Cover Sheet for Student Learning Outcomes

Directions: For each program (e.g., degree, certificate, major) and level (undergraduate and graduate), please complete a separate cover sheet. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master’s and doctoral program may provide one set of cover sheets.

Department / Unit: Education

Title of Academic Program: Group Fitness Leadership Certificate

Faculty contact(s) for the list of student learning outcomes for this academic program:

Jon Conescu
Dubra Karnes-Padilla

Type of Degree/Certificate (check one):

- Bachelor’s
- Master’s
- Ph.D.
- Ed.D.
- UG Certificate
- First Prof’l (JD, DM, PHARMD)
- Associate’s
- GR Certificate
- Other: ________________________________

Broad Program Learning Goals for this Degree/Certificate Program

A. Students who successfully complete the Group Fitness Leadership Certificate program will demonstrate a basic understanding of the tasks, knowledge, and skills necessary for fitness instructors to perform their job responsibilities of teaching the components of fitness to apparently healthy individuals and special populations; screen and evaluate prospective clients; design a safe and effective exercise program; instruct clients in correct exercise technique to avoid injury; and respond to the typical questions and problems that arise in a group exercise setting that are within current fitness industry standards and best practices.
**List of Student Learning Outcomes for this Degree/Certificate Program**

Please provide an attached list of learning outcomes or copy and insert them below.

A.1. Students will demonstrate an understanding of the five physical fitness components and possess the basic skills needed to participate in and lead classes in cardio activities, resistance training, and flexibility training for healthy adults within current fitness industry standards and best practices.

B.1. Students will demonstrate the basic skills needed to lead fitness classes with modifications for adults in special populations within current fitness industry standards and best practices.

C.1. Students will be able to apply basic exercise principles related to applied kinesiology, physiology, injury prevention, cardio-respiratory conditioning, resistance training, flexibility training, and functional training.

D.1 Students will demonstrate the basic knowledge and skills needed to administer various fitness assessment measurements of cardiovascular endurance, muscular strength and endurance, flexibility and body composition.

E.1. Students will demonstrate the ability to apply basic algebraic formulas to exercise programming.

F.1 Students will demonstrate verbal and written skills to promote and communicate important health and exercise concepts and their application.

G.1. Students will demonstrate interpersonal skills in the area of motivation and leadership.

H.1 Students will demonstrate the ability to utilize appropriate library and informational resources to locate current fitness industry research and pursue lifelong learning.
Faculty for this degree program have met, reviewed, and endorse the list of student learning outcomes being submitted.

Date of Endorsement: 5/27/2008

Department Chair’s Signature

Date

Dean’s or Director’s Signature

Date
Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does not need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

*If you have any questions, please contact the Assessment Office at assess@unm.edu or 277-4130.
A. **College, Department and Date**

1. College: University of New Mexico, Valencia Branch
2. Department: Education
3. Date: May 15, 2008

B. **Academic Program of Study***

*Group Fitness Leadership Certificate Program*

C. **Contact Person(s) for the Assessment Plan**

Jon Conescu, Chair of Communication, Humanities, Education, and Social Sciences, Jconescu@unm.edu
Dubra K Barnes-Padilla, Fitness & Wellness Education Center Manager, dubra@unm.edu

D. **Broad Program Goals & Measurable Student Learning Outcomes**

☐ [Attach Cover Sheet for Student Learning Outcomes and associated materials.]

OR

[List below:]

1. **Broad Program Learning Goals for this Degree/Certificate Program**

   A. Students who successfully complete the Group Fitness Leadership Certificate program will demonstrate a basic understanding of the tasks, knowledge and skills necessary for fitness instructors to perform their job responsibilities of teaching the components of fitness to apparently healthy individuals and special populations; screen and evaluate prospective clients; design a safe and effective exercise program; instruct clients in correct exercise technique to avoid injury; and respond to the typical questions and problems that arise in a group exercise setting that are within current fitness industry standards and best practices.

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will demonstrate an understanding of the five physical fitness components and possess the basic skills needed to participate in and lead classes in cardio activities, resistance training, and flexibility training for healthy adults within current fitness industry standards and best practices.

B.1. Students will demonstrate the basic skills needed to lead fitness classes with modifications for adults in special populations within current fitness industry standards and best practices.

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F.1. Students will demonstrate verbal and written skills to promote and communicate important health and exercise concepts and their application.

G.1. Students will demonstrate interpersonal skills in the area of motivation and leadership.

H.1. Students will demonstrate the ability to utilize appropriate library and informational resources to locate current fitness industry research and pursue lifelong learning.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):
University of New Mexico Student Learning Goals

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Students will demonstrate an understanding of the five physical fitness components and possess the basic skills needed to participate in and lead classes in cardio activities, resistance training, and flexibility training for healthy adults within current fitness industry standards and best practices.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C.1 Students will be able to apply basic exercise principles related to applied kinesiology, physiology, injury prevention, cardio-respiratory conditioning, resistance training, flexibility training, and functional training.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

2. How will learning outcomes be assessed?
   A. What:
   A.1 Students will demonstrate an understanding of the five physical fitness components and possess the basic skills needed to participate in and lead classes in cardio activities, resistance training, and flexibility training for healthy adults within current fitness industry standards and best practices.
i. In the PEP 293 course, students will give a demonstration of their teaching skills by teaching the four components of a fitness program, and the instructor will complete a skill rubric on each student. The FWEC Manager will retain the data for evaluation.

ii. Direct measure.

iii. The program’s performance criteria for success are to have 70% of the students who take complete the course rate acceptable on each measured objective for the teaching rubric.

C.1. Students will be able to apply basic exercise principles related to applied kinesiology, physiology, injury prevention, cardio-respiratory conditioning, resistance training, flexibility training, and functional training.

i In the PEP 293 course, students will take weekly quizzes and two comprehensive exams. The FWEC Manager will retain the data for evaluation.

ii. Direct measure.

iii. The program’s performance target is to have 70% of the students who complete course rate acceptable on each measured objective for the quizzes and exams.

B. Who: The program’s assessment will include evidence from all students in the program who complete the PEP 293 course.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

2008-2009 Assessment will be conducted of SLO’s A.1 & B.1 Fall 2008 and discussed with program faculty in spring 2009.

2009-2010 Assessment will be conducted of SLO’s C.1 & D.1 Fall 2009 and discussed with program faculty in spring 2010.

2010-2011 Assessment will be conducted of SLO’s E.1 & F.1 Fall 2010 and discussed with program faculty in spring 2011.

2011-2012 Assessment will be conducted of SLO’s G.1 & H.1 Fall 2011 and discussed with program faculty in spring 2012.

4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

The instructor teaching the course in the program will be involved in the gathering of assessment data. The Chair and FWEC Manager will be responsible for the analysis and interpretation of data. A faculty meeting will be held for faculty in the program to allow their input on the data and make recommendations for changes in the assessment process and program/course pedagogy. The FWEC manager will present the assessment findings for A.1 & B.1 to the faculty assembly in spring 2010.

Source: Kansas State University Office of Assessment
# Evaluative Rubric for Academic Program Assessment Plans

**Department:** Education

**Program Level & Title:** Group Fitness Leadership Certificate Program

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<table>
<thead>
<tr>
<th>Assessment Plan Elements</th>
<th>Very Good 4</th>
<th>Acceptable 3</th>
<th>Developing 2</th>
<th>Undeveloped 1</th>
<th>Score For Each Element</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goals and Measurable Student Learning Outcomes</strong></td>
<td>The plan lists a few broad learning goals, and one or a few clear, measurable SLOs that align with each program goal.</td>
<td>The plan lists a few broad learning goals; SLOs are too numerous, uneven clarity or format.</td>
<td>Stated program learning goals are too numerous/few, or too narrow; SLOs are unclear, unaligned with goals, or poor format.</td>
<td>Program learning goals may be implied, but are not enumerated; SLOs are absent, unaligned with goals or not stated in an acceptable format</td>
<td>4 See comments</td>
</tr>
<tr>
<td><strong>Student learning outcomes</strong></td>
<td>At least two SLOs are clearly stated using the proper format and linked to UNM Learning Goals.</td>
<td>At least two SLOs, linked to UNM Learning Goals, are stated but with some lack of clarity.</td>
<td>SLOs are stated but unclear regarding one or more critical aspects including alignment with UNM Learning Goals.</td>
<td>SLOs are not stated in an acceptable format.</td>
<td>4+</td>
</tr>
<tr>
<td><strong>Assessment method for each outcome</strong></td>
<td>Multiple assessment measures are identified for each outcome.</td>
<td>At least one assessment measure is identified for each outcome.</td>
<td>Assessment measures are identified for some outcomes.</td>
<td>Assessment methods are not identified or inadequately described.</td>
<td>4</td>
</tr>
<tr>
<td><strong>One-half or more of the methods are direct measures</strong></td>
<td>At least one-half of assessment measures are direct.</td>
<td></td>
<td>Fewer than one-half of the measures are direct measures.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Target Population</strong></td>
<td>The assessment target population is clearly identified.</td>
<td></td>
<td>The assessment target population is not clearly identified.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Timeline for assessment implementation for next three years</strong></td>
<td>There is a clear plan for assessment implementation over each of the next three years.</td>
<td>The plan is somewhat clear but has some areas that are incomplete.</td>
<td>Some parameters have been established but a clear timeline is not evident.</td>
<td>There is not a stated implementation plan.</td>
<td>4 See comments</td>
</tr>
<tr>
<td><strong>Process for data presentation and discussion</strong></td>
<td>The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.</td>
<td>The process is addressed but is unclear or incomplete in some aspects.</td>
<td>Some aspects of the process are described.</td>
<td>There is no stated plan.</td>
<td>4</td>
</tr>
<tr>
<td>Process for implementing revisions based on assessment results</td>
<td>The process for implementing revisions based on assessment results is clearly described.</td>
<td>The process is addressed but is unclear or incomplete in some aspects.</td>
<td>Some aspects of the process are described.</td>
<td>There is no stated plan.</td>
<td>4</td>
</tr>
</tbody>
</table>

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 05/27/08

Decision (check one):

- **X** SLIGHT Revision Needed (see first feedback section below)
- □ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

A. Students who successfully complete the Group Fitness Leadership Certificate program will demonstrate a basic understanding of the tasks, knowledge and skills necessary for a fitness instructor to perform their job responsibilities of teaching the components of fitness to apparently healthy individuals and special populations; screen and evaluate prospective clients; design a safe and effective exercise program; instruct clients in correct exercise technique to avoid injury; and respond to the typical questions and problems that arise in a group exercise setting that are within current fitness industry standards and best practices.

- 2008-2009 Assessment **specify which SLOs** will be conducted Fall 2008 and discussed with program faculty in Spring 2009.
- 2009-2010 Assessment **of SLOs #s** will be conducted Fall 2009 and discussed with program faculty in Spring 2010.
- 2010-2011 Assessment **of SLOs #s** will be conducted Fall 2010 and discussed with program faculty in Spring 2011.
- 2011-2012 Assessment **of SLOs #s** will be conducted Fall 2011 and discussed with program faculty in Spring 2012.

Recommendations and feedback for the future (e.g., reporting assessment activities and results):