility and nutrition.  
Skilled at all aspects of strength training.  
Ability to assess human movement.  
Able to pass national certification exam.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The program instigated an exit exam for students graduating in the Summer of 2004. The passing rate was 100%. National certification data collected shows a 90% passing rate for the ACE-PT exam and an 83% passing rate for the NSCA-CPT exam. It should be noted this data is reflective of all students who take a class and ultimately sit for an exam (i.e. not just those that graduate).

#### **[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The department chair maintains all syllabi for every course. Faculty undergo evaluation by both students and the Department Chair. All faculty are required to have a Master's degree in Exercise Science or Health Promotion as well as certification with either ACE, ACSM or NSCA. All these certifications must be maintained by the accumulation of continuing education units in the area of fitness/wellness.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

Faculty are certified members of national organizations focused on fitness and wellness of individuals. Attendance to national and regional meetings in addition to journal reading are mandated by these organizations to maintain certifications. Students completing either the AAS or certificate conclude the curriculum by an internship. Each student is evaluated by the site director in multiple areas. All students have passed this element of evaluation successfully.

Are learning outcomes defined for courses and the program?  Yes  No

Are course texts up-to-date?.  Yes  No

Are course and program listings in the ACC Catalog up-to-date?  Yes  No

Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library). Use of the computer lab for completion of power point presentation as well as research for various papers.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning. This area of study requires "hand on" instruction thereby diminishing the inclusion of much distance learning based instruction. Some of the required textbooks offer web based review material for students preparing for course exams.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements. Problem solving is important in each FITT course as many scenario type of questions are included in written exams. Active learning is essential in this area of study. Of the eight required FITT classes, six have a lab component as part of the course. These labs focus on the practical skills that must be mastered for the student to be a competent Personal Trainer. The labs also include work-based elements as well as the practicum which focuses exclusively on work-based elements instruction.

List below the current discipline-specific courses within the program and the date of the latest review.

CourseFITT 1401	Date of Last Review11/04
CourseFITT 1313	Date of Last Review11/04
CourseFITT2301	Date of Last Review11/04
CourseFITT 2409	Date of Last Review11/04
CourseFITT 2333	Date of Last Review11/04

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the ACC *Catalog*, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the

degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Pam Soto	FITT 2313, FITT 1401, FITT 1343, FITT 2231, FITT 2364	B.S. Geology University of KS M.ED. Exercise Science, University of TX @ Austin	certified ACSM-Health and Fitness Instructor, certified NSCA-Certified Strength and Conditioning Specialist, Certified HFI Workshop Director
Michele Melkerson-Granyrd	FITT 2231, FITT 2333	M.S. Kinesiology University of Missouri	certified ACE-Group Exercise Instructor, 12 years industry experience
Lydia Miller	FITT 2409, FITT 2333	M.S. Kinesiology, Baylor University	certified ACSM-Health and Fitness Instructor, certified ACSM-Clinical Exercise Specialist Director-Cardiac Rehab facility Georgetown Hospital
Paul Smith	FITT 2409, FITT 2301	M.Ed. Health Promotion, University of TX @Austin	certified ACSM-Health and Fitness Instructor, certified ACSM-Clinical Exercise Specialist

What is the ethnic diversity of the faculty?

Pam Soto is of hispanic heritage (Puerto Rican). Other faculty are white. This breaks down to a diversity of 25% hispanic, 75% white.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

All faculty are nationally certified and required to stay current in the area of fitness and wellness in order to keep their certifications current. Copies of current certifications are kept on file at HR.

What recognition has been given to faculty within the last year?

Michele Melkerson-Granyrd was nominated as "Teacher of the Year" by students.

Describe professional development activities in which program faculty participate. Attendance of regional, chapter and national meetings for ACSM, IDEA, ACE, IRSSA, and TCCTA. Maintenance of CPR certification.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

All of the faculty participate in professional development.

Describe the types of discipline-related professional development activities offered.

The program does not offer any discipline specific activities.

What percent of sections do full-time faculty teach?

Full time faculty teach 57% of the sections.

What percent of contact hours do full-time faculty teach?

Full time faculty teach 48% of the contact hours (note: the practicum hours were not calculated into this value as it requires 336 hours of on site supervised activity in which both the faculty supervisor and the facility supervise oversee the progress of the student).

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Alternative methods of instruction are not a major part of the FITT courses. The course FITT 1343 does incorporate the pairing of the student to a client volunteer drawn from the ACC faculty/staff pool as part of the lab requirement. This type of instruction requires the student to assess and train the "client" in a 12 week format (under the strict supervision of the instructor).

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes  No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The facility itself is sufficient for the level of teaching the program is delivering. By cooperating with Kinesiology, the students are exposed to equipment and devices that are typically found in most fitness facilities.

Human resource support has improved quite a bit since the last review. Along with help from the Health Science staff that oversee the general aspects of all programs in the Health Science area, Personal Fitness has been assigned an administrative assistant to help with multiple tasks such as faculty assignments, textbook ordering and inventory, Advisory Committee meetings, and additional general duties. This assistant is shared with three other Health Science programs but, despite this, has helped with the running of the program.

The program lacks a budget which compromises the purchase of equipment and software unique to the Personal Fitness Trainer student. Securing funds to purchase anatomical models, biomechanical software and additional items would help with the instruction of the classes.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

The program overall has a FT to PT faculty ratio of 1 to 3. Course ratios are as follows:

FITT 1401-FT (100%)

FITT 2313 - FT (100%)

FITT 2301 - PT (100%)

FITT 1343 - FT (100%)

FITT 2231 - FT (50%)

FITT 2409 - PT (100%)

FITT 2333- PT (100%)

How up-to-date is the equipment used by the program? The equipment is comparable to equipment found in a small fitness facility. We do incorporate the use of more sophisticated equipment by scheduling two labs in the class FITT 2409 at the University of Texas Human Fitness lab. The students gain experience with hydrostatic underwater weighing, DEXA body composition measurement technique and VO2 maximal testing with oxygen analyzers.

Identify possibilities for improving the efficiency of the program's use of resources.

Being allocated a separate lab space to house models and devices that are specifically used for the study and application of fitness tests upon clients would offer an enhanced learning environment.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Local searches of instruction in the area of Personal Training came up with minimal alternatives in the area. In Dallas, The Cooper Institute Of Fitness offers a 3 day workshop costing \$495. More close to the Austin area, Body Business, a local fitness club with two sites, offers a BEST Personal Training program. The 3 day workshop costs \$499. Further educational institutions that offer instruction in the field of Personal Training can be found at Houston Community College. HCC has a 60 hour AAS degree or a 17 hour certificate as a Health and Fitness Instructor. The cost for a full time undergraduate student is \$1,032 which is just \$30 less than the equivalent student at ACC.

Obviously, the cost for attending classes and completing a degree or certificate at an educational institution are greater than the 3 day workshops offered by private entities. Of course, the performance of the students emerging from each of the choices is drastically different. Although it is difficult to compare performance, it is inherent that students from the ACC program possess greater competency in both the educational aspects of health, wellness and fitness as well in the practical application of training principles upon clients. The success rate of Personal Fitness Trainer students taking national exams are 90% (ACE-PT exam) and 83% (NSCA-CPT exam) which are excellent. The only comparable program is offered at HCC.

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The program has no in-direct sources of revenue.

Compare program costs to those of other ACC programs.

The program has no overt costs as it does not have a budget. Because it is a subsidiary of the Kinesiology department, the budget for this area would be most reflective as to cost. Given this, the Kinesiology area generates an excess of \$244,300 dollars or a percentage of margin surplus at 22.0%

Compare the program's actual expenditures to the approved program budget for the previous two years.

Again, due to the lack of a budget, such a comparison cannot be made.

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

There are no external agencies that accredit the program.

When was the most recent program revision?

The most recent revision was 2002.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

5

Average number of semesters it takes for students to gain degree/credential.

6

Number of graduates within the last three years

5

Demographics of graduates

Data unavailable.

Percent of graduates who are employed within one year of graduation.

Although no formal tracking process has been implemented, personal communication with graduates via the Department Chair indicates all graduates are either employed, completing their education at a University or completing military service.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Verbal communication by the Department Chair to the employer's supervisor has been the current method of checking satisfaction.

Percent of employers indicating satisfaction with graduates.

100% have indicated satisfaction.

Discuss the most recent results of Focus Group or internal survey of employers.

There have been no such studies completed.

Number of employers indicating need for more graduates

In the past scholastic year, the Department Chair has been contacted by five fitness facilities and/or individuals seeking qualified graduates of the program.

Provide evidence of SCANS competency integration into course syllabi and programs.

All course syllabi contain measureable objectives that correlate to SCANS objectives.

How often does the program's advisory committee meet to discuss curriculum issues?

Once a year.

When and where are advisory committee minutes maintained and posted?  
On the ACC website.

Evidence of recent review of curriculum by external advisory committee.  
There are no external advisory committee reviews.

Advisory committee validation of entry level skills

The curriculum for each course was reviewed by Advisory Committee members in 2004. The basic skills and learning objectives were taken from the American College of Sports Medicine's KSA's (skills, knowledge and abilities) and designated to at least one of the required FITT courses. Advisory Members used these KSA's to insure the appropriate skills and abilities are being taught to the students.

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.

█

Number of articulation agreements with universities and colleges

█

Number of courses that transfer

█

Number of student complaints about problems with course transfer

█

Discuss the results of the most recent Survey/focus group of transfer institutions.

█

Discuss data from transfer institutions if available.

█

Number of students transferring successfully.

█

## CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The program must be promoted. The requirements to complete the certificate need revision to encourage student retention. The Advisory Committee must be better advocates amongst their peers for the hiring of educated staff.

## PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

To generate an annual graduating class that satisfies state requirements as well as passes selected national exams. Graduates will succeed in their chosen place of employment and become advocates of education and the hiring of qualified staff members in their establishments. The public will become aware of the importance of education in the profession of Personal Trainers and will demand the hiring of such staff. The state of Texas will implement a licensing exam that must be passed by those wishing to be a Personal Trainer.

## RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

Streamline the curriculum to encourage graduation. Promote the program to the community. Consider offering classes more than just one semester. Continue working with CE to allow non-credit students to take classes.

## ADDITIONAL COMMENTS



## APPENDIX

List all documents that you used in your report:

SWOT (2 pages)

Occupational Outlook Handbook, 2006-2007 Edition for Fitness Workers (7 pages)

PFT Student Survey Data for Fall 2002-Fall 2005 (1 page)

PFT Certification Data (1 page)

Houston Community College Health and Fitness Instructor curriculum (1 page)

Houston Community College Information, Characteristics, Enrollment, Financial document (1 page)

When you have completed this report, send it via e-mail to the Manager of Quality Initiatives ([njokovic@austincc.edu](mailto:njokovic@austincc.edu)) as an attachment.

## Quality Improvement Plan for Personal Fitness Trainer Program

**Date Completed:** 1/11/06

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
<b>Recommendation #</b>	Assign a number to this recommendation for tracking purposes.
<b>Recommendation:</b>	Taken from the <i>IPRS</i>
<b>Planned Implementation date:</b>	When does the program expect to begin to implement this recommendation?
<b>Estimated Completion date:</b>	When does the program estimate this recommendation to be fully implemented?
<b>Action/Task</b>	What steps must the program do to implement the recommendation?
<b>Measure of Success/ Desired Outcome</b>	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
<b>Estimated Cost(s)</b>	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
<b>Consequence if not funded</b>	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

<b>Recommendation #</b>	1
<b>Recommendation:</b>	Internal Promotion of program
<b>Planned Implementation date:</b>	spring 06
<b>Estimated Completion date:</b>	summer 06
<b>Action/Task</b>	contact Health Science counselors and discuss promotion of FITT program. Contact ACC marketing and discuss internal marketing strategies.
<b>Measure of Success/ Desired Outcome</b>	Increase number of students enrolling in program
<b>Estimated Cost(s)</b>	0
<b>Consequence if not funded</b>	
<b>Who is responsible?</b>	Pam Soto

<b>Recommendation #</b>	2
<b>Recommendation:</b>	External promotion of program
<b>Planned Implementation date:</b>	summer 06
<b>Estimated Completion date:</b>	fall 06
<b>Action/Task</b>	Secure funds to advertise program in local paper or other media sources.
<b>Measure of Success/ Desired Outcome</b>	Increased enrollment
<b>Estimated Cost(s)</b>	unknown at this time
<b>Consequence if not funded</b>	enrollment will not increase
<b>Who is responsible?</b>	Pam Soto

<b>Recommendation #</b>	3
<b>Recommendation:</b>	Change certificate option to include a 1 + 1 plan that allows completion of a one semester certificate as a "Fitness Specialist" and a two semester certificate as a "Personal Trainer".
<b>Planned Implementation date:</b>	fall 06
<b>Estimated Completion date:</b>	fall 06
<b>Action/Task</b>	Beginning Fall 06, offer new formatted certificate that allows early certificate completion. Require additional semester of coursework to obtain certificate as Personal Trainer. Retain AAS degree as a continuation to the Personal Trainer certificate.
<b>Measure of Success/ Desired Outcome</b>	Increased graduates. Greater data concerning employment opportunities.
<b>Estimated Cost(s)</b>	0
<b>Consequence if not funded</b>	
<b>Who is responsible?</b>	Pam Soto

<b>Recommendation #</b>	4
<b>Recommendation:</b>	Allow KINE faculty member a 3 hour release to assist Department Chair in completing recruitment activities at High School fairs, public meetings and internal campus visits.
<b>Planned Implementation date:</b>	fall 06
<b>Estimated Completion date:</b>	summer 07
<b>Action/Task</b>	Request assistance from a full time KINE instructor to aid in the promotion of the program both internally and externally.
<b>Measure of Success/ Desired Outcome</b>	Increased enrollment, increased graduation.
<b>Estimated Cost(s)</b>	The equivalency to 3 hours of FT salary.
<b>Consequence if not funded</b>	Lowering of ability for program to promote program.
<b>Who is responsible?</b>	Pam Soto

<b>Recommendation #</b>	5
<b>Recommendation:</b>	Survey to local industry.
<b>Planned Implementation date:</b>	spring 06

<b>Estimated Completion date:</b>	summer 06
<b>Action/Task</b>	Send surveys to clubs and facilities in the Austin area asking questions related to need of staff, preferred certifications of employees, skills/knowledge desired of employees, etc.
<b>Measure of Success/ Desired Outcome</b>	Insure curriculum is appropriate, graduates are marketable, graduates are pursuing correct national certifications. Also, survey will promote the program to new facilities that may not have been contacted since previous survey in 2001.
<b>Estimated Cost(s)</b>	\$200
<b>Consequence if not funded</b>	Lack of data to compare current curriculum content to what industry desires, local needs, lack of promotion.
<b>Who is responsible?</b>	Pam Soto/Macy Moreno