

DEPARTMENT OR PROGRAM TITLE: Personal Trainer Certificate
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- A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS:** Perform a *SWOT* analysis of your program, indicating the *STRENGTHS*, *WEAKNESSES*, *OPPORTUNITIES*, and *THREATS* in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (*References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other \_\_\_\_\_*)
- 1. Internal factors:** This program has been going for less than one year. It is gaining in enrollment each quarter. The online portion of the program has greater enrollment than the face to face classes. As much of the program as possible has been scheduled for online instruction. Marketing needs to be made a priority in terms of the programs success in enrollment. Follow up needs to be done to measure student success in the field in terms of employment. A student evaluation of the program needs to be done this year so we can determine areas of success and ways to improve the program.
  - 2. External factors:** At this time, there is no industry wide standard required to practice as a personal trainer. However there is an industry wide need for fitness instructors and personal trainers and the demand from the industry is for more comprehensive preparation in educational programs. It is early to evaluate the employability of the program graduates but in a year or two a study needs to be done on job success and preparation.
- B. STUDENT SUCCESS EVALUATION:** Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (*References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other \_\_\_\_\_*)
- The program is too new to have any data on student success.
- C. STUDENT EQUITY/DIVERSITY ANALYSIS:** Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (*References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other \_\_\_\_\_*)
- At current time program has no history to document equity/diversity analysis.
- D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES:** Review the *Education Master Plan (EMP)*, *Partnership for Excellence (PFE) goals*, *Curriculum Sheet*, and *Department Program Review Data*. Using measurable terms, describe the program's goals related to these documents. (Examples: "The number of students issued a Career Certificate will increase by five over last year's figure." "The program will initiate an advisory board." "Faculty will examine learning goals for their programs and courses." Etc.)
- 1. Program Goals Related to Educational Master Plan and Partnership for Excellence:**
    - Produce new program flyer and develop marketing strategy.
    - Increase number of students in the program by ten percent each year.
    - Complete a program evaluation this academic year.
  - 2. Other Program Improvement Plans:**
    - Expand advisory board to include more industry employers.
    - Offer all sections possible online
    - Students expressing an interest in transfer should be counseled toward degree program in athletic injury care.
    - Increase productivity by limiting sections until enrollment grows.

**E. ENROLLMENT AND PRODUCTIVITY GOALS** (References: Program Review Data Sheet (Enrollment and Productivity); Other \_\_\_\_\_)

Program productivity is currently very low. Enrollment needs to be expanded by ten percent each year.

**F. SUMMARY OF RESOURCES REQUESTED:** Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

**1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:**

None

**2. FACILITIES NEEDS:** (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

Expansion of the current fitness center  
Testing center with lab stations

**3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:**

The program currently has no B budget and supplies and materials come from PE budget. The program needs approximately \$2500. annually to purchase testing instruments, fitness supplies and current testing technology.

Evaluation of academic year **2002-03.**

Date of evaluation: 2/21/03

List names of participants assisting in this program review.

Primary program contact person: Irv Ploke      Phone or email address: plokeirv@fhda.edu

Full-time faculty: Irv Ploke  
Barbara Shewfelt  
Ross Gerry

Part-time faculty:

Administrators: Sue Gatlin

Classified staff:

Students:

## PROGRAM NAME: PERSONAL FITNESS TRAINER

Degrees/Certificates available: Certificate

<b>DIRECT OUTCOMES: Program of program-Specific outcomes and Attributes Desired of Program graduates</b>			
<b>PROGRAM CONTENT PROFICIENCIES / COMPETENCIES</b>	<b>BEHAVIORS:</b> What should a student be able to do upon graduation?	<b>REQUIRED PROGRAM COURSE</b> Related to this outcome: Where do students acquire experience?	<b>OUTCOME MEASURES</b> -Evidence or sample demonstrating deep learning: How do we know a student has achieved?
Fitness Assessment	Conduct assessments of fitness, well-being, and lifestyle for clients	PT 53 and PT 54	Completed medical and health questionnaire and calculated, interpreted, and recorded written and oral results of appraisals.
Exercise Prescription	Prescribe appropriate physical exercise programs to enhance health and fitness	PT 52, PT 53, PT 54	Written workout programs, weekly internship log of client contacts.
Nutrition and Weight Control Assessment	Conduct assessments of nutrition and caloric intake and implementing strategies for weight control.	PT 54	Body composition analysis, daily caloric log of client, project report on guidelines for nutritional weight control
Client Interviewing	Utilize appropriate interviewing skills to promote or enhance health and fitness	PT 53 and PT54	Videotape of client interview, written lifestyle questionnaire, interviewing techniques and weekly internship log of client contacts.
Basic First Aid	Apply and administer knowledge of first aid and CPR when necessary	HP 67B	Red Cross Certificate
Leadership	Instruct and lead individuals in exercise and physical activity	PT 52, PT 53, PT 54	Class project demonstrations, written plan for classes and activities employing various strategies of innovative problem solving, monitoring and instructing participants as interns in the safe usage of exercise equipment.
Program Administration and Promotion	Develop a comprehensive business plan for health, fitness, and well being.	PT 51, PT 52, PT 53	Portfolio with budget, marketing/communication plan, policies and procedures, contracts and service agreements.
Professional Growth and Development	Implement strategies and plans for ongoing personal growth and development.	PT 52, PT 53, PT54	Resume, portfolio, development of Web page, sales presentations, written introductions, promotional materials.
<b>CORE COMPETENCIES</b>	<b>CORE COMPETENCIES: Outcomes and Attributes Distinct To This Program</b>		
Communication	Communicate clearly, concisely, and correctly in the written, spoken, and visual form with clients, staff, and volunteers in a health, fitness, and well-being setting.	PT 53 and PT 54	Memos, illustration, video, multimedia presentation, diagram, electronic records.
Computation	Apply a wide variety of mathematical formulas and techniques with a degree of accuracy required to solve problems and make decisions.	PT 51, PT 52, PT 53, PT 54, PT 55	Microfit computer fitness analysis, databases and spreadsheets formats, formulas for fitness assessment
Creative, Critical, and Analytical Thinking	Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making.	HP 67A, HP 67B, and all PT classes	Written analysis of fitness assessments, weekly written logs on strategic planning for program design, lab presentations to analyze the assumptions and evidence that others use to support more qualitative arguments and conclusions.