Physical Education Program Review
Administrative Response
June 12, 2015

Thank you for your dedication to the fitness, health and wellness of our PCC community. The dedication to your students, to your profession, and to the community is evident and documented in the Physical Education 2015 Program Review which you presented on May 8, 2015. Your presentation to an audience of PCC administrators and others about the importance of Physical Education courses was achieved.

Once again, you engaged your audience by touring the facilities and by including Physical Education students in the process of informing us about the program. In addition, your written report was very thorough and informative.

This Administrative Response will:
a) note particular highlights of the Physical Education Discipline Review;
b) provide an administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements:

- Your plan to assess PE Course-Level Outcomes is the next logical step. Using direct assessment methods rather aligning your course outcomes to PCC's College Core Outcomes, will make you an early adopter for this work.
- We applaud you for your efforts to work with the Learning Assessment Council to find and/or develop an assessment tool for measuring cultural awareness of PE courses. Again, you will be an early adopter in the work.
- Your willingness to develop assessment methods that are relevant to our Physical Education students is equally laudable.
- In relation to future partnerships, we encourage you to reach out to community partners in aquatics to expand aquatics course offerings to students who can't attend the Sylvania Campus. Please consult with Community Education to see if you can leverage any partnerships they have. Ann Campbell would be an excellent resource.

PE SAC Needs from Administration:

- Retain all full-time PE faculty positions if faculty changes or retirements occur. In addition, we would like to add full-time permanent PE faculty positions at the CA and SE locations.

  Response: We cannot guarantee that replacement FT PE faculty position as a result of attrition or retirements in PE. Numerous factors are taken into consideration when analyzing the location of full-time faculty positions in all disciplines across the College. In addition to the number of sections taught by full-time faculty, other variables are also taken into consideration such as fill rates, enrollment trends, modality, and SFTE. It is difficult during this time of declining financial resources to create new positions. Please continue to dialog with your respective Division Deans and DOIs regarding the need for an additional full-time faculty positions at Cascade and Southeast respectively.

- Allocation of additional activity spaces as Bond projects progress (SY HT 113B to PE/FT, additional spaces at SE and Newberg, RC studio replacement, equipment storage at CA).

  Response: We acknowledge your request for additional instructional space to meet the needs for PE students. 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."

Regarding the space at the Rock Creek Campus, please note that the second instructional space was added during a time of enrollment growth across the district. As the time it was added, it was done so as a temporary space without intent that it would become permanent. While the possibility of adding a permanent second space is being considered, it may not be possible to do so. Please work with your respective Division Deans as it relates to spaces at Cascade, Newberg, Rock Creek and Southeast.

- The SAC chair responsibilities have increased in the last five years due to accreditation and assessments, and this takes away from the primary faculty member role. The PE SAC chair position needs to be compensated and funded by the college.

  Response: Your 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."

- A comprehensive plan created for equipment maintenance, repair, and replacement in light of the multiple programs that may use the PE spaces and equipment. For the PE Comprehensive Plan, you will need to involve those stakeholders who also contribute to the equipment replacement costs on each of the Campuses.

  Response: *We support the creation of an equipment inventory. Some of the need 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 Physical Education, what is the estimated percent of usage time (25%, 50%, etc.)?
  - Physical Education
  - Community Education
  - Fitness Technology (for Sylvania Campus only)
  - Members of the External Community
  - Staff
  - ASPCC/Student Life/Intramurals

  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.

- Maintenance of the current level of PE facilities in order to retain and attract PE students to relevant and interesting activity classes. We can achieve this with the ongoing support of administration and PCC partners.

  Response: You have our support. Please work with your respective Division Deans and DOIs and other PCC partners to develop a plan to maintain our facilities. There may be opportunities through the Campus-based Equipment Request process through Capital Equipment funding and through the Budget Planning Advisory Council's (BPAC) Capital Improvement Strategic Investment Fund Guidelines that were reviewed by BPAC.

- Advocate for HE 295 instruction by full-time PE faculty. One full-time faculty was scheduled to teach HE 295 for two terms in 2013, but this option has not worked out for other PE faculty. For reasons outlined in the 2010 PE PR, PE full-time faculty are highly qualified and meet the instructor qualifications for teaching HE 295, in addition to PE 295. When possible, we would like full-time PE faculty to be considered for these courses instead of hiring new part-time instructors to fill that role. Feedback from students tells us that the educational experience is enhanced when one instructor teaches both HE 295 and PE 295 together. Since HE 295 and PE 295 are fitness theory and application-based, it makes most sense to have full-time PE faculty with backgrounds in exercise science and fitness instruction teaching both courses.

  Response: To learn more about this recommendation, we consulted with the Health Studies SAC. We learned that two distinct SACs have developed these distinct classes which are bound together by a co-requisite. Our feedback from the Health Studies SAC recommended that full-time PE faculty <u>should not be given encouragement or authority</u> for full-time PE faculty to teach HE 295. The Health Studies SAC welcomes and encourages additional dialogue and will hold firm to the benefits of clarifying the distinctive differences between the HE and PE sections of the 295 course. The HE and PE SACs must have the same goal of working together. We do understand the value of one instructor teaching both classes. There is history of PE instructors teaching both classes as well as Health Studies instructors teaching both. Ultimately, we need to make sure that full and part-time faculty meet the instructor qualifications with the FDC's and their respective division deans being in agreement. If there are part-time and full-time instructors who meet the qualifications to teach HE or PE 295, then the Division Deans have always had the ability to hire instructors to teach both courses. We encourage you to work with your respective Division Deans and for the PE SAC to collaborate with your Health Studies colleagues.

- The PE SAC believes that PE 295 Health and Fitness for Life Lab meets the definition of a Lab B and the teaching load factor should be adjusted to reflect the actual faculty workload. A position statement was written and submitted in 2013 and we would like to re-submit this statement and request (***Appendix E***).

  Response: *This is a bargaining issue. We cannot discuss this issue during negotiations. You may want to share this information with the Faculty Federation.*

- The addition of an Athletics Supervisor at the RC campus. This person would plan, organize, and coordinate a variety of athletic activities and manage the sport/recreation facilities in order to support the missions of the College and supervise campus technical/support and student staff. Currently, the Full-Time PE faculty at RC are fulfilling these duties on top of their contracted faculty workload. There is a similar position at Sylvania that has proven to enhance student learning. See the following link for the full job description, http://www.pcc.edu/hr/employment/management-jobs/athletics-supv.html
  Response: *This request should be made directly to the Rock Creek Campus.*

Closing:
In closing, we thank the Physical Education SAC for sharing the results of your Program Review. We enjoyed actively learning more about your discipline, your students and the opportunities available to our students.

Administrative Response submitted by Craig Kolins on behalf of the Deans of Instruction and the Dean of Academic Affairs.
Kendra Cawley, Dean of Academic Affairs
Loretta Goldy, Sylvania Campus Interim Dean of Instruction
Craig Kolins, Southeast Campus Dean of Instruction
Cheryl Scott, Rock Creek Campus Dean of Instruction
Kurt Simonds, Cascade Campus Dean of Instruction