Assessment Report for

Campus Recreation – Group Fitness Instructor Training

(Unit or Program Name)

Academic Year 2011-2012
(Assessment Period Covered)

June 25, 2013
(Date Submitted)

Directions: Please report, in as much detail as possible, on all outcomes for your department or unit during the year. For each outcome, copy and paste the items below on subsequent pages as many times as necessary. Individually list and describe each outcome as requested in the items below.

Expected Outcome:
Campus Recreation will train and maintain quality AU students to be Group Fitness instructors in order to provide exceptional group fitness experiences in multiple formats.

Brief Description of Expected Outcome:
Student instructors will make up at least 70% of the group fitness instructors on the schedule. This training program provides students with group fitness training and skills and the opportunity to practice and improve those skills while attending Auburn University. The skills learned and improved upon will give the student the opportunity to pursue group fitness instruction as a career or as an additional opportunity to engage in lifelong patterns of wellness and fitness.

The Group Fitness Training Program is to prepare Group Fitness Instructors to provide a quality Group Fitness experience to all participants. Instructors who join the Group Fitness team are categorized into 1 of 4 categories:

1. **AU Basic Group Fitness Instructor Trainee:** This instructor does not have any certifications, training or experience teaching Group Fitness classes and will be placed in the AU Basic GFI Training course for 2 semesters.

2. **Specialty Group Fitness Instructor:** This instructor has a specialty certification or certificate of completion through a company like Zumba, Turbokick, Pilates, Les Mills, etc. This category could also include instructors who have trained through an AU specialty format training (TRX, GTS, Core Barre, etc.).

3. **Certified Group Fitness Instructor (Level 1):** This instructor has a national Group Fitness certification (ACE, AFAA, NETA).
4. **Certified Group Fitness Instructor with Specialty certification(s) (Level 2):** This instructor has both a national Group Fitness certification (ACE, AFAA, NETA) and Specialty format certification(s).

Every Instructor who joins the team will be evaluated during his or her first semester in the AU Group Fitness program, regardless of category. Assessments include both an Informal, drop-in, Assessment and a Formal, end of semester, Assessment. Following a “Solid” rating on the Formal Assessment, instructors will be evaluated at the discretion of the Group Fitness Coordinator. Instructors not receiving a “Solid” rating will continue to be assessed each semester.

**Informal Assessments:**

The Informal Assessment form is the same evaluation form used for the Formal Assessment.

**Expected Outcomes:**

1. The Evaluator will be able to give feedback to the instructor mid-way through the semester.
2. Allows the instructor to see the assessment form and experience the assessment process before the end of the semester.
3. Challenge the instructor to improve on 3 things before the final assessment.

**Formal Assessments:**

The Formal Assessment includes evaluating the instructor’s performance using the same form as the Informal Assessment and also involves video-taping the instructor’s class.

**Expected Outcomes:**

1. The Evaluator will observe noticeable improvements in the instructor’s skills from the mid-semester Informal Assessment.
2. The instructor will be less nervous of the assessment process.
3. The instructor will have the opportunity to watch himself/herself teach and review their own performance.

**Assessment Method, Brief Description:**

The assessment method is to meet the needs to provide quality Group Fitness Instruction to all Campus Recreation participants. The assessments are divided into Informal and Formal Assessments.

**Assessment Method, Full Description:**

**Informal Assessments:**

**Assessment Method:**

1. Informal Assessment form and the specific competencies to be met are sent to the instructor a week before the drop-in date.
2. The trainer of the format (the Evaluator) participates in the instructor’s class and takes notes.
3. Following the class, the Evaluator meets with the instructor and provides verbal feedback of the class, gives the instructor 3 challenges to work/improve on before the Formal Assessment, makes a copy of the Informal Assessment and gives to the instructor.
4. Instructors are evaluated on: Pre-class Organization; Warm-up; Presentation Skills, Technical Skills, Cool Down, and Final Class Segment.
**Formal Assessments:**

**Assessment Method:**
1. The Evaluator sets up a date for assessment and informs the instructor of what to expect, reminding the instructor to review the feedback from the Informal Assessment.
2. Prior to the class, the Evaluator sets up a video camera and records only the instructor teaching the class, occasionally participants can be seen or viewed in a mirror. The intent is not to capture the participants, but to watch the instructor.
3. The Evaluator uses the same evaluation form and takes notes of skills that have improved or need more work.
4. Following the class, the instructor and Evaluator set up a consultation appointment.
5. During the consultation, the instructor watches his/her class as the Evaluator reviews the Assessment form. Time is given for the instructor to critique his/her own performance and ask questions.
6. The Evaluator rates the Instructor as “Needs Improvement”, “Solid”, or “Excellent”.

**Assessment Method, Findings:**

**Informal Assessments:**

**Assessment Findings:**
1. Instructors are very nervous about being assessed, so they like to have an Informal run-through before the Formal Assessment.
2. Instructors use the specific verbal and written feedback to improve their skills before the end of the semester, offering assistance or referring the instructor to other resources.
3. Through this Informal Assessment, instructors realize what skills they have neglected to practice and need work.

**Formal Assessments:**

1. Instructors appreciate the opportunity to watch themselves teach and respond positively to feedback.
2. The use of video footage helps the instructor see his/her presentation or form/technique problem areas. This enables the Evaluator to clearly address areas that need improvement.
3. The Evaluator can reinforce the verbal/written feedback with video footage for both strengths and weaknesses.

**Use of Findings for Improvement:**

**Informal Assessments:**

**Use of Findings for Improvement:**
1. Instructors show marked improvement by the end of the semester.
2. Instructors are more likely to ask for help or resources to improve their skills.

**Formal Assessments:**

**Use of Findings for Improvement:**
1. Through the Formal Assessment, both the instructor and the Evaluator become more aware of common errors and how to correct them, how to motivate a class, how to achieve class objectives, and how to grow as a professional.
2. By watching their performance, instructors have improved their performance skills as well as their technical skills and seem to work harder at improvement.

3. The focus is not solely on areas that need improvement. By highlighting the instructor’s strengths, the video footage has proven to be very encouraging and has contributed to program adherence.

4. Having experienced the Informal Assessment mid-semester, most instructors make the necessary corrections and improvements to rate “Solid” on their Formal Assessments. A few instructors fail to meet the competencies, but with the use of video footage from the Formal Assessments, there is clear evidence of what competencies have not been met.

Any Additional Comments?

We realized as we did these assessments that there was a need to quantify what constitutes a “Needs Improvement”, “Solid”, and “Excellent” performance on the Formal Assessment. We have a list of competencies, and will use them to determine specific percentages to identify each rating as we move forward. This will help the Evaluator in rating each instructor.

In reviewing the instructors’ video performances, there is a need to see participants taking the class. This would allow the instructor to see if their correctional cues are actually impacting the class participants or if they need to utilize other methods of correction. This could be used as an instructional opportunity to discuss different methods of teaching so as to make each class effective for the participants.
Directions: Please report, in as much detail as possible, on all outcomes for your department or unit during the year. For each outcome, copy and paste the items below on subsequent pages as many times as necessary. Individually list and describe each outcome as requested in the items below.

Expected Outcome:
Students who participate in Campus Recreation’s Intramural Sports programs will report high levels of satisfaction at the end of each competitive sport season.

Brief Description of Expected Outcome:
Campus Recreation Intramural Sports conducts a satisfaction survey at the end of each competitive sport season. We expect students to be satisfied with our Intramural Sports program.

Assessment Method, Brief Description:
Campus Recreation will conduct an Intramural Sports Satisfaction Survey at the end of each competitive season and consolidate the results in an annual report. Quantitative analysis of results was conducted. Percentages of various aspects of intramural participation as discussed in the survey items was found.

Assessment Method, Full Description:
A five question Satisfaction Survey is administered at the completion of each season to determine the value and satisfaction of the intramural program. The questions are:

1. As a team which term best describes your intramural sports experience?
   Excellent   Good   Fair   Poor
2. Has participation in the AU Intramural Sports Program enhanced your life at Auburn?
   Yes   No
3. Will the majority of your team participate in other intramural activities?
   Yes   No
4. Compared to other season how would you rate the quality of the sport officials?
   Excellent    Good    Fair    Poor
5. Besides better officials, what one thing can be done to improve the intramural program?

Findings:
The vast majority of our students (over 95%) indicated that participation in the Intramural Sports program enhanced their lives at Auburn. Over 90% stated that they would participate in other intramural activities. Also, over 93% rated their intramural experience as either excellent or good. As expected, areas cited most often for improvement were better playing turf and more games.

Use of Findings for Improvement:
Improving field conditions is an ongoing process. The entire field is on a year-round turf maintenance schedule that includes fertilization, irrigation, and herbicide application. Additionally, we close parts of the field each summer to add new sod as needed. Finally, this year an eight-foot fence was erected around the field so that access can be controlled when the field is unplayable due to poor weather conditions.

Unfortunately, the number of games played is limited by the time allowed by the academic calendar and budget.

Any Additional Comments?
Annual survey results are consistent from year to year.
Assessment Report

for

Campus Recreation – Participation
(Unit or Program Name)

Academic Year 2011-2012
(Assessment Period Covered)

May 31, 2013
(Date Submitted)

Directions: Please report, in as much detail as possible, on all outcomes for your department or unit during the year. For each outcome, copy and paste the items below on subsequent pages as many times as necessary. Individually list and describe each outcome as requested in the items below.

Expected Outcome:
Campus Recreation will maintain or increase student participation in all programs during the construction of the new Recreation and Wellness Center.

Brief Description of Expected Outcome:
Campus Recreation will maintain participation data on student participation in the following areas for 2011-2012 and it will compare data to results for the previous year, 2010-2011.

- Recreation Facilities
- Intramural Sports
- Club Sports
- Personal Training
- Group Fitness

We expect to see a decrease in participation due to the difficulty of accessing the existing Student Activities Center and the limited availability of parking. These issues are a result of the construction of the new Recreation and Wellness Center.

Assessment Method, Brief Description:
Campus Recreation will collect participation data by tracking each program area as students participate in Intramural Sports, Club Sports, Personal Training and Group Fitness classes.

Assessment Method, Full Description:
The assessment method used was quantitative tracking of participation for each program area. Data was collected either daily or weekly. Results were tabulated at the end of each semester. Each semester’s data was then tabulated to provide annual data for analysis.
**Findings:**

Recreational Facilities

The number of people entering the Campus Recreation facilities (Student Activities Center) increased by 21,459. This was an increase from 199,384 in 2010-2011 to 220,843 in 2011-2012.

Intramural Sports

The number Intramural Sports teams increased from 924 in 2010-2011 to 940 (+16) in 2011-2012. The number of games played also increased from 2,245 in 2010-2011 to 3,526 (+1,281) in 2011-2012. However, the number of participants declined by 1,361 from 11,232 in 2010-2011 to 9,871 in 2011-2012.

Club Sports

The number of clubs participating in the program held steady at 22 but the participation dropped from 520 participants in 2010-2011 to 457 participants in 2011-2012.

Personal Training

Personal training sessions were recorded by each trainer on a weekly basis to determine the increase/decrease from the previous year. There was a total of 6,951 personal training sessions conducted in 2011-2012. This was an increase of 189 sessions from 2010-2011.

Group Fitness

The number of participants was counted for each Group Fitness class basis to determine the percent of increase/decrease from the previous year. There were a total of 28,269 Group Fitness participants in 2011-2012. This was a decrease of 3,908 participants for 2011-2012. We anticipated this decrease due to the difficulty of access and parking. We attempted to alleviate the potential for decrease by offering off-site programming. While the off-site programming was successful in providing more opportunities for students to participate, we could not match the volume of the previous year.

**Use of Findings for Improvement:**

Campus Recreation made adjustments as appropriate to account for the inconvenience of operating in a construction environment. We were able to continue to provide quality programming to Auburn University students in spite of the inconvenience during this year. With the opening of the new Wellness and Recreation Center coming in the fall of 2013 Campus Recreation will be positioned to provide more recreational and fitness opportunities to students, faculty and staff members.

**Any Additional Comments?**

We anticipated that our participation numbers would decrease due to the inconvenience of operating in a construction zone. We were pleased to note that we were able to continue in most instances to maintain our participation numbers at the same level of quality programming as in previous years.