

Maine Community College System  
Five Year Program Review

College: Central Maine Community College

Program: Physical Fitness Specialist

CIP: 31.0507

Credential: Associate in Applied Science (AAS)

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Date: June 2021

Period of Review: AY1516-AY1920

**Program Overview:**

1) **Program description** *(from the most recent college catalog):*

The Associate in Applied Science Degree in Physical Fitness Specialist is designed to meet the rising demands in the growth of the health and wellness field. Students will be required to sit for the American College of Sports Medicine (ACSM) exam upon completion of the degree.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/ assignments used to assess the learning outcomes
<ol style="list-style-type: none"> <li>1. Discuss the physiology and mechanics of human movement related to the major components of physical fitness, health and sports.</li> <li>2. Demonstrate a strong foundational knowledge of the human body systems and the acute and chronic adaptations on the body through modalities, exercise and lifestyle changes.</li> <li>3. Define the psychological principles critical to health/wellness behavior changes.</li> <li>4. Describe, discuss, compare/contrast and demonstrate the role of the Physical Fitness Specialist as a member of the healthcare team in modern healthcare.</li> <li>5. Assess dietary habits and recommend developmental and maintenance interventions.</li> <li>6. Develop safe and effective recommendations and provide lifestyle changes to support clients or teams through needs inventory, goals and specific objectives.</li> <li>7. Recognize, manage and provide preventive practices for basic musculoskeletal injuries through proper understanding of evaluation of movement, range of motion and muscle imbalances of the human body.</li> <li>8. Demonstrate ACSM and CSCS professional standards in the field of exercise science and client care.</li> </ol>	<p>Please see attached Five-Year Assessment Plan for Student Learning Outcomes.</p>

**3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
AAS	6	5	7	3	5

**4) Program Graduates Employed:** There are not enough graduates in the cohort for wage data comparison.

Number of Completers with any Wage Data	--
% of Completers with any Wage Data	--
# of Completers with First Year Earnings	--
Median First Year Earnings	--

**5) Partnerships, collaborations, associations and memberships**

a) Advisory Meeting Dates and Attendance (past 3 years)

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
03/21/17	2	3
04/10/18	5	1

b) Program external accreditation, associations, and memberships (if applicable):

n/a
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**6) Other Indicators of student success, direct and/or indirect, which may include:**

	AY1516	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable): <b>ACSM</b>	--	75%	75%	75%	75%
Program Advisory Committee Member Survey (on scale of 1-5 averaged):					
Program Curriculum	--	--	--	--	--
Technical currency of the program	--	4	--	--	--
Preparation of program graduates for work in the field	--	4.3	--	--	--
Communication from program administration/faculty	--	4	--	--	--
Overall quality of the program	--	4.3	--	--	--
Other (please specify):	--	--	--	--	--

**7) Student demographics:**

Admissions					
	AY1516	AY1617	AY1718	AY1819	AY1920
Fall Applications	63	67	57	52	75
% chg in Fall Applicants from PY	--	6%	-15%	-9%	44%
Enrolled (Yield)	23	23	19	16	22
% chg in Enrolled from PY	--	0%	-17%	-16%	38%

Student Enrollment <sup>1</sup>					
	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program	38	40	36	35	40
% chg in Headcount from PY	--	5%	-10%	-3%	14%
Enrolled Credit Hours	427	488	404	423	496
% chg in Credit hours from PY	--	14%	-17%	5%	17%
FTE	28	33	27	28	33
% chg in FTE from PY	--	18%	-18%	4%	18%

<sup>1</sup> = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment	37	30	25	26	30
Retained to the next semester	57%	53%	56%	50%	37%
Retained to the next year	32%	30%	36%	38%	10%
100% of program time	14%	20%	12%	12%	
150% of program time	19%	20%	16%		
200% of program time	22%	20%			
Transfer Rate (non-graduates) <sup>2</sup>	24%	23%			
Transfer Rate (graduates) <sup>2</sup>	3%	7%			
Enrolled in Another Program <sup>2</sup>	0%	3%			
Graduated from Another Program <sup>2</sup>	14%	7%			

<sup>2</sup>. Determined at the maximum graduation point in this table, i.e. 200%

**8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.**

**Strengths**

- Students gain real-world experience by participating in rehabilitation and fitness programs that benefit orthopedic programs, Parkinson's groups and Alzheimer's groups. A wellness program consisting of screening, education and personal training recently served 34 faculty members from Bates College and CMCC. Students also assist with fitness testing for collegiate, developmental leagues and area high school teams.
- Faculty members work with students to create a personal path for each student's individual interest by tailoring curriculum and instruction in courses whenever possible.
- The program currently has articulation agreements with; Southern New Hampshire University, University of Maine at Farmington, and University of Southern Maine.
- Students receive hands-on, experiential learning by leading personal training sessions with clients in the Mustang Fitness Center. Two program graduates, employed at the Conditioning Clinic, work with and act as mentors to students.
- A new degree, A.S. in Exercise Science, has been added to meet the needs of students wishing to pursue exercise science, athletic training, kinesiology, and similar curricula in health, physical education, fitness and recreation at a baccalaureate level.

**Challenges:**

- There are no full-time faculty in the PHF program. Anticipated program growth may require a full-time faculty member within the next three years.
- Admissions activities and program recruitment efforts were limited during the past year due to the COVID-19 pandemic restrictions.
- The Program Coordinator has struggled to sustain an active program advisory committee due to scheduling constraints and availability of industry professionals.
- The COVID-19 pandemic made in-person classes and experiential learning more challenging, especially with field studies and internships. During this time, it was discovered that there are a limited number of online course offerings in PHF, this limited the number of program specific courses students could register for.
- The program has a high number of students who change majors; faculty and advisors realize after enrollment that these students would be better served in Life Science, General Studies or Liberal Studies due to their intended career paths. The recent creation of an A.S. degree in Exercise Science will help reduce this issue.

**Planned steps for continuous improvement:**

- The College's Transfer Blitz committee focuses on articulation agreements and will work to determine other possible colleges to seek additional agreements with.
- The Department Chair will work with Admissions to determine the best screening process to identify students that would be better served in Life Science, General Studies or Liberal Studies.
- Explore the possible creation of certificate programs in Massage Therapy, Yoga, Physical Fitness Technician and Physical Therapy Assistant.
- Develop more online courses and seek to offer more online courses overall.
- Faculty will utilize the College's new Center for Faculty Development and Exchange to enhance interdepartmental relationships on campus to foster a more collaborative environment between programs.
- Continue to utilize Brightspace to collect and organize assessment data in an electronic format.

## Five-year Assessment Plan for Student Learning Outcomes

Physical Fitness Specialist

June 2021

Name of Program or General Education Domain

Date

Learning goal:

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome ( <i>Number of Students Achieving an "acceptable" or better</i> )	Assessment Goal was:		
						Met	Not Met	Pending Review
Discuss the physiology and mechanics of human movement related to the major components of physical fitness, health and sports.	Ongoing, 4 <sup>th</sup> semester	PHF 299 Practicum PHF 208 Exercise Testing and Prescription	Competency Checklist Case Study Performance Observation	80 %	75 %		✓	
Demonstrate a strong foundational knowledge of the human body systems and the acute and chronic adaptations on the body through modalities, exercise and lifestyle changes.	Ongoing, 4 <sup>th</sup> semester	PHF 299 Practicum	ACSM Final Exam Standardized Testing	70 %	50 %		✓	
Define the psychological principles critical to health/wellness behavior changes.	Ongoing, 2 <sup>nd</sup> semester	PHF 150 Methods of Lifestyle Coaching	ACSM Final Exam Performance Observation of Health Coaching	70 %				✓

Describe, discuss, compare/contrast and demonstrate the role of the Physical Fitness Specialist as a member of the healthcare team in modern healthcare.	Ongoing, 4 <sup>th</sup> semester	PHF 299 Practicum	Essay Embedded Questioning	85 %	100 %	✓		
Assess dietary habits and recommend developmental and maintenance interventions.	Ongoing, 3 <sup>rd</sup> & 4 <sup>th</sup> semester	PHF 204 Nutrition to Improve Human Performance PHF 299 Practicum	Final Exam Case Study Competency Checklist Performance Observation Standardized Testing	80 %	No data			✓
Develop safe and effective recommendations and provide lifestyle changes to support clients or teams through needs inventory, goals and specific objectives.	Ongoing, 4 <sup>th</sup> semester	PHF 299 Practicum	Case Study Capstone Assignment	85 %	100 %	✓		
Recognize, manage and provide preventive practices for basic musculoskeletal injuries through proper understanding of evaluation of movement, range of motion and muscle imbalances of the human body.	Ongoing, 3 <sup>rd</sup> & 4 <sup>th</sup> semester	PHF 299 Practicum PHF 207 Introduction to Injury Prevention and Management	ACSM Final Case Study Final Exam Standardized Testing	70 %	50%		✓	
Demonstrate ACSM and CSCS professional standards in the field of exercise science and client care.	Ongoing, 4 <sup>th</sup> semester	PHF 299 Practicum	15 Week Practical Experience Evaluation Performance Observation	80%	100%	✓		

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- The results for three of the program outcomes above are less than the desired target. Faculty will examine how instructional concepts relate to the PHF 299 Practicum in order to determine any weaknesses that could be improved.