

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Exercise Science**

Program Faculty Department Chair(s): **Jane Loverin and Alma Eaton (Interim)**

Program SAC Chair(s): **Alma Eaton**

Program Dean: **(vacant)**

Pathway Dean: **Janeen Hull**

Please highlight where your classes are offered.

Classes/Services offered at: CA / **RC** / SE / **SY** / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

Competitive, based on admission criteria

Competitive due to limited capacity, based on order of application

Open entry

Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

SEE Student FTE Tab.

[Link to Data Google Sheet](#)

2A1. Does this data suggest any questions that the SAC would like to pursue?

The main question that comes up when reviewing SFTE trends is how are we going to rebound from the enrollment drop due to the pandemic and remote learning? We saw a decrease of 8.5% between 2019-20 and 2020-21, but this will likely be more significant when we look at enrollment for this academic year. Our total SFTE numbers in the 2020-21 were carried by a somewhat large group of AAS students. However, when reviewing our typical first year course SFTE, we see a drop in SFTE closer to 30%. This decrease in enrollment will have an impact on SFTE at least through 2023. We are very optimistic that enrollment will rebound as we return to on campus learning and the economy rebounds as well. BLS is projecting an astounding 39% job market growth for fitness trainers and instructors in the next ten years as the fitness industry rebuilds. We will need support from marketing and outreach as well as the faculty time to devote to outreach in the coming year or two in order to inform potential students of the opportunities available to them in EXS and build more dual credit partnerships.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

This is a very difficult question to respond to when all of our enrollment and scheduling has been drastically altered by the pandemic. At this point we are just focused on getting back on campus in some capacity, maintaining the enrollment we have and then looking to grow once again to pre-pandemic levels. However, looking forward, we are engaging in the early exploration of the use of Ad Astra as a tool to inform scheduling decisions based on historical enrollment data. In addition, we anticipate that a return to campus, providing students with EXS lab spaces and access to equipment, will likely drive enrollment.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

It would be helpful to include our Professional Activities courses under EXS in the data reports. Even though they have PE course numbers, they are Exercise Science subject area courses. We transferred the data from the PE report to the Exercise Science report this year to provide an accurate account of our enrollment but it is difficult to calculate the success rates and combine them with the reported total success rates for EXS. Would like to have PE 281, PE 282A, PE 282B, PE 283, PE 287, and PE 288 included in EXS data since these are EXS courses. Without these courses rolled up in the EXS reported success rates and enrollment, we are unable to see our overall success rates.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

After reviewing success by course date, two classes stand out as outliers:

- FT 101 had 55 enrollments and 63.6 percent of those students passed the class. The class usually ranges between 76 - 89 percent. It does consistently demonstrate a lower success rate compared to other Exercise Science courses.
- PE 282B reached a 100 percent success three years in a row until this year in which it had a 80 percent success rate.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

For 2020-2021 we only had 13 enrollments for Online learning. The success rate for this modality was 69.2 percent. Which is lower than the normal range between 83 and 93 percent success. Remote instruction is on par with in-person success rates.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

We have focused on grading for equity over the past year. So although remote success numbers have remained stable compared to in person we also shifted a bit in how we grade. Many of the faculty removed points for some formative assessment and penalties associated with behaviors like attendance and late submission of work.

Exercise science is also a very personal and intimate field, centering on interaction and relationships with others. Our faculty demonstrate this in their interactions with students, supporting the whole student, offering support and grace, and engaging students individually when possible. We want students to succeed, and most of them see that in their interactions with their instructors. We will continue to cultivate this, both in the way we engage with students, but also in the systems in place that we use to teach and assess.

In the past, EXS has had excellent facilities and equipment to engage students, but without access to PCC facilities during remote operations, our students missed out on learning in these spaces. With so many factors affecting student success during the pandemic, it's difficult to determine whether this was a cause for concern, though. Looking forward, EXS faculty will continue to engage with the HT building remodel to plan for new EXS lab spaces and a full fitness center through the current bond cycle to provide future students robust active learning experiences.

Remote learning has been on par with success rates compared to in-person previous years. As we return to campus, we are running a couple trials to see how part remote and part in-person courses work this term. This "package" seems to be the best of both worlds. So far feedback has been great having that in-person instruction and experience for the students once per week. Going forward, we will need to plan carefully to ensure we are best supporting students when we consider what modalities will be offered. We will likely engage students in providing input on what the best scheduling strategies will be for EXS to support student success.

Last year's online success rate dipped a bit compared to previous years. EXS only offers one fully online course though, so it's hard to generalize. We will carefully monitor the success rates of the online offerings this year to see if this is a trend or if it was just an anomaly driven by the challenges of the pandemic. Since this is the only fully online course offered by Exercise Science, we may need to be thoughtful with our advising to help students make a choice that's best for them (an online course or a synchronous course). In addition, we can provide some

coaching to faculty on best practices to improve engagement in online activities - this would likely be helpful for our hybrid courses instructors, too.

The low student success rate in FT 101 needs to be monitored, too. Prior to the 2020-21 academic year, the success rates for this course were pretty well aligned with all of EXS. We will monitor the success rates this year to determine if this is a continued trend or if it was an anomaly associated with the pandemic.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The EXS total success rate has remained consistent, right around 87 percent, over the past six academic years. Asian, International and NHoPI students have demonstrated better than average success rates. With the exception of the 2017-2018 NHoPI success rate, those demographics have averaged higher than the 87 percent total success rate.

We see two concerning trends. Over the past three academic years Latinx success rate is trending down from 100 to 93 to 74 percent in 2020-2021. We notice that the 100 and 93 are higher than the average and might have set up this scenario. The average success rate for Latinx is on par with the 87 percent total success rate.

We do see a mode of 75 for our black student body over recent years, with a range of 63-75. This is below the average 87 percent total success rate.

We will continue to work hard to support equitable student success. In Spring 2021, we created program grading agreements after a year long exploration into equitable grading practices. These are helping guide our instructional team in implementing equitable and more consistent grading throughout the program. In addition, we are developing a student handbook to act as a resource for students outlining program expectations and support services.

We are also working on updating our degree and certificate student learning outcomes at this time and will follow up with revising the course level outcomes. In addition to updating these to align with current industry needs, we are focusing on writing the outcomes in a way that is understandable to students and may be easily aligned with assessment so that students have clear targets to aim towards. After the degree and certificate and course outcomes are revised, we will endeavor to create assessments that directly align with the outcomes and are designed to equitably and accurately assess student learning.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

We would be interested in seeing age-related success rate data. We don't know whether there would be any differences, but identifying any differences there would help us implement strategies to support students, if warranted.

We do have many parents as well. This past pandemic year presented many challenges on those students, because they were put into a position with children at home learning. This posed challenges on bandwidth, space, focus and scheduling. It would be interesting to see how those students performed compared to non parents or guardians.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

We have usually tracked student completions separately, but with turnover in our EXS advisor position this year, we did not capture our own data. We plan to resume this though once our new advisor is fully settled in.

Overall, degree and certificate completions look good, which was actually surprising given the challenges associated with the pandemic. 2019-20 saw a significant drop compared to previous years, but the 2020-21 academic year made up for that and more.

There are several factors that support student completion in EXS. First, the availability of an EXS advisor for EXS students that is very familiar with degree and certificate requirements and available to meet with students regularly to keep them on track toward successful completion is a highly valued support structure for EXS students. Our faculty are also invested in the success of our students and ensure they are available to students and connect with them often. Faculty and the advisor also work together to support students experiencing barriers to academic success while in the program. Lastly, EXS students tend to create cohesive cohorts that support one another. This has been more challenging in the remote classroom, but with careful design of class activities (small group work, guided discussions), faculty have given students the opportunities to build relationships with others in the program. EXS also keeps students engaged through regular communication and student meetings with social activities.

To better support students to degree and certificate completions we need to return to more on campus instruction for both EXS and PE. Many students delayed some or all of their academic work once the pandemic started because of their desire for in person learning, as well as external factors. In particular, we saw a lot of students delay their internship and TA activities until they could complete these in person. Beginning in summer (not captured in this data), we were able to meet these students' needs. With more EXS classes being partially offered on campus this year, and then more PE classes later this year, those students that had delayed their TA experiences will hopefully be able to complete these in the modality they prefer. Also, with the return to more on campus instruction, EXS students will have the opportunity to not only learn in an environment built for active learning in this field, but also easily engage with one another and their instructors before, during and after class.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

N/A

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

We are. Covid has been tough on the fitness industry. Many businesses were greatly impacted by restrictions and saw significant decreases in membership and customer participation. Some of our industry partners even had to close their businesses because of that. As mentioned above, internship opportunities were limited during remote operations and many students delayed their co-op experiences until they were able to complete them in-person. As gym partners opened, we still remained limited in-person experiences, limiting our students ability to engage in their preferred in-person learning activities. Now that things are opening back up, our students are again gaining valuable in-person experiences. In addition as the fitness industry moves forward jobs are again available for our graduates.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

We gather exit surveys from students as they complete a certificate or degree. In this survey, we ask students about their current employment so we capture how many are working in the field at the time of graduation. In our 2021 survey, about 30% of graduates reported working in the field at the time of completion; this is an increase from 25% during 2020, but not quite as high as pre-pandemic levels (37-48%). The pandemic hit the fitness industry hard, but fitness memberships are trending back up close to pre-pandemic levels and with that recovery, more jobs are now available to our graduates. As the industry continues to rebound, we anticipate greater rates of job placement for our students.

In this same survey, we ask students about their next plans (getting a job, getting certified, transferring to a four-year school, etc.). Our 2021 survey indicated 54% of our graduates were planning on transferring to a four-year school - this has trended up in the last couple of years.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

_____ 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: This year, although challenging, appears to have shown great opportunities for the EXS SAC. You proved that you could be nimble and can work well with students and industry partners. The way the report was written was fun to read. Thank you!

Suggestions/Comments: Yes. Lots of transitions this year but Magda is still your coach.

Questions: Could the SAC utilize a direct assessment in the future? Will the SAC utilize online internships in the future? It seems like this would be a way to scale up the online fitness market for your students. It will be interesting to hear what industry would like as far as online vs. in person.

SAC Response:

We will consider a direct assessment in the future, however we will maintain our current plan for now. EXS is currently updating their degree and certificate outcomes, as planned in our 2021-22 APU. Once those are set, we will create new assessments as needed, also planned in the 2021-22 APU. We will likely switch to a direct assessment at that time.

Online internships will remain an option for students that are interested in that work. We have a few industry partners that only do online fitness programming and some that are doing both in person and online as they emerge from the pandemic. Students will be advised to choose internships that align with their future work interests. We plan to embed some online fitness leadership activities/instruction in our curriculum to introduce students to the online work environment for fitness professionals. Online fitness was already emerging pre-pandemic but has taken a stronger foothold now and our curriculum will likely reflect that as we update our student learning outcomes, on which our Advisory Board has been consulted.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

During the 2020-21 academic year, EXS faculty engaged in a year-long review of equitable grading and assessment practices. Using Joe Feldman's book, *Grading for Equity*, the EXS faculty team engaged in discussions throughout the year about the ways we grade and assess student work. The outcome of these discussions was a document outlining the PCC Exercise Science Grading System and Agreements. In addition to the agreement, faculty tried a number of different approaches and shared their experiences. Some examples of these are removing penalties for behavior (attendance, late submission of work), using a four point grading system, offering flexible due dates and implementing ungraded formative assessments.

The EXS team has also continued to step up to the challenges brought on by the pandemic. With creativity, problem solving and a strong dedication to the success of EXS students, the EXS team converted all EXS courses to remote instruction in a way that ensured students met course outcomes and prepared them for their future work as fitness professionals. Some highlights follow:

- Classes such as FT 104 Fitness Assessment were significantly modified to teach practical skills like body composition assessment using skinfold measurements and taking blood pressure.
- PE 287 ProAct Aquatics class was taught online with no pool and PE 281 ProAct Weight Training was taught without student access to weight equipment. While not ideal learning environments, students were still able to meet the student learning outcomes for these courses.
- Beginning in Fall 2021, faculty were creative in transitioning some classes to remote/in-person hybrids. For example, FT 104 is scheduled with a two hour zoom lecture day and a three hour in person lab day. This offers convenience to students and requires fewer campus visits.
- For FT 100 Emergency Response for Fitness, which requires specialized CPR/First Aid equipment to assess student skills and meet American Red Cross certification standards, collaboration between faculty, facilities staff, the bookstore and the dean ensured students were provided with needed equipment and were able to demonstrate their skills as required by American Red Cross certification. The investment of \$6,000 was much appreciated by students as they were able to continue their learning at home.
- Collaboration with industry partners also ensured students were able to meet their internship requirements remotely for certificate and degree completion. In partnership, faculty and internship supervisors worked to provide online work opportunities to students – kudos to the community partners and faculty. PCC EXS is extremely thankful

to our partners working with us to make this happen during the pandemic, even though they were under pressure to keep their businesses going strong for their members and community during the pandemic.

- Attendance in classes have had good consistency despite the remote offerings
- EXS also awarded the first certificates of the new Yoga Teacher Certificate. Beginning instruction in spring 2020, the implementation of the program was caught in the very first wave of the pandemic and had to quickly transition a brand new program to remote instruction.

Other notable highlights are:

- EXS participated in PCC BIG GIVE DAY, raising funds for EXS scholarships. We set out with a goal of raising \$4,000 and far exceeded it finishing with \$6,359. This was a sizable increase, thanks to the EXS Advisory Committee Co-Chairs Rene Swar and Melissa Augustine, as well as the eight volunteer ambassadors.
- In 2020, Forest Grove High School became the first dual credit partner for EXS, where FT 131 Structure and Function is offered.
- During the Pandemic when many other departments and colleges were experiencing a turnover of staffing, the EXS program has experienced consistent staffing and quality educational teaching
- Amid a “Perfect Storm” (1. Pandemic, 2. No Office Space for Faculty, 3. Major Remodel of HT building, 4. No Program Dean, Faculty Chair on Sabbatical, No Administrative Assistant, and new EXS Advisor 5. PCC college reorganization), the EXS faculty have been able to continue to offer a quality program for students, meeting their needs in a variety of ways.
- Along with the assistance and input from our EXS Advisory Committee, we have made considerable progress on updating our degree and certificate outcomes and are positioned well to review our course outcomes next.

4B. Are there any challenges not described above that you would like to note here?

The HT Building Remodel will continue to be a challenge for the next several years. While we are looking forward to the new spaces that will be provided, in the interim, this will disrupt our learning spaces. EXS has a plan in place, and thanks to the work of Mike Boggs as Interim Associate Dean, we have been able to secure a preplaced classroom and two other fitness spaces on campus (shared with PE).

As the planning for the HT building continues, it is essential that EXS and PE students, faculty and all stakeholders are engaged in the planning process. Without a consistent voice from our programs, we are concerned that the outcomes may not meet the needs of our students and the greater PCC community. In addition to stakeholder input on the EXS/PE teaching spaces and locker rooms, we are concerned about the return of our aquatic facilities. The lack of aquatic facilities hinders our ability to provide professional skills courses to fulfill workforce needs in the community. Additionally, PCC (including Community Education) is not able to provide lifesaving

skills instruction in swimming nor provide accessible physical activity instruction for those that need aquatic exercise activities.

The loss of FTE during a time when PCC needs faculty the most to meet the YESS initiative goals and rebound from the pandemic will likely impede our work to meet student needs and grow our program. We know that the work will continue to increase regardless of how many or few faculty we have, especially as we attempt to grow the EXS program post-pandemic, work to bring students back to campus, implement strategies that align with YESS work, and prepare for the new EXS Labs in 2023. The future challenges include doing more with less, restricting our ability to leverage the opportunities listed below and contributing to faculty burnout. Too often, these decisions are for short-term gain, but the cost savings are overshadowed by bad publicity, loss of knowledge, weakened engagement, higher voluntary turnover, and lower motivation, which in the end hurts our customers, the students the most.

4C. Do you see any opportunities in the near or long term that you would like to share?

Wellness continues to move toward the center of professional, medical, and education environments. Already on the rise before the pandemic, wellness (or un-wellness) was highlighted throughout the challenges brought on by the pandemic. As more attention is drawn to wellness, the need for qualified wellness professionals will likely rise. EXS already supports physical wellness needs by providing qualified fitness professionals ready to work in a variety of settings, but we are not meeting this emerging need of broader wellness professionals. The continued work on the proposed wellness degree will situate PCC to be ready to meet this growing demand.

In addition to the wellness degree, EXS is interested in forming more dual credit partnerships to provide opportunities for high school students and create more pathways into EXS. We began a partnership with Forest Grove High School two years ago and are ready to start exploring other opportunities moving forward. However, it has been difficult to devote the time to this with the pandemic. When we have recovered, we hope to have the personnel resources available to devote to this.

Lastly, creating additional articulation agreements with four-year universities would provide more opportunity for our EXS students and would potentially attract more students to our PCC. We have an articulation agreement with Portland State University that many students pursue, but we lost an articulation with Concordia with their closure. However, in order to pursue these, along with the dual-credit partnerships, we need the personnel resources to devote the time to cultivating these relationships.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: **No date is listed for the membership roster**

An updated list was shared on November 22nd.

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Over the past two years, our Advisory Committee has informed our work on several projects and provided feedback on curriculum.

- Big Give Day - several of our Advisory Committee members were ambassadors for BIG Give Day (EXS scholarships). With their assistance we have far exceeded our fundraising goals and been able to award more scholarships than normal in 2020 and 2021.
- Student Manual - the advisory committee continues to provide input on the EXS student manual. Most recently, they contributed to a section on strategies for success. Two of the committee members also offered to review the full manual upon its completion this winter. They have been especially helpful in making sure the manual is student-centered and not just a “rule book.”
- Technical standards - Advisory committee members helped draft and revise EXS program technical standards to inform students of the knowledge, skills and abilities necessary to be successful in the EXS program and fitness and wellness industry. These will be embedded in the EXS Student Manual.
- EXS Scholarships - Volunteer EXS advisory committee members assisted with Exercise Science Scholarship Application reading and review and helped the selection of awardees.
- EXS Degree and Certificate Outcome Update - during our May 2021 meeting, the committee brainstormed skills essential to the work of fitness professionals to provide input on what should be captured in our revised student learning outcomes. In addition, they expressed support for the direction we were headed when we provided an overview of the work done so far on our outcomes revision during our fall 2021 meeting.
- HOAF Curriculum Change - In Fall 2019, the committee also weighed in on a small update to the HOAF certificate. With their input, students now have the choice between taking GRN 165 Basic Activity Director Training and PE 287 Pro Act Aquatics. This

change supports student interest within the HOAF and helps meet the needs of the industry.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

Big Give Day was a great success for us this year and part of that came from our Advisory Committee. Our goal was to raise \$4,000 and we raised \$6,359. Leveraging our committee members as ambassadors helped drive the success we saw that day. We plan to continue participating in Big Give Day and hope to have more committee members involved in the future.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

None at this time, although we had low participation at our most recent meeting (Nov 21). If this trend continues, then we might need to explore ways to boost participation again.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

No

- If yes:
 - What is the name of your accrediting body?
 - What is the typical accreditation cycle?
 - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.