

## Fitness Technology Program Review

### Administrative Response

March 6, 2015

Thank you for your dedication to the fitness, health and wellness of our PCC community. Your dedication to your students, to your profession, and to the community is evident and documented in the Fitness Technology Program Review which you presented on February 6, 2015. Your presentation to an audience of PCC administrators and others modeled your commitment to active learning. You engaged your audience by touring us through the facilities and by including Fitness Technology students in the process of informing us about the program. In addition, your written report was very thorough and informative. Throughout this Program Review process, you demonstrated your expertise and fitness leadership.

This Administrative Response will: a) note particular highlights of the Fitness Technology Program and Program Review; and b) provide the administrative response to the SAC recommendations.

### Noteworthy Efforts or Achievements

- You included a clear summary of assessment projects and also described ways in which you have implemented changes including adding an observational checklist and making improvements to various assessments tools.
- You have experimented with face-to-face, hybrid, and online modalities for specific courses and have made modifications by taking into consideration student feedback and success rates.
- Fit Tech faculty meet regularly in order to discuss curriculum-related topics.
- With a focus on student learning, you have incorporated community-based learning in selected courses.
- In addition to your willingness to engage in interdisciplinary collaboration with Gerontology and Early Childhood Education, you have also established professional relationships with numerous community and industry partners through your work with the Fit Tech Advisory Committee. In addition, you have partnered with Community Education in order to offer personal training to community members. This opportunity has also benefited some of the certified Fit Tech students who have been hired as personal trainers.
- You have improved student access by streamlining entry and enrollment procedures by implementing application deadlines and by creating an Information Session for entering students.
- You also provide additional peer support for Fit Tech students by organizing student meetings for them each term.

- Courses, certificates, and the Fitness Technology AAS degree support students who choose an entrepreneurial career path or other employment.
- Faculty and students are connected to community partners through internship opportunities and through the Advisory Committee.
- Faculty is actively involved in professional and academic organizations and has participated in professional development activities.

### **Administrative Response to Fitness Technology SAC Recommendations**

#### **Recommendations for the SAC**

We acknowledge and appreciate your dedication to the students, to your discipline and to the community as evidenced by these recommendations, and we support all of your Fit Tech SAC recommendations for improvement.

#### **Recommendations for Administrative Support**

- 1) **PCC Fit Tech Articulation Road Map:** <http://www.pcc.edu/pathway/?id=1125> needs to be updated to include the articulation agreement with Concordia University.

The Articulation Agreement with Concordia University (Fall 2013 – Summer 2018) is on PCC's website at: <http://www.pcc.edu/programs/university-transfer/documents/PCCConcordiaFitTechArticulationAgr2013-18.pdf>

- 2) **Finalize the Articulation Agreement with Oregon State University. The agreement had been approved by OSU and the Fit Tech SAC but the final approved was denied by PCC.**

Please contact the Dean of Academic Affairs to review the reasons why this Articulation Agreement did not receive final approval. Before we can determine possible next steps, we need to understand the reasons for denial.

- 3) **Create a .5 FTE Fit Tech Advisor position.**

In 2014, the College engaged the services of AACRAO Consulting to review advising models and practices at PCC with a goal of establishing a “common core of advising practice that is aligned with student learning outcomes, service delivery outcomes, and that provides a consistent advising model deemed appropriate for PCC.” In addition, they recommended that PCC “re-evaluate the faculty advising workload—in particular for the CTE departments that do not have dedicated academic advisors.” They

also recommended that PCC “formalize and empower the Academic Advising Council to serve as an advisory council to administration on academic advising issues, policies and practices.” An Advising Review Leadership Team (ARLT) co-chaired by Craig Kolins, Christine Chairsell, and Carrie Weikel-Delaplane has been established to review all the recommendations, and the membership of the ARLT has been expanded to include instructional representation: CTE Faculty Department Chair, Russ Jones, Lower Division Transfer faculty Henry Mesa (Math), and Karen Paez, Division Dean at the Sylvania Campus.

We recommend that you share your perspectives with Russ Jones, CTE faculty representative on the Advising Review Leadership Team. We acknowledge that you have already streamlined some of your advising-related processes. As you acknowledged, the current Casual Advising support position was funded with temporary margin funds, and we do not have funds allocated in the base budget to support continuing this casual position. Within the context of limited available funds, we recommend that you focus upon the essential advising support needed for designated Fit Tech majors. As a result of the work being done by the Advising Review Leadership Team described above, there may be additional ways in which these essential student support services may be modified.

#### **4) Create a .25 FTE Faculty Department Chair position for Fitness Technology.**

The creation of Departments and Faculty Department Chair positions are campus-based resource decisions, subject to approval by the VPASA. Your work with the Advisory Committee, overseeing an extensive number of internship sites, along with building and maintaining professional relationships with Program partners support the creation of the FDC position. The creation of this position would be based upon the Student FTE generated in Fit Tech and PE Pro Act classes. Based upon the most recent numbers available to us (2013-14), this would result in a 25% release and 80 hours of compensation at the FDC rate. This would also reduce the number of SFTE connected to the PE Department Faculty Department Chair position. Based upon the most recent numbers available to us (2013-14), this would result in a 50% release and a reduction from 240 to 160 hours of compensation at the FDC rate for that position. These numbers are subject to changing enrollments and would be based upon the established FDC compensation formula. Also, please note that Newberg SFTE and part-time faculty are included in the FDC compensation formula.

#### **5) Create a separate Org Code for Fitness Technology and provide additional base budget funds to support the program.**

We acknowledge the growth in the Fit Tech Program that has occurred within the last five years. In 2009-10 there was a total of 17 degrees and certificates earned in Fit Tech, and in 2013-14 that number increased to 45. The number of Fit Tech degrees and certificates earned peaked in 2012-13 (57 awarded). Student FTE has steadily risen from approximately 51 in 2011-12 to 69 in 2013.14. Since funding a separate Org Code would involve redistributing funds currently allocated to PE and Fit Tech and not adding additional funds to a newly created Org Code, it is not clear that creating a separate Org

Code would benefit the Fit Tech Program. The Sylvania Dean of Instruction will continue to discuss this recommendation with your Division Dean.

#### **6) Instructional Space – Use of HT 113B**

We acknowledge your request for additional instructional space to meet the needs of the Fit Tech Program. The HT Building will be remodeled as part of the current Bond Program. In 2016, the Bond team will re-engage the relevant stakeholders in the HT building, and your Division Dean will represent the various programs in your division. As a part of that process, the needs of the various stakeholders using the HT building will be assessed including the needs of the Fit Tech program. In the meantime, the Fit Tech program cannot exceed officially approved instructional space. Using the hallway as part of the instructional space creates safety concerns and cannot continue. If Community Education offerings or rental of space to community groups are contributing to the dislocation of Fit Tech instructional needs, the Fit Tech program has priority.

#### **7) Compensation for SAC Chair Responsibilities**

This request for compensation involves a topic relevant to the regular bargaining process and has larger college-wide impacts. In September 2014 in response to the SAC Best Practices report, the Deans of Instruction and Dean of Academic Affairs communicated the following:

As you know, greater accountability is expected of higher education institutions from external stakeholders (regional accreditation, employers, state and federal government agencies) and most importantly from our students. As a result, PCC cannot reduce and must maintain our expectations as it relates to the many vital functions the SACs perform. Faculty oversight and responsibility for the curriculum and the development of quality student learning outcomes are the most critical roles of your work as faculty.

We acknowledge and recognize the important work SAC Chairs and all contributing members of the SAC do in the areas of curriculum development, student learning outcomes, assessment and program review including the Division Deans. This important work improves the quality of learning that leads to student success and completion.

#### **8) Develop and Implement a Comprehensive Plan for Equipment Maintenance, Repair and Replacement**

We acknowledge that when there is an authorization to purchase new equipment, the need to maintain and repair the equipment needs to be a part of the original purchase plan. Purchasing new equipment with temporary funds (margin funds) without identifying maintenance and repair funds within the base budget is not sustainable. The issues you highlighted in this request are relevant to programs across the College. In order to assess the specific needs in Fitness Technology, we support the creation of an equipment inventory. Some of the needed information would include:

- Name of Equipment
- Maintenance Needs –
  - Are there specialized technical skills that are needed that cannot be addressed by current staff?
- Anticipated Replacement Cycle
- Who is using this piece of equipment? If there are users outside of Fitness Technology, what is the estimated percent of usage time (25%, 50%, etc.)?
  - Fitness Technology
  - Community Education
  - Members of the External Community
  - Staff

The creation of this inventory will allow us to assess the needs and will assist the Dean of Instruction in advocating for the needed funds to support this plan.

### **Closing**

In closing, we thank the Fitness Technology SAC for sharing the results of your Program Review. We enjoyed actively learning more about your discipline, your students, and about the career opportunities in Fitness Technology. Thank you for your dedication.

Administrative Response submitted by Loretta Goldy on behalf of the Deans of Instruction and the Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs

Loretta Goldy, Sylvania Interim Dean of Instruction

Craig Kolins, Southeast Dean of Instruction

Cheryl Scott, Rock Creek Dean of Instruction

Kurt Simonds, Cascade Dean of Instruction