

**Administrative Response to Program Review
Fitness Technology
Prepared by Dr. Birgitte Ryslinge
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On March 19, 2010, the FT SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Your presentation provided a variety of perspectives on the program and provided ample opportunity for questions and discussion, which was enlightening for us all. Your written report is one of the most thorough, well-developed and effectively organized reviews that we have seen in recent years, and now serves as a model to which we often refer those who ask us for examples of an effective report. We sometimes see Program Reviews in which the written report does not fully reflect the true work and accomplishments of the program. That was not the case for Fitness Technology. You have created a written report that meets the goals of program review and provides evidence (to internal and external stakeholders) of how you address your program mission:

The Portland Community College Fitness Technology Program provides access to an affordable, quality education in the area of fitness leadership and opportunities to transition from school to work. The PCC Fitness Technology Program encourages self-assessment and healthy behaviors in a supportive learning environment where a diverse population of students can achieve their personal and professional goals.

I sincerely apologize for my delay in providing this administrative response. All of the Deans of Instruction appreciate the work of the Fitness Technology Subject Area Committee (SAC) in the preparation of your Program Review. The reality of the last year has included unusual demands of academic and bond planning, a tremendous increase in student enrollments, and a variety of administrative demands. These factors all contributed to a turnaround time for this response to Fitness Technology of a year, which is certainly not timely.

This Administrative Response will: A) note particular highlights of the Physical Education Program and Program Review, B) discuss outcomes and assessment, and C) provide the administrative response to the SAC recommendations.

Of Note

We were particularly impressed by the following accomplishments of the Fitness Technology SAC:

- High quality of instruction delivered by a diverse and dedicated group of talented instructors;
- A focus on meeting student needs: you know your students through both personal connections as well as data collection and tracking: faculty work with students to understand their changing needs while they are in the program, and FT also stays in touch with students after they leave the program;
- A variety of options and pathways for students;
- Annual full time student meetings and social events;
- Maintaining high standards while supporting significant and rapid growth;
- FT also emphasizes and maintains strong industry and employer connections, with processes in place (surveys, partnerships, Advisory Committee, internships) to recognize the needs of the community and stay abreast of changes in the profession;
- Working with PSU and other 4-year institutions to ease transfer for Fitness Technology AAS graduates;
- A thorough and complete program review addressing all guidelines;
- Extensive survey of student perceptions for this program review and to assess attainment of course and program level outcomes;
- Partnering and interdisciplinary work with Gerontology;
- Responsiveness to changing educational needs of students and community (for example, work on Healthy Older Adults fitness curriculum);
- Faculty commitment to college service, through participation in distance learning, service learning, the TLC, sustainability, and the EAC;
- Faculty (FT & PT) commitment to on-going professional development and ensuring skills and certifications are up to date and relevant;
- Mentoring program for first year students.

The FT SAC is clearly approaching programming and the serving of students with an attitude of continuous improvement. This is particularly impressive given the pressures of growth (63 students enrolled in 05-06, 109 in 08-09;). PCC continues to support this expansion within available resources (and while addressing other demands).

Outcomes and Assessment

Assessment of achievement of outcomes was identified as an area of focus for PCC during our very recent accreditation visit, and the April 2010 Interim Accreditation Report notes that: PCC must document *“progress in demonstrating, through regular*

and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.”

We were particularly pleased with the attention given in your program review report to outcomes and assessments, as follows:

1. Mapping of core outcomes

Thank you for updating your core outcomes mapping as part of your program review, found at:

<http://www.pcc.edu/resources/academic/core-outcomes/ft.html>

2. Program level outcomes

You have established program level outcomes for all of your degree and certificate outcomes. Furthermore, wherever possible, you link your program outcomes with the professional standards of The American College of Sports Medicine (ACSM)

3. Assessment of outcomes and assessment driven change

You have built upon your work in establishing outcomes by taking the further step of assessing student achievement of those outcomes. Your Spring 2009 survey of 60 FT students found agreement on the Fitness Tech program helping them achieve for the most part college core outcomes and degree and certificate outcomes. The FT SAC did take note of two areas where improvement is warranted to make sure that FT students are meeting PCC Core Outcomes: 1) Community & Environmental Responsibility (77%) and 2) Cultural Awareness (69%). The FT SAC plans to reevaluate these two key areas throughout the curriculum in the coming year to enhance student success. We commend and appreciate your engagement with such assessment driven change. Another example of assessment driven change is your practice of asking for Advisory Committee feedback, and making changes based on that feedback, for example, the suggestion for Fit Tech students to be better versed in business principles

Administrative Response to Physical Education Recommendations

We concur with many of the FT recommendations, and note that some are more constrained by funding availability, and that requests dependent on funding are typically subject to a variety of campus and district based allocation processes.

Overall, we have the usual challenge of supporting worthwhile and effective disciplines in a time of growing competition for limited resources. The question becomes, what can we do with the resources we have now? In that spirit, here are administrative responses to the SAC recommendations contained within the FT Program Review

SAC Recommendations and Responses:

Core Outcomes

Assess whether FT students are continuing to meet both the program and college core outcomes within the coming academic year, paying special attention to:

- 1) Community and Environmental Responsibility and
- 2) Cultural Awareness.

The Fitness Technology SAC has been a role model and leader in their work on outcomes in general and core outcomes specifically. We commend your efforts in this direction, and look forward to hearing the results of your assessment process.

At the next FT Advisory Committee meeting, the FT SAC will recommend the development of a sub-committee to address issues specific to the HOAF Certificate.

Given the amount of time elapsed, it is most likely that this work has already progressed. We encourage, support and commend your work to fully explore the curricular possibilities of serving our growing aging populations.

Curriculum

Faculty will continue to evaluate changes in curriculum content, delivery method and sequencing. Although CCOG's were recently reviewed and improvements and revisions were made, outcomes and assessment protocols need to be revisited on an annual basis. The FT SAC recommends this take place at the Winter FT Retreat each academic year.

We agree, and applaud the FT SAC for their on-going attention to ensure that all aspects of their curriculum and delivery are up-to-date and responsive to student and community needs. We appreciate your attitude and philosophy of continuous improvement.

Students and Community

In order to address student success early in the FT program, the FT SAC is currently revising program admission procedures and all FT course prerequisites. FT SAC

meeting agendas for the 2010-2011 academic year will include a full review of retention strategies to ensure maximal student success. Agenda items should include:

- 1) Course delivery methods,
- 2) Course scheduling -evenings, weekends, or condensed courses,
- 3) Continued expansion and development of the FT mentoring program, and
- 4) Updating advising procedures to ensure term-to-term and year-to-year FT student retention.

The FT SAC will work to develop a standard follow-up procedure for students who leave the program (graduate, transfer students, inactive students).

We appreciate and support your focus on retention strategies. Please continue to work with your Division Dean to let us know how you can be best supported in this important work.

Facilities and Support

- Remodel the FT/PE Office and look into the purchase of an air displacement “Bod Pod.”

DOI Triplet assume this is HT 215. If so, it was renovated through the use of bond dollars last summer (2010).

- Convert HT 103 from a small classroom-meeting space to a smart classroom with a full podium available for use by FT lecture or lecture/lab courses.

These facility recommendations are subject to campus constraints for space and funding. Please work with your Division Dean and Dean of Instruction to see what solutions are available.

Faculty

Faculty should continue to participate in relevant national conferences to stay abreast of emerging issues and industry trends and to network with leaders in the exercise science field.

We appreciate and support your commitment to stay current in your field. There are several potential funding sources for professional development. Local budgets for conferences and development are a campus resource, to be negotiated with the Division Dean, who must balance the needs of all the programs in the divisions. There are also district level supplemental funds for professional development available through staff development and the TLC's. These supplemental funds are outside of the instructional budgets, and are an important resource for many different programs and groups. Our best advice at this moment is to work closely with the available funding sources and look for opportunities where funding can be combined and leveraged.

The FT SAC will update the FT instructor qualifications to include pertinent national certification requirements and update the posted FT instructor profiles to include FT course work.

We note your instructor qualifications were updated in March 2011, presenting a very clearly delineated set of qualifications for your variety of offerings, also taking into consideration the varied academic and professional paths that lead to qualification in your fields.

It is the FT SAC's full intention to retain all full-time FT positions.

And your intention is understood and duly noted by your DOIs.

Closing

It was truly a pleasure to participate in both the presentation and the written report. Since you completed your program review a year ago, many other programs have also completed reviews, and your remains an outstanding model of the spirit of inquiry we like to see in this process. We want to again thank the FT SAC for sharing the results of your program review with us. We very much enjoyed learning about new developments for the Fitness Technology discipline, your successes and your plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Birgitte Ryslunge, on behalf all your Deans of Instruction

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