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**LET'S
MOVE!**

**Today's children may be the first generation to
have a shorter life expectancy than their
parents.**

Let's change that.

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PCC Physical Education SAC

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INTRODUCTION

Why might today's children have shorter lifespans than their parents? Looking at the data, there are clear and related trends: **a rise in inactivity** AND **a rise in obesity and obesity-related diseases**. Obesity-related diseases (heart disease, type-2 diabetes, stroke, and certain types of cancer) are the most prevalent preventable causes of death in the country. Currently 35% of adults and 17% of children are obese (doubling since 1980), and the cost of obesity is more than 150 billion dollars per year in the U.S. and rising (CDC, 2014). Less than half of adults and less than a third of adolescents meet minimum activity recommendations (CDC, 2014). This upward trend in inactivity and obesity is occurring while physical education (PE) in primary, secondary, and post-secondary education declines. Is there a connection? We believe there is.

In 1920, 97% of higher education institutions had a mandatory PE requirement. By 1998 this number dropped to 63% and is now at an all-time low of 39.5% (Cardinal, Sorensen, Cardinal, 2012). This change in graduation requirements is having a negative effect on college students across the country. Physical activity improves higher brain functions needed to succeed in college. Physically active adults perform better at work and are more productive in their lives in general. In fact, according to alumni studies, college students who took more PE classes were healthier 7-11 years later than the students who took fewer or no classes (Cardinal, 2013).

A commitment to Physical Education is an investment in the future. A strong PE program at all levels (children, adolescents, and adults) is a key player in the fight against inactivity and obesity-related diseases. The PCC Physical Education program is integral to the values and goals of the college. By taking PCC PE classes, students can increase their daily activity levels, physical fitness, wellness, and overall quality of life. These benefits enable students to be actively engaged members of the PCC and greater Portland communities. PCC PE classes provide students an avenue to acquire the strong body, mind, and spirit that they'll need to successfully jump into the next phase of their educational, professional, and personal lives!



“Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity. The relationship between the soundness of the body and the activities of the mind are subtle and complex... Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”

John F. Kennedy

PE PROGRAM OVERVIEW

PCC Physical Education MISSION

Portland Community College Physical Education promotes fit and healthy lifestyles for a diverse group of students by delivering a quality education that includes the knowledge, skills, and practice necessary for living a physically active and healthy life.

PCC Physical Education GOALS

- Provide physical education instruction that allows students to develop knowledge, skills, and positive attitudes regarding the value and benefits of physical fitness.
- Promote activities for physical skill improvement, conditioning, lifetime fitness, and social development to the greater PCC community.
- Offer instruction in courses that allow future employment opportunities (e.g. LG-Lifeguard, WSI-Water Safety Instructor).
- Provide specific courses for lower division block transfer (e.g. AAOT foundational requirement in Health/Wellness/Fitness & a degree requirement of the AS).
- Offer several levels of courses where skill and learning progress beyond one term of instruction (e.g. beginning, intermediate, and advanced).
- Continually assess and update physical education curriculum to ensure the courses are grounded in the current principles of physical education, fitness, and exercise science.



PCC Physical Education OUTCOMES

As a result of taking a PCC PE class, students will

1. Demonstrate improved physical conditioning.
2. Design a lifelong fitness program.
3. Develop skills for maintaining lifelong health and fitness.
4. Recognize and apply the value and benefits of physical fitness.

PE PROGRAM OVERVIEW Changes and Projections

The PCC Physical Education SAC (PE SAC) simplified the wording on the PE Mission and the PE Goals since the 2010 Program Review (PR). Since the last PR in 2010, we have continued to meet the PE goals outlined above and PCC PE is aligned with PCC's overall vision, mission, values, and goals (<http://www.pcc.edu/about/administration/board/>).

In the 2010 PE PR, the PE SAC recommended that a greater importance be placed upon the value of fitness, PE, and healthy lifestyles in the PCC community. Since most PCC students are required to take a PE class and the overall importance of physical activity isn't disputed, we felt a statement should be added to PCC's values, goals, or outcomes solidifying PCC's commitment. That request was honored by PCC's Board of Directors and the following PCC Board of Directors Values Statement was modified: "Continuous professional and personal growth of our employees and students **including emphasis on fit and healthy lifestyles that decrease disease and disability.**" Thank you!

We don't expect the PCC PE Mission, Goals, and Outcomes to change in the next five years, however, we will continue to evaluate, assess, and revise as needed. In particular, the PE SAC would like to explore assessing the PCC PE Outcomes instead of the College Core Outcomes in upcoming assessment cycles. This assessment process may give us more tangible information for PE Outcome revision and PE curriculum adjustments.



OUTCOMES/ASSESSMENT

PE Student Survey

During the Spring, Summer, and Fall 2014 terms, a survey was sent out to all current PE students with the assistance of Rob Vergun and PCC’s Institutional Effectiveness office (**Appendix A**). The purpose of the survey was to assess student perceptions of the PE program overall, the effect of PE programs on their current and lifelong fitness, and the extent to which PE classes address PCC’s College Core Outcomes according to student participants.

The results of the PE Student Survey are outlined below (Appendix B):

Number of PE student responses: **701** (17.5% response rate)

Taking PE class as a required course: **37% YES; 55% NO**

Primary campus location: **43% Sylvania; 25% Cascade; 20% Rock Creek; 9% Southeast, 1% Newberg**

Percentage of students who strongly agree or somewhat agree with the following statements:

PCC offers a wide variety of PE courses to choose from.	95%
When registering for classes, PE courses are easy to locate in the schedule.	92%
PE classrooms/facilities are easy to find.	91%
Times that PE courses are offered meet my scheduling needs.	77%
PE classrooms/facilities are kept clean.	94%
Equipment provided for the course is appropriate.	96%
PE classrooms/facilities have adequate space.	88%
I feel safe in PCC’s PE classrooms/facilities.	97%
I feel that PE classrooms/facilities are easily accessible for all students.	94%
I utilized the computers/technology and study materials provided by the PCC library/media for PE courses.	70%
My personal physical fitness goals were achieved by participating in PE courses at PCC.	91%
PCC PE courses have improved my physical conditioning.	95%
Participation in PCC PE courses has improved my ability to perform my daily life activities and my overall energy.	93%
PCC PE courses have given me the tools to develop, maintain, and modify a lifelong fitness plan.	90%
PCC PE courses have helped me recognize and apply the value and benefits of physical fitness in my life.	94%
I would recommend PCC PE courses to other students.	96%
PCC PE courses have helped me communicate effectively.	78%
PCC PE courses have helped me improve my self-reflection.	90%
PCC PE courses have helped me in my job and/or academic performance.	81%
PCC PE courses have helped me improve my environmental awareness.	72%
PCC PE courses have helped me think critically and problem solve.	70%
PCC PE courses have helped me improve my cultural awareness.	74%
PCC PE courses have helped me improve my community interaction.	80%

PCC Physical Education OUTCOMES

Indirect assessment via the PE Student Survey reveals that **90-95%** of PCC PE students feel they are meeting the PCC PE Outcomes of: 1) Demonstrate improved physical conditioning, 2) Design a lifelong fitness program, 3) Develop skills for maintaining lifelong health and fitness, and 4) Recognize and apply the value and benefits of physical fitness.

College Core Outcomes in Physical Education

Since the 2010 PE PR, the PE SAC has assessed the PCC College Core Outcomes in many different ways. The PE SAC has refined the assessment and reporting methods each year to keep up with changing Learning Assessment Council (LAC) requirements. Please click the following link for archived PE Learning Assessment Reports from 2010-2014: <http://www.pcc.edu/resources/academic/LDCAsmtArchive.html>. Then, click the following link for Multi-Year Assessment Plans: <http://www.pcc.edu/resources/academic/degree-outcome/AssessmentPlansFall2010.html>. Lastly, click the following link for current PE Learning Assessment Plans and End-of-Year Reports: <http://www.pcc.edu/resources/academic/LDCAssessmentReports.html>.

Cultural Awareness

In our indirect PE Student Survey assessment, 74% of PE students surveyed agreed or strongly agreed that PE classes improved their cultural awareness. In the first direct assessment in 2012 we asked the question “*How have your personal awareness, your personal beliefs, and/or your attitudes about differences among people changed as a result of your experience in the PE class?*” We then reassessed using the same question in 2014 and the results were very similar. Most students assessed felt the classes had no impact on cultural awareness. The PE SAC concluded that students primarily take PE class for fitness and not to change their attitudes about cultural differences. We need to research and implement better methods for assessing this outcome in PE classes and programs.

PE Class Examples of Cultural Awareness

*Understanding the difference in body appearance, athletic ability, and cultural awareness.

*Yoga, Sports

Self-Reflection

In our indirect PE Student Survey assessment, 90% of PE students surveyed agreed or strongly agreed that PE classes improved their self-reflection. We directly assessed self-reflection in 2011 and then reassessed in 2012 and 2014. The first assessment was a pre and post-test survey asking students to rate their fitness level on a scale from 1-10 (10 being very fit and 1 being not very fit). The results from the 2012 survey did not reflect an increased understanding of their fitness level. The SAC



changed to a survey of positive and negative behavior and their effects on class. A checklist was given to students to rate their own positive and negative behaviors. Also, a checklist was given to instructors to rate the effect of positive and negative behaviors on the class. It was found that positive habits made a bigger impact on classes. However 30-40% of students were also affected by negative habits of other students.

PE Class Examples of Self-Reflection

- *All classes, life-long fitness and health
- *Yoga, Weight Training, Fitness Classes, Sports

Critical Thinking and Problem Solving

In our indirect PE Student Survey assessment, 70% of PE students surveyed agreed or strongly agreed that PE classes helped them think critically and problem solve. The PC SAC directly assessed this outcome in 2011 using the following question posed to students: *“Describe a problem/issue that is common to this course or subject matter. Then, outline strategies to overcome or resolve the problem/issue. If no resolution is apparent, what valid resources could you access to come up with a solution?”* A rubric was applied to the student answers (**Appendix C**). The PE SAC reported the results that students in PE courses are able to demonstrate and apply a basic level of knowledge and skill that involve critical thinking and problem solving. This outcome was reassessed in 2014 using a Target Heart Rate assessment. The PE SAC wanted to measure student learning directly related to PE instruction. The question *“How can you use your Target Heart Rate to help improve your fitness level?”* was asked of students and then a rubric was used to grade the answers. The results showed a weakness in the way the target heart rate concept was being taught and understood by students. In light of this, PE instructors altered methods of teaching the target heart rate concept. This change to teaching as a result of assessment was recognized by the LAC at the Fall In-service.

PE Class Examples of Critical Thinking and Problem Solving

- *Students in PE 295, Weight Training, Lifeguard Training must turn in homework and do exams
- *Online and D2L classes

Communication

In our indirect PE Student Survey assessment, 78% of PE students surveyed agreed or strongly agreed that PE classes improved their ability to communicate effectively. This is an improvement from when the PE SAC assessed this outcome in 2011 with the same survey question, *“This course has helped me communicate effectively”* and 50% of the 600 students strongly agreed or agreed. In 2014, we reassessed using another student survey and a more specific question, *“Do you feel taking and participating in this class increased your ability to communicate with other students and your instructor?”*. When asked this, the results were more positive with a total of 77% of students saying yes and only 10% saying no. We feel that changing the wording to be more specific helped the students understand the question being asked more clearly.

PE Class Examples of Communication

- *Students listening to instructor
- *Students communicating with other students

*Sports/Karate/MMA/Boxing students interacting with each other daily

*Weight Training, Fitness Classes, PE 295 students asking questions about nutrition/workouts

Community and Environmental Responsibility



In our indirect PE Student Survey assessment, 72% of PE students surveyed agreed or strongly agreed that PE classes improved their environmental awareness and 80% felt that PE classes improved their community interaction. In 2011 a survey was given to PE students asking the question *“This course helped me improve my environmental and community awareness”*. The responses were mixed and so the question was modified to *“How could the skills you have learned in this course impact your local environment and community?”* The more specific question helped the students understand the question and answer positively at 90%. This outcome was reassessed in 2014 by utilizing a checklist tool (**Appendix D**) whereby instructors evaluate whether students exhibit certain behaviors. Examples include: *“student interacts in a positive manner when*

approached by other students” and *“student cleans up after themselves without being asked”*. The checklist rubric had 4 levels (1 being lowest and 4 being highest) and 96 of the 140 students observed demonstrated community and environmental responsibility at a level 3 or 4. This shows that PE classes are helping students achieve this PCC College Core Outcome.

PE Class Examples of Community and Environmental Responsibility

*Students are expected to help clean up equipment in all classes

*Students are to help and support each other

*Students are to act appropriately and safely in all classes

*Weight Training, fitness classes that involve equipment, Boxing, MMA, Rock climbing, Sports, Walking, Jogging, Hiking, Alpine Skiing, Snowboarding

Professional Competency

In our indirect PE Student Survey assessment, 81% of PE students surveyed agreed or strongly agreed that PE classes helped improve their work or academic performance. This outcome was directly assessed in 2014 by giving students a prompt to answer; *“Please give an example of how participation in this PE class has affected your performance in your current workplace, other academic courses, and how it may affect your performance in your future profession/advanced academic endeavors.”* Trend analysis showed that students had many examples of utilizing skills learned in PE classes for aspects of their personal and professional lives.

PE Class Examples of Professional competence

*Fitness Classes, Weight Training, Sports, Martial Arts, Rock Climbing - application of skill learned

*Sports classes working with other students

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- *Hybrid, online classes completing work on time.
- *Students showing up on time and communicating with the instructor
- *Lifeguard and WSI courses that lead to certification and employment

“To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear.”

~ Buddha



Core Outcomes Mapping Matrix for Physical Education

PCC Core Outcomes Mapping Matrix for Physical Education (<http://www.pcc.edu/resources/academic/core-outcomes/pe.html>) is a rating of how well each course addresses the college core outcomes. The numbers in the table indicate faculty expectations of successful students in each course, as rated by faculty at the time of this review. This matrix has been updated to reflect the curriculum changes since 2010.

OUTCOMES/ASSESSMENT Changes and Projections

The PE SAC assessed and reassessed each core outcome for more data and to implement changes in curriculum and teaching. We changed our assessment methods over the last number of years to improve the quantitative and qualitative data we were collecting:

1. Assessment questions were altered to be more specific and easier to understand, which helped students respond more effectively.
2. We used an instructor script for all part-time and full-time instructors administering assessments to help students understand the question and the purpose of the assessments, and to ensure consistency in assessment delivery.
3. We incorporated more rubric analyses to enhance measurable results to report.

In the next five years, we hope to address our PCC PE Outcomes via direct assessment methods. We feel that focusing on these outcomes will reflect the PE course content and inform teaching and curriculum changes better than only assessing the PCC College Core Outcomes. For the PCC College Core Outcomes, we have had the most difficulty assessing Cultural Awareness. We need to research and implement better methods for assessing this outcome in PE classes and programs. All of our assessment methods need to be refined for simplicity and relevance to the PCC PE student.

CURRICULUM

Course-Level Outcomes/CCOGs

PCC PE faculty members measure course-level outcomes through a mixture of both direct (quizzes) and indirect (surveys) methods. Instructors also utilize classroom assessment techniques (observation, learning assessments), course evaluations, and student success rates. The PE SAC is continually developing and revising the Course Content and Outcome Guides (CCOG) for PE courses. Since there are hundreds of PE courses, this is a challenging task to keep up with. Feedback from PE faculty, program partners, and students, in addition to institutional changes, informs our constant revision process for CCOGs and related curriculum. Please click the following link for most current posted CCOGs for PCC PE classes:

<http://www.pcc.edu/ccog/default.cfm?fa=course&subject=PE>.

PE Course Modality/Location

All campuses offer online PE classes (PE 295, Self-Paced Fitness, PA for Weight Control I and II, and Adult Fitness) in the Distance Learning modality (DL). These courses require weekly physical fitness assignments and fitness assessments to monitor progress. The PCC PE department also offers hybrid courses whereby a portion of the course is taught on-campus and a portion is student-directed off-campus. Examples of this are volkswalking, masters swimming, mind-body courses, and some weight training classes. Self-motivated students are attracted to online classes while other students realize they need the on-campus class and instructor guidance to achieve physical fitness goals. Below are the breakdowns from PCC's Office of Institutional Effectiveness for all PE CRN's. Overall there has been a decline in classroom offerings and an increase in the Desire2Learn (D2L or Web DL) and hybrid offerings (see table below).

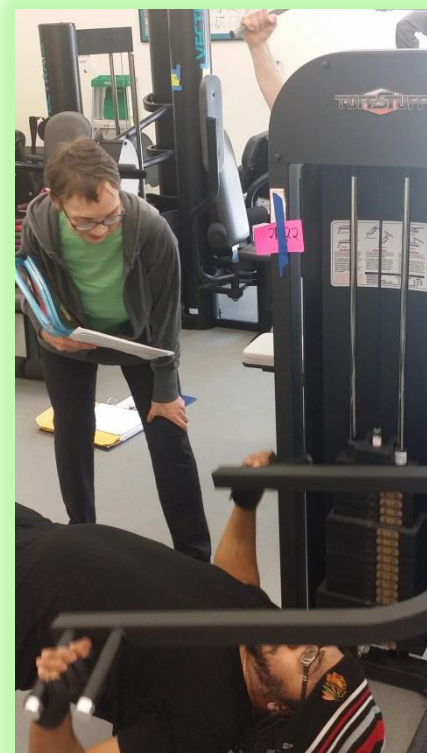
PCC Physical Education Course Modalities							
Year	Classroom		Web DL		Hybrid CLWEB		Total CRNs
	# of CRNs	%	# of CRNs	%	# of CRNs	%	<i>N</i>
2013-2014	998	93.1	50	4.7	24	2.2	1072
2012-2013	1065	95.9	31	2.8	14	1.3	1110
2011-2012	1065	96.2	34	3.1	8	0.7	1107
2010-2011	1039	98.2	18	1.7	1	0.1	1058

Student success rates show that the on-campus modality tends to have a higher success rate over the DL offered courses (see table below). This trend is consistent since the 2010 PE Program Review. The PE SAC has not explored the differences in success rate by modality to date. This will be included in SAC discussions in the coming year.

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PCC PE Courses offered in the Distance Modality in 2013-2014					
		On-Campus		Distance Learning	
Campus	Course	Enrollment	Pass%	Enrollment	Pass %
Cascade	PE 295	94	71%	94	81%
ELC	PE 295	79	92%	76	66%
Rock Creek	PE 295	152	94%	148	64%
Sylvania	PE 295	172	84%	158	72%
Cascade	PE 181A	155	74%	43	61%
Rock Creek	PE 181A	219	77%	39	69%
Cascade	PE 181B	65	68%	14	79%
Rock Creek	PE 181B	97	79%	9	78%
Cascade	PE 181C	31	84%	16	88%
Rock Creek	PE 181C	39	69%	5	80%
Rock Creek	PE 182F	116	83%	18	72%
Cascade	PE 182H	64	95%	68	60%
ELC	PE 182H	11	55%	61	59%
Rock Creek	PE 182H	-	-	65	52%
Sylvania	PE 182H	49	96%	70	51%
Sylvania	PE 182Q	-	-	79	75%
Cascade	PE 182W	-	-	70	59%
Rock Creek	PE 182W	-	-	80	70%
Sylvania	PE 182W	-	-	47	70%
Cascade	PE 184N	-	-	11	73%

*ELC = Extended Learning Campus



Service Learning or other Educational Initiatives

All campuses value the importance of service learning and utilize it in a variety of PE classes. Examples are allowing students to do yoga, walking, or other activities with older adults to make-up PE classes. The mentoring involved in sharing service learning experiences contributed to their commitment to exercise and lifelong adherence to exercise for these students. Sylvania faculty continue to explore and enhance the class experience with service learning opportunities both on campus and off campus that allow students to experience other educational opportunities. The PE SAC has not been involved in any other educational initiatives, in part, due to the specific nature of PE course instruction and the equipment and facilities required for carrying out that instruction.

Dual Credit

The PCC PE department does not have any Dual Credit agreements with local area high schools (HS). We do have students under 18 (<http://www.pcc.edu/admissions/under-18.html>) and under 16 (<http://www.pcc.edu/admissions/under-16.html>) years of age. Some of these students are still in HS, some are

home schooled, some are pursuing the GED. Exploring the potential for offering Dual Credit courses in the PE area may be warranted (<http://www.pcc.edu/prepare/head-start/dual-credit/>) since state leadership has identified this as a component of the “College and Career Ready” initiative. This requires that *all high school students graduate high school completing at least three college courses*. High school Dual Credit students earn PCC credit at no financial cost to them or their high school. They develop the college readiness skills needed to transition to college to earn a degree or certificate. Additionally, articulated coursework raises the level of rigor of the high school experience. There is precedence in some dance courses, but we are unsure if this will be a priority for the PE SAC. Most of the courses that both the HS and colleges want to have available as Dual Credit are in math, writing, and biology. Many students prefer to save one-credit PE courses for when they get to college. These courses help with balancing schedules, achieving full time status, and maintaining financial aid eligibility.

Course Evaluations

At present, the return rate of Course Evaluations has not been significant for PE courses. As a SAC, we found better return rates and useful information with in-class paper/pencil course evaluations. The new change to the Course Evaluation process (open to students until Monday after Finals Week and not releasing grades until completed or Tuesday after Finals Week) might change that and thus will lead the PE SAC to re-evaluate the use of SAC specific questions. Individual PE instructors have used course specific and instructor specific questions and the results have been mixed. Some students complete these questions but the total number of evaluations completed is still relatively small.

CURRICULUM Changes and Projections

We utilize feedback from students to drive curriculum and instructional changes. In addition, the PE SAC is continually adding or removing course offerings as needed due to: attendance and registrations rates, industry trends, alignment with physical education courses at four year institutions, facilities/equipment and personnel. This is an ongoing review process and is discussed at least annually at PE SAC meetings. The PE Student Survey included an open-ended question at the end, “*Is there a course you would like to see offered through the PCC PE Department?*” (Appendix A) and we received useful information in terms of what students across the district would like to see. Based upon this information, we started the process of offering new courses and we will continue to offer popular and well-attended courses. We value the continued support of our students, faculty and staff who repeatedly take PE classes and use our PE open recreational facilities to stay healthy and fit. When necessary, we have to cancel sections that do not meet the PCC policy of 20 students enrolled prior to the start of the term. This impacts our part-time faculty (who represent 76% of our faculty at PCC) and their ability to plan ahead for work and compensation.

The following are facility and course-level instruction changes made to the curriculum as a result of student learning assessment, student surveys, and faculty evaluation:

1. Offered new classes according to student surveys: Rock Climbing (7 classes), Brazilian Jiu Jitsu (6 classes), and Boxing/Kickboxing (8 classes).

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2. Continuing to offer popular classes: Zumba (28 classes), Pilates (19 classes), martial arts, and online fitness courses.
3. Numerous course changes to reflect updated names, numbers, and additions of beginning, intermediate, and advanced levels to courses.

The PE SAC would like to strive for the following in the next five years: 1) We would like to see adapted PE courses offered at all campuses. 2) SE becoming a full campus changes how and what we offer for PE students district-wide. PE is important for degree completion and the PE SAC needs to have more input on the facilities, equipment, and course offerings at this campus. 3) Have PE 295 Health and Fitness for Life Lab approved as a *Lab B* and the teaching load factor adjusted to reflect the actual faculty workload (**Appendix E**). 4) Continue to expand the PE course offerings in the Newberg area. We are already working with the community partners to find appropriate facilities and new part-time faculty. 5) Explore the requests to offer aquatics PE classes at campuses other than SY. Perhaps PCC and the PE SAC can look into providing aquatics programming in partnership with the communities surrounding the various campuses without pools.



The science is clear. Physical activity does more than create good health. It contributes to leadership, productivity and innovation. It lowers depression and crime, increases education and income levels, and generates return to businesses. It unleashes human potential, and this is what drives economies forward.

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STUDENTS/COMMUNITY



Student Demographics

The PE SAC members are aware of student demographics and physical activity trends within our community and strive to provide a variety of activity courses that reflect the needs of these students and trends. The majority of the students enrolled in PE courses are degree seeking showing a slight increase from five years ago (93.7% from 90.5%). The age range of these students is from 16 to 85, with 68.1% of these students between the ages of 18 and 30. All PE courses are transferable and may be used to complete degree requirements (except PE 10).

Trends in physical activity are demographically driven as the majority in a population group will dictate what is in demand. The current trends in physical activity in the Portland Metro area include: High Intensity Interval Training (HIIT); Body Weight Training; Strength Training; Yoga; Specialized Group Exercise (Zumba, Suspension Training, Mixed Martial Arts). We have added courses in these specific categories since the last program review and thus have needed to provide qualified instructors to meet the needs of our demographics.

The PE department across the PCC district is similar to the overall demographics outlined by the college in regards to sex, race/ethnicity, and age. As the District has grown with the SE Center, the Downtown Center, the Climb Center, as well as starting a presence in Newberg, overall demographics may shift slightly. The data that was available for this report from Institutional Effectiveness (IE) only included data from the three main campuses (SY, CA, RC): (http://www.pcc.edu/ir/program_profiles/201314/Productiontables/Physed-PET.pdf).

Gender

There were specific differences noted between the three main campuses (SY, CA, RC) in regards to sex, race/ethnicity, and age. When comparing the campuses sex/gender, CA has a much higher percent of female students than male students compared to the other two campuses. This difference has been consistent since the last program review. This may account for group fitness classes filling at CA since these classes tend to have a higher percentage of female participants.

2013-2014	Female	Male
Sylvania	53.7%	46.3%
Cascade	62.9%	37.1%
Rock Creek	53.6%	46.4%

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Race/Ethnicity

Race/ethnicity distribution within PE classes is very close to the overall PCC demographics and the greater Portland-Metro area. A higher percentage of African/Americans attend CA than the other campuses and this is consistent with five years ago at 18%. There is a noticeable increase of the Hispanic population across the PCC District as well at each campus (Hispanic population college-wide 12.1% up from 6%, SY 10% up from 5% & CA 10.9% up from 5%, RC 17.3% up from 12%).

2013- 2014	White Non-Hispanic	Hispanic	African American	Multi-Racial
Sylvania	68.4	10.0	4.9	5.1
Cascade	58.6	10.9	17.7	6.2
Rock Creek	60.9	17.3	4.1	6.1
District-Wide	63.2	12.1	8.6	5.7

Age

The age distribution of the students participating in PCC PE courses is very similar to that of the district-wide age distribution, with some campus differences. Sylvania campus is similar to the PCC wide age distribution; RC tends to have a younger population, while CA has an older population on average. These numbers are consistent with the previous program review numbers.

Top Four PCC District Age Ranges				
2013- 2014	18 – 20	21 - 25	26 - 30	31 – 40
Sylvania	27.6	25.9	15.0	14.5
Cascade	18.5	23.6	19.3	22.1
Rock Creek	37.0	24.6	12.2	11.9
District-Wide	27.5	24.9	15.7	16.0

Enrollment Patterns

Traditionally, the PE enrollment patterns district-wide have mirrored the enrollment patterns of PCC as a whole. From the most recent data, the two years following 2010 PE Program Review, PE experienced steady growth (11% in 10/11 and 12% in 11/12). However, in 12/13, PE experienced a 2.8% decrease in enrollment, and in 13/14, a 4.2% decrease in enrollment. However, overall since 09/10, there has been an increase in enrollment of 17% (7072 students in 09/10, and 8225 in 13/14). As predicted in the last program review, the growth at both CA and RC has outpaced that of SY. Since 09/10, the Unduplicated Headcount/Student FTE at SY has increased 7.4/6.3% respectively, CA has increased 20.2/14.2% respectively, and RC has increased 16.7/14.3% respectively. One of the main reasons for this high growth rate at the RC campus has been the population growth of Washington County over the past few years. As the area around RC has developed, the population surrounding RC has grown significantly and therefore has had a more positive impact on that campus in terms of enrollment. Cascade is still experiencing a higher rate of growth due to the upgrades in facilities from a few years ago and the increased PE offerings.

We predicted growth in the PE department due to the three credit health and fitness requirement that was added to the AAOT degree. In 2011/12, degree-seeking students taking PE was at 90.5% and that number rose to 93.7% in 2013/14. In addition, the number of full-time students enrolling in PE classes increased. We anticipate the PE enrollment patterns will continue to mirror those of PCC district-wide. The impact of decreasing overall enrollment in the past few years has led to a decrease in sections offered. We will continue to listen to our students in order to provide PE classes that are popular, sound, and follow industry trends.



Access and Diversity

The PE program offers affordable and highly accessible courses that meet the changing needs of our students and community. Access to PE programming district-wide is addressed by the many sections and courses we offer to keep up with the demands of our student population. We offer sections to accommodate school schedules, work schedules, and interests. PE classes are offered five days a week beginning at 6am and continuing throughout the day until 9 pm (varies by campus). In addition, we have condensed PE courses on the weekends (Lifeguard Training and Hiking). Web-based and hybrid courses offer increased access for the same kind of expertise and course outcomes as on-campus classes. We will continue to offer these popular class modalities and formats.

We maintain our facilities (exercise rooms, locker rooms, gymnasiums, SY pool) at each campus to the ADA standards for access for students with disabilities. Gender-neutral restrooms and changing rooms have been added to the SY pool deck. In addition, Sylvania offers an adapted PE class (previously known as Corrective) that we would like to expand to each campus throughout the district. The PE SAC has participated in Disability Services and Distance Learning presentations and trainings on student accommodations and accessibility. New online PE courses have been reviewed and approved for accessibility standards. All PE course syllabi include information for students on how to access Disability Services and course accommodations. At regularly

scheduled PE SAC meetings we often discuss the challenges and successes of access for some of our students and best practices. The importance of access by modifying curriculum and/or equipment to include all students is very important to the PE SAC.

PCC PE Department Partners

PCC PE partners with organizations within the PCC community and the greater-Portland community. We share facilities, equipment, staffing, and a vision for healthier students and community members with the following organizations: 1) PCC partners: Dance, Intramurals, Walk with Ease, PCC Employee Health & Wellness, Community Education, Sports Facility Rentals, Recreational Use, Athletics, Child Development Center, Public Safety, Roots Program, Women's Resource Center, ASPCC Student Government and Clubs; 2) Community partners: THPRD, American Red Cross, Mt. Hood Meadows, parks and recreation departments.

STUDENTS/COMMUNITY Changes and Projections

The PCC PE SAC understands and values the need to provide a seamless partnership with community partners, PCC support, outside services, and our students. We will work on exploring how and where we can meet the needs of the many and varied entities that share our facilities. Since the 2010 PE Program Review, we have:

1. Increased access to PE courses with increased hybrid, and DL offerings.
2. Enhanced our engagement with many campus resources for PE classes and/or PE SAC meetings: Disability Services, Veteran Services, ASPCC, Public Safety, Women in Community College (AAWCC), The Transitions Program, and the Intramural Program.
3. Maintained and improved the recreation and wellness programs at PCC. Workout facilities are available to students, faculty, and staff without taking a PE course at most PCC PE facilities.

In the next five years, the PE SAC does not anticipate a change in the student demographics surrounding the Portland Metro area community. We are, however, preparing for an increase of students at the SE Campus and the Newberg Center. These preparations are part of our recommendations, which include additional faculty and facilities to accommodate future student needs and enhance student learning. The opportunity to partner with the community has helped our facilities at RC (THPRD) and as PCC continues to expand, future partnerships should be explored. Potential future partnerships could include Portland Parks and Recreation for the fitness facility needs at SE, as well as Newberg Parks and Recreation for shared facility usage in the Newberg community. We currently use the PCC standard prerequisites for PE classes but we could look at dropping those prerequisites to enable students to gain fitness and college experience while taking courses to meet the PCC standard prerequisites. Lastly, additional collaborations could be explored with PCC Fitness Technology, PCC Health, PCC Foods and Nutrition, PSU, and OHSU for potential combinations of LDC and CTE courses for certificates, majors, and degrees in activity, recreation, fitness, coaching, wellness, and exercise science disciplines.

FACULTY

The PE Department faculty are highly qualified, dedicated, and passionate about physical activity, fitness, health, wellness, athletics, and exercise science. The PE faculty (full and part-time) consistently go above and beyond to create a supportive, healthy, fun, and engaging learning environment in PE classes.

PCC PE Faculty Number and Composition

The number of faculty required to run the PE department at PCC is large. With four campuses and one center offering PE classes, the program has been growing since the last program review. Sylvania has five full-time PE and Fitness Technology faculty members and 33 part-time PE Faculty. Cascade has one full-time PE faculty member and 26 part-time PE faculty. Rock Creek has two full-time PE faculty members and 23 part-time PE faculty. Southeast has five part-time PE faculty members and Newberg Center has three part-time PE faculty members. PE faculty members, as a whole, do not reflect the diversity and cultural competency goals of the PCC-wide community. The PE SAC and Faculty Chairs will look into workable solutions for creating a culturally diverse group of instructors that reflect the PCC community they instruct.

All full-time PE faculty have served as SAC Chairs and members of various PCC committees (EAC, Faculty Chair Institute, CTE Chair, various block hire committees, SAC Chair Best Practices Committee, DAC committee, Curriculum Committee, Completion Investment Council, Wellness Committee, Health Professions Task Force, Fitness Technology Student Club Faculty Advisor, and the Accessible Information and Communication Group). In addition, three of the full-time faculty are PE Faculty Chairs (CA, RC, and SY/Newberg combined). To meet the enrollment, growth, curriculum development, and program quality needs, we would like to see another permanent full-time PE position at CA and a full-time PE position at SE.

Faculty turnover within the PCC PE faculty is low overall. Part-time instructors have a higher turnover rate than full-time instructors, but PCC PE, in general, tends to retain and keep quality part-time instructors. A number of part-time PE instructors have been teaching at PCC for over ten years!

PE Instructor Qualifications

All of the full-time PE faculty have at least a Master's degree, numerous years of experience, and national certification in their area of expertise. See **Appendix F** for full-time PE faculty profiles. Part-time faculty have at least a Bachelor's degree and/or specialized certification/experience in their area of expertise, numerous years of experience, and if applicable, a nationally recognized certification. The PE Instructor Qualifications have been updated since the last PE PR in order to accurately reflect current educational and industry expectations, as well as current local hiring practices: <http://www.pcc.edu/resources/academic/instructor-qualifications/pe.html>. All part and full-time PE faculty meet the qualifications and no further updates are necessary at this time.

Professional Development



PE faculty regularly take advantage of program funds and grants available to pursue professional development opportunities and continuing education requirements. PE faculty use these opportunities to increase knowledge of current industry information, review the latest research, and gain an overview of activity course trends. Below is a summary of trainings, workshops, conferences, certifications, and professional meetings that were attended by one or more of the PE faculty members since the 2010 PR:

- Aquatic Exercise Association (AEA) Certified

Aquatics Fitness Professional, AEA national and regional conferences and workshops

- AQx Sports Workshops and AQx Sports Approved Instructor Certification
- National Strength and Conditioning Association (NSCA) national and regional conferences
- American Red Cross certifications (lifeguard, WSI, 1st Aid, CPR)
- PCC faculty/staff trainings, workshops, retreats, and in-services (D2L, diversity, coaching, safety, etc.)
- In-service trainings at non-PCC work locations
- ACSM conferences, annual meetings, workshops, trainings, certifications
- AWCC Conferences
- Various online courses in fitness and PE instruction
- Silver Falls retreat - Physical Educators in Higher Education
- Coaching skills workshop
- Sports nutrition workshop
- Lectures on brain awareness, nutrition, health, higher education, arthritis, etc.
- Arthritis Foundation trainings, workshops
- International Council on Aging (ICA) national conference

FACULTY Changes and Projections

Since the 2010 PE PR, one full-time faculty replacement occurred at SY, a temporary full-time PE position was supported for two years at CA, and RC has had an increase of one full-time position. In the next five years, we predict part-time PE faculty numbers to remain steady or increase. We are committed to keeping a high quality PE faculty (part and full-time) team, while increasing the diversity of our staff, if possible. We also intend to 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.

FACILITIES/SUPPORT

Facilities/Equipment

Cascade

Equipment and space changes were made recently to accommodate classes that were formerly at the Northstar ballroom. A “lobby classroom” was created by donating couches and tables to Jackson Hall and moving weight machines from Room 203 to the lobby. Since the lobby is open to the gym, activities in the gym and the lobby cannot be scheduled at the same time due to noise levels. Community Education is now offering classes in the gym for the first time in six years. Three TRX’s straps were purchased for circuit weight and weight training classes and more exercise bands, yoga straps, weights, steps/risers, and Bosu Balls were acquired so that each floor has a class set. Stability balls are kept on the 2nd floor and transported via the elevator as needed. In the



summer 2015, a Bond project will add acoustic tiles to the gym ceiling and walls and balcony windows. These updates to the Cascade gym will improve the sound quality in the entire space for classes.

Newberg

The Newberg Center does not have a developed PE facility, so classes are limited to ones that do not require extensive equipment or changing rooms (PE 295 online, disc golf, fitness walking, and jogging). We purchased disc golf equipment for use in the summer class, but additional equipment isn’t available at this time. Using community facilities would require an additional space rental fee and require students to travel to another facility, although we have been exploring feasible options. Students who have registered for the classes we offer are successful with our facilities and equipment in those particular classes.



Rock Creek

The RC PE Department has to store spinning bikes in the women's locker room and gym storage area due to lack of classroom space and storage. Students bring the bikes into the gym before class and we are unable to offer other gym classes during spinning class times due to lack of space. Due to demolition of Building 5, the PE department lost one of our studio spaces; going from 2 to 1. There were significant changes to the scheduling to accommodate the



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reduction in space, limiting classes in both PE and Dance. We have greatly expanded weight training course offerings to meet growing demand, but we have to limit class size due to space and equipment. With the new bond build, part of the weight room is being converted to a laundry/storage area, losing approx. 120 sq/ft of class space. When building 5 construction is completed (anticipated spring 2016), a new multipurpose space will be available for PE/Dance/Comm. Ed. use replacing what was lost in Building 5. It is unclear if PE will retain Room 259/Building 2 but if it is lost, the ability for PE, Dance, and Comm. Ed to expand existing programming will be limited.

Southeast

At SE, facilities for PE classes are limited to one small fitness studio room (capacity=18) and one wood-floored, mirrored dance studio (capacity=30). The fitness studio is equipped with treadmills, weight machines, free



weights, stationary bicycles, and rowing machines, but there is very little floor space available for floor exercises and stretching. Students find it difficult to move around when the room is at capacity. Both fitness rooms are with community education and ASPCC. Community education uses these rooms for various fitness classes throughout the week. ASPCC also uses the facilities for student/staff open gym for 10 hours/week. PE offerings are limited by a lack of shower, locker, and changing facilities. There is one small changing room and shower for men and one for women, for use by two persons at a time. These rooms open directly into a hallway and must be locked when not in use. Staff report that a lot of time

is spent getting keys, locking/unlocking these facilities for multiple students both before and after each class. For every 80-minute class, an instructor may spend an additional 30 minutes just at this task. This adds up to a lot of unpaid work over the course of a term/year and creates a problem for instructors with back-to-back classes. Equipment supplies are sufficient to meet the needs of the classes we offer and is regularly monitored for wear and replacement needs. We offer weight training, Zumba, yoga, boot camp, Pilates, adult fitness and group fitness courses. Instructors make occasional use of the surrounding neighborhood area for courses that incorporate walking, jogging and group games.

Sylvania

The Sylvania campus has numerous indoor and outdoor PE facilities including: a swimming pool, HT 118 Functional training room, HT 02 cardio/weight room, HT 08/101 dance/yoga/Pilates/Zumba rooms, gym, outdoor track, soccer field, upper field, and HT 113A spinning room. Through the bond and margin money we were able to renovate HT 215 (the SY PE and Fit Tech office), HT 118, HT 113A, the pool, and the soccer field since the last PR. The SY PE Department is



grateful for our Division Dean, Jen Piper. She is a great support and advocate for our department, program, facilities, and faculty. We are fortunate to have her on our TEAM! We work with the PE facility manager to purchase equipment that can be used for PE and intramural events. There is limited funding to purchase equipment/supplies. Sylvania has over 6,000 students (433 FTE) each academic year who take PE classes but we operate on the same funding as 2002. Since 2002 the Fitness Technology AAS Degree and HOAF Certificate were added with no additional funding since there isn't a separate Fitness Technology budget. We operate on 2002 budget levels with current 2015 student levels, which is about \$.43 cents per student each year.

Student Resources and Support

Cascade

PE and Dance instructors utilize various campus resources to enhance teaching and learning. The AV/media department works closely with PE to ensure that music and videos are successfully used as teaching tools within classes. Use of library and computer resources is not uncommon in select PE classes (i.e. dance



“What is a workout?

A workout makes you better today than you were yesterday. It strengthens the body, relaxes the mind, and toughens the spirit. When you work out regularly, your problems diminish and your confidence grows”

George Allen



students using the library for reports, walking/jogging students using the computer lab to map routes, and fitness students doing computer dietary analyses). There are four full-time staff at CA in the PE facilities to support the student experience: 1) Athletic Director/Facilities Manager, 2) A.D. Assistant, who also assists with clerical work for PE classes, 3) a new full-time evening front desk person (reducing evening staff issues and missing equipment), and 4) Faculty Chair for PE and Dance/full-time PE Instructor. Since PCC athletics is housed at CA, the PE and Athletics Departments work closely together. Cascade PE instructors utilize the *Student of Concern* or *Student in Distress* processes and organize a support team when students need help in mental health, substance abuse, or other personal issues. Collaboration with academic advising to fill courses with low enrollment and Disability Services to accommodate student needs is commonplace.

Newberg

Newberg Center offers basic student development services such as advising and counseling, and referrals to business department, financial aid, disability services, etc. We do not currently have a library, though students are able to request books which are then delivered to our site. We also have a computer lab. We don't track specifically how many PE students are accessing these resources, but Newberg Center students in general utilize tutoring, the computer lab, advising, and counseling. Students who visit advising generally end up with a more balanced schedule, and have a more direct and concise plan to meet their academic goals. Students who utilize counseling services are given guidance to make more informed career choices, and also receive helpful support and information related to personal needs and concerns they may experience.

Rock Creek

Though PE classes are mainly a participation/activity based class, some instructors have students utilize the library or other outside info sources for various assignments. Rock Creek PE department doesn't have a designated clerical, technical, or tutoring support. Our administrative support at RC is an administrative assistant who is responsible for several departments. Additional PE program support is needed at the RC campus. There is a disparity among the campuses with sports facilities support (SY and CA have more full-time athletics/facilities support). With the level of participation, facilities, course offerings, and athletics, an Athletics Supervisor is needed at this campus. The PE instructors at RC work closely with Disability Services and students to ensure that the students' needs and class objectives are both able to be met when there are limitations that may limit or prevent participation in PE courses.

Southeast

PE instructors at SE place textbooks and other materials on reserve for student use. Instructors also encourage students to use the library for small group work, since there are tables in the library but not the PE studio spaces. Instructors occasionally refer students to the Women's Resource Center, to counselors, and to advising and student services. PE instructors are provided a cubicle with computer and storage space, as members of the Science, Health and PE department in the new Student Commons building. One administrative assistant in the department works until 6 pm, giving support to instructors whose classes begin at that time. PE instructors regularly rely on Disability Services to work with our physically challenged students. They are helpful in organizing accommodations as needed, to overcome physical barriers, so that students may effectively participate in fitness activities.

Sylvania

Students use the library/outside resources to further their educational experience and follow up on curriculum information. Each instructor uses the provided technology in each of the facilities to enhance the educational component within their curriculum. The Sylvania campus has a full time administrative assistant that supports the Physical Education and Fitness Technology programs. There is a full-time facilities manager and two classified support personnel. Sylvania works closely with all aspects of student services by having them present at our annual PE department meeting, referring students to the appropriate service, and educating our faculty on new/updated policies/procedures that impact the success of our students.

Patterns of Facility/Class Scheduling

Cascade

We continue to offer classes that will fill and search for new classes that might entice more students to take PE. Since the last program review we started a hiking PE class that is now also offered at SY and RC. We have



combined beginning, intermediate, and advanced CRNs all together in weight training and basketball to offer more time options for students. Instructors adjust to varying levels in one class by using the more advanced students as mentors. With PE course repeatability issues, we have created more levels for classes such as Zumba, boot camp and ballet. We also added more sections of basketball, hip hop, and tap, which are popular at CA. We cancel any class that does not have 20 students and classes such as volleyball, Tai Kwon Do, and karate have not been sustained.

Newberg

PE 295 online is offered several times throughout the academic year since there are no PE facilities that meet the requirements of the curriculum. Because of the lack of indoor facilities, PE classes are scheduled according to the seasons (e.g. walking and jogging classes in fall, spring, and summer terms, and disc golf in summer). This, coupled with the lack of funding to be able to rent facility space, is the biggest impact on PE class scheduling.

Rock Creek

PE classes at RC are offered M/W, T/TH, and Fridays. The two days per week classes are 1.5 hour per class time and the Friday classes are scheduled for 3 hours. Minimum class size is 16/17 students with class limits set between 20 and 30 depending on facility capacity. Due to various reasons, there are times when classes may run with fewer students. Most courses are offered on-campus, with a few classes offered through DL. We do offer a couple of hybrid classes (boot camp and weight training) that meet on-campus on Fridays.

Southeast

PE classes at SE are currently scheduled to give students a variety of fitness modalities throughout the year, including strength training, cardio training, yoga, and Pilates. Classes are scheduled at times that meet the needs of students, based upon their feedback. For example, the popular Pilates class meets at 8:30 am, so that parents are able to drop their children off at school and come directly to campus to participate in this class. SE offers the same set of classes each term. These are classes that reliably fill to near capacity (18 for fitness studio classes, 30 for dance/yoga/Pilates classes). Many PE classes have beginning and intermediate levels, with both levels taught simultaneously. Students often register for intermediate levels of a class after completing the beginning level. Having a full-time PE instructor on the SE campus would greatly help to advance the pedagogy of the PE program at PCC.

Sylvania

Sylvania is constantly modifying/aligning patterns of scheduling PE classes so that we offer a variety of disciplines at times that are conducive to student/faculty/staff needs. We offer D2L classes for students who cannot attend on campus classes, condensed classes so that students can attend during less time period, and off-campus classes where needed. We review our class size each term to align with the recommended Fire Marshall approved numbers, equipment needs, state requirements and needs of our students. We communicate with other campuses about our number of sections offered, available part time faculty, and resources.

FACILITIES/SUPPORT Changes and Projections

The PE SAC is aware that space is an issue across the PCC district for many programs and departments. The PE Department is no exception and safe, usable physical activity space is at a premium. The PE staff at all campuses and centers are committed to working with existing facilities to provide a quality experience for PCC students. Changes in facilities and support were outlined for each campus/center above, but overall PE facilities and equipment have been maintained at a satisfactory level since the last PE PR.

In the next five years, the PE SAC anticipates that PE facilities will continue to evolve and hopefully expand as Bond projects are completed and PE enrollment numbers stay consistent or increase. We would like to see the following:



1. Allocation of additional activity spaces as Bond projects progress (SY HT 113B to PE/FT, additional spaces at SE and Newberg, RC studio replacement).
2. Additional PE program support is needed at the RC campus. With the level of participation, facilities, course offerings, and athletics, an Athletics Supervisor is needed at this campus. This person would plan, organize, and coordinate a variety of athletic activities and manage the sport/recreation facilities. Currently, the full-time PE faculty at RC are fulfilling these duties on top of their contracted faculty workload.
3. A comprehensive plan created for equipment maintenance, repair, and replacement in light of the multiple programs that may use the PE spaces and equipment (PE, Athletics, Community Education, Recreation use, etc.).
4. 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.
5. Continue district-wide discussions about how to continually improve PE student support. Educating part-time PE instructors about best practices in utilizing these support services for students.

RECOMMENDATIONS



The Program Review process gives us the opportunity to identify strengths, weaknesses, and future directions for the PE Department. It allows us to formulate a plan for improving the effectiveness of teaching and learning and student success, while identifying what our needs are to accomplish these goals. A primary strength of the PCC PE Department lies in the quality of instruction delivered by a dedicated group of instructors who are connected to the college at large. Maintaining close relationships with PCC and non-PCC partners assists the PE faculty in keeping

up with a quickly changing fitness industry. We have evolved with the trends and maintained popular traditional PE classes. The PCC PE Outcomes are being met according to indirect student surveys and we are excited to evaluate these outcomes directly. We are aligned with PCC College Core Outcomes and a part of the PCC Board of Directors Value Statements - “Continuous professional and personal growth of our employees and students, ***including an emphasis on fit and healthy lifestyles that decrease disease and disability***”!

PE SAC Recommendations for Improvement

- Explore ways to better serve students with a lower level of physical function. Adaptive PE classes have not been successful at all campuses, so perhaps a new model can be explored. Work with Kayla Parks and DS to help ensure we are equipped to provide equal access to all of our students.
- Actively involve the new SE Campus in PE SAC meetings and discussions regarding curriculum and other PE-related issues. Increase the PE SAC influence and support for the SE Campus. Perhaps the CA Faculty Chair can provide support and leadership in PE department at SE (PE course offering/scheduling, PE faculty hiring/supervision/evaluation, and PE facility recommendations).
- Explore options for more PE programming at the Newberg Center and involvement in PE from the Newberg Center faculty and community.
- Keep a high quality PE faculty (part and full-time) team, while increasing the diversity of our staff, if possible.
- Explore the requests to offer swimming and aquatics classes at campuses other than SY. Perhaps PCC and the PE SAC can look into providing aquatics programming in partnership with the communities surrounding the various campuses without pools.

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- Continue to evaluate trends in fitness, physical activity, wellness, and physical education and make adjustments to curriculum for students and the PCC community.
- Maintain existing PCC PE Department partnerships and seek out new ones in the PCC and greater Portland communities that will enhance the educational, professional, and personal experience of PCC PE students.
- Address our PCC PE Outcomes via direct assessment methods to better inform teaching and curriculum changes rather than only assessing the PCC College Core Outcomes.
- Work with the LAC and our Assessment Coach to find and/or develop a better assessment tool for measuring Cultural Awareness in PE courses.
- Refine, simplify, and make our assessment methods relevant to the PCC PE student.
- Continue district-wide discussions about how to continually improve PE student support. Educate part-time PE instructors about best practices for utilizing support services for students.

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.
- 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).
- 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.
- A comprehensive plan created for equipment maintenance, repair, and replacement in light of the multiple programs that may use the PE spaces and equipment (PE, Athletics, Community Education, Recreation use, etc.).
- 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.
- 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

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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.

- 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)**.
- 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>.



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“We do not stop exercising
because we grow old – we
grow old because we stop
exercising.”

Dr. Kenneth Cooper

APPENDIX A – PE Student Survey

Portland Community College - Physical Education STUDENT SURVEY

Please evaluate the Portland Community College (PCC) Physical Education (PE) department and courses by putting a check mark in the box under the descriptors below. If the statements don't apply, please check the N/A box.

	Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree	N/A
PCC offers a wide variety of PE courses to choose from.						
When registering for classes, PE courses are easy to locate in the schedule.						
PE classrooms/facilities are easy to find.						
Times that PE courses are offered meet my scheduling needs.						
PE classrooms/facilities are kept clean.						
Equipment provided for the course is appropriate.						
PE classrooms/facilities have adequate space.						
I feel safe in PCC's PE classrooms/facilities.						
I feel that PE classrooms/facilities are easily accessible for all students.						
I utilized the computers/technology and study materials provided by the PCC library/media for PE courses.						
My personal physical fitness goals were achieved by participating in PE courses at PCC.						
PCC PE courses have improved my physical conditioning.						
Participation in PCC PE courses has improved my ability to perform my daily life activities and my overall energy.						
PCC PE courses have given me the tools to develop, maintain, and modify a lifelong fitness plan.						
PCC PE courses have helped me recognize and apply the value and benefits of physical fitness in my life.						
I would recommend PCC PE courses to other students.						
PCC PE courses have helped me communicate effectively.						
PCC PE courses have helped me improve my self-reflection.						
PCC PE courses have helped me in my job and/or academic performance.						
PCC PE courses have helped me improve my environmental awareness.						
PCC PE courses have helped me think critically and problem solve.						
PCC PE courses have helped me improve my cultural awareness.						
PCC PE courses have helped me improve my community interaction.						

My primary PCC campus/center is (select one only): Cascade Rock Creek Southeast Sylvania Newberg

Is this course required for you to get a degree, certificate, or transfer to a four year college? YES or NO

SUGGESTIONS: Is there a course you would like to see offered through the PCC PE Department?

APPENDIX B – PE Student Survey RESULTS

PCC Physical Ed Dept Survey: Spring 2014, Summer 2014, and Fall 2014; (N=701; Response Rate=17.5%); Administered by the PCC Office of Institutional Effectiveness		
1. PCC offers a wide variety of PE courses to choose from.		
Answer Options	Response Percent	Response Count
Strongly Agree	63.7%	435
Somewhat Agree	31.5%	215
Somewhat Disagree	2.9%	20
Strongly Disagree	1.9%	13
2. When registering for classes, PE courses are easy to locate in the schedule.		
Answer Options	Response Percent	Response Count
Strongly Agree	63.7%	435
Somewhat Agree	28.6%	195
Somewhat Disagree	6.7%	46
Strongly Disagree	1.0%	7
3. PE classrooms/facilities are easy to find.		
Answer Options	Response Percent	Response Count
Strongly Agree	58.4%	395
Somewhat Agree	32.5%	220
Somewhat Disagree	6.5%	44
Strongly Disagree	2.5%	17
4. Times that PE courses are offered meet my scheduling needs.		
Answer Options	Response Percent	Response Count
Strongly Agree	37.0%	252
Somewhat Agree	39.6%	270
Somewhat Disagree	17.3%	118
Strongly Disagree	6.0%	41
5. PE classrooms/facilities are kept clean.		
Answer Options	Response Percent	Response Count
Strongly Agree	67.8%	452
Somewhat Agree	26.4%	176
Somewhat Disagree	4.5%	30
Strongly Disagree	1.3%	9
6. Equipment provided for the course is appropriate.		
Answer Options	Response Percent	Response Count
Strongly Agree	71.8%	476
Somewhat Agree	24.0%	159
Somewhat Disagree	2.7%	18
Strongly Disagree	1.5%	10
7. PE classrooms/facilities have adequate space.		
Answer Options	Response Percent	Response Count
Strongly Agree	56.0%	371
Somewhat Agree	31.5%	209

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Somewhat Disagree	9.2%	61
Strongly Disagree	3.3%	22
8. I feel safe in PCC's PE classrooms/facilities.		
Answer Options	Response Percent	Response Count
Strongly Agree	85.0%	567
Somewhat Agree	12.1%	81
Somewhat Disagree	1.9%	13
Strongly Disagree	0.9%	6
9. I feel that PE classrooms/facilities are easily accessible for all students.		
Answer Options	Response Percent	Response Count
Strongly Agree	67.1%	424
Somewhat Agree	26.6%	168
Somewhat Disagree	4.3%	27
Strongly Disagree	2.1%	13
10. I utilized the computers/technology and study materials provided by the PCC library/media for PE courses.		
Answer Options	Response Percent	Response Count
Strongly Agree	42.3%	168
Somewhat Agree	27.2%	108
Somewhat Disagree	10.3%	41
Strongly Disagree	20.2%	80
11. My personal physical fitness goals were achieved by participating in PE courses at PCC.		
Answer Options	Response Percent	Response Count
Strongly Agree	50.9%	339
Somewhat Agree	40.2%	268
Somewhat Disagree	6.6%	44
Strongly Disagree	2.3%	15
12. PCC PE courses have improved my physical conditioning.		
Answer Options	Response Percent	Response Count
Strongly Agree	63.5%	434
Somewhat Agree	31.7%	217
Somewhat Disagree	3.2%	22
Strongly Disagree	1.6%	11
13. Participation in PCC PE courses has improved my ability to perform my daily life activities and my overall energy.		
Answer Options	Response Percent	Response Count
Strongly Agree	56.7%	375
Somewhat Agree	36.5%	241
Somewhat Disagree	4.2%	28
Strongly Disagree	2.6%	17
14. PCC PE courses have given me the tools to develop, maintain, and modify a lifelong fitness plan.		
Answer Options	Response Percent	Response Count
Strongly Agree	52.4%	341
Somewhat Agree	37.8%	246
Somewhat Disagree	7.5%	49
Strongly Disagree	2.3%	15
15. PCC PE courses have helped me recognize and apply the value and benefits of physical fitness in my life.		

PCC PHYSICAL EDUCATION 2015 PROGRAM REVIEW

Answer Options	Response Percent	Response Count
Strongly Agree	60.9%	398
Somewhat Agree	33.5%	219
Somewhat Disagree	3.8%	25
Strongly Disagree	1.7%	11
16. I would recommend PCC PE courses to other students.		
Answer Options	Response Percent	Response Count
Strongly Agree	81.0%	557
Somewhat Agree	14.8%	102
Somewhat Disagree	2.9%	20
Strongly Disagree	1.3%	9
17. PCC PE courses have helped me communicate effectively.		
Answer Options	Response Percent	Response Count
Strongly Agree	36.8%	186
Somewhat Agree	41.5%	210
Somewhat Disagree	14.8%	75
Strongly Disagree	6.9%	35
18. PCC PE courses have helped me improve my self-reflection.		
Answer Options	Response Percent	Response Count
Strongly Agree	43.5%	263
Somewhat Agree	46.9%	283
Somewhat Disagree	5.8%	35
Strongly Disagree	3.8%	23
19. PCC PE courses have helped me in my job and/or academic performance.		
Answer Options	Response Percent	Response Count
Strongly Agree	39.7%	219
Somewhat Agree	41.7%	230
Somewhat Disagree	12.9%	71
Strongly Disagree	5.8%	32
20. PCC PE courses have helped me improve my environmental awareness.		
Answer Options	Response Percent	Response Count
Strongly Agree	32.1%	156
Somewhat Agree	39.5%	192
Somewhat Disagree	16.9%	82
Strongly Disagree	11.5%	56
21. PCC PE courses have helped me think critically and problem solve.		
Answer Options	Response Percent	Response Count
Strongly Agree	27.9%	140
Somewhat Agree	42.1%	211
Somewhat Disagree	17.0%	85
Strongly Disagree	13.0%	65
22. PCC PE courses have helped me improve my cultural awareness.		
Answer Options	Response Percent	Response Count
Strongly Agree	32.1%	161
Somewhat Agree	42.1%	211

PCC PHYSICAL EDUCATION 2015 PROGRAM REVIEW

Somewhat Disagree	15.2%	76
Strongly Disagree	10.6%	53
23. PCC PE courses have helped me improve my community interaction.		
Answer Options	Response Percent	Response Count
Strongly Agree	35.6%	189
Somewhat Agree	44.8%	238
Somewhat Disagree	12.1%	64
Strongly Disagree	7.5%	40
24. My primary PCC campus/center is (select one):		
Answer Options	Response Percent	Response Count
Cascade	25.4%	178
Rock Creek	20.4%	143
Southeast Center	9.1%	64
Sylvania	42.5%	298
Newberg	1.1%	8
Other	1.4%	10
25. Are you taking a PE course at PCC that is required for you to get a degree, certificate, or transfer to a four year college?		
Answer Options	Response Percent	Response Count
Yes	36.6%	253
No	54.5%	377
Don't Know	9.0%	62

APPENDIX C – Critical Thinking Rubric

Portland Community College – Physical Education Assessment Rubric

CRITICAL THINKING & PROBLEM SOLVING RUBRIC

Students will be able to: Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

Evaluate Written Work <i>*Circle Mastery Level for each Component</i>					
Components ↓	Mastery Level →	LEVEL 1 Limited demonstration or application of knowledge and skills.	LEVEL 2 Basic demonstration and application of knowledge and skills.	LEVEL 3 Demonstrates comprehension and is able to apply essential knowledge and skill.	LEVEL 4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.
1) Articulate solution(s) for success that are appropriate to a given problem, situation, skill, or activity with a Physical Education class.	Score 1.0 Student is unable to identify solution(s) for success about a given problem related to course subject matter.	Score 2.0 Student occasionally identifies solution(s) for success, based on personal opinions, about a given problem related to course subject matter.	Score 3.0 Student is often able to identify solution(s) for success based on personal opinions and one other perspective to solve a given problem related to course subject matter.	Score 4.0 Student accurately conveys multiple ideas, opinions, and perspectives to solve a given problem related to the course subject matter.	
2) Utilize learned skills and knowledge, explore new possibilities, make a decision, and take action/make an action plan based on analysis of individual or team situations in Physical Education classes.	Score 1.0 Student is unable to identify learned skill(s) or comprehend the skill(s) purpose for an action plan.	Score 2.0 Student is able to identify at least two learned skills or comprehends the purpose of the skills for an action plan.	Score 3.0 Student identifies two or more learned skills and displays comprehension about the purpose of the skills in an action plan.	Score 4.0 Student identifies two or more learned skills, displays comprehension about the purpose of the skills, and explores new possibilities when developing an action plan.	
3) Evaluate Physical Education information, data, and sources critically; distinguish relevant from non-relevant data and facts from opinion.	Score 1.0 Student is unable to distinguish relevant from non-relevant material or develop an opinion on the course subject matter.	Score 2.0 Student is occasionally able to identify relevant material and develop opinions about the course subject matter.	Score 3.0 Student is often able to identify relevant material, critique the material, and develop an opinion about the course subject matter.	Score 4.0 Student is frequently able to distinguish between relevant and non-relevant material, critique the material, ascertain the facts, and develop opinions on the course subject matter.	
AVERAGED TOTAL SCORE					
Notes:					

APPENDIX D – Comm./Env. Resp. Checklist

Community and Environmental Responsibility Observation Checklist Instructions

Assessment Overview:

As part of the PE depts. program review (done every 5 years) the PE dept. is asked to complete several assessments as it relates to PCC's core outcomes. In this assessment we are attempting to look at how students may perform Community and Environmental Responsibility type of tasks in the classroom environment. It is hoped if students demonstrate these types of positive community and environmental responsibilities behaviors in the classroom, they will also perform them outside the classroom environment as well.

Instructions to instructors:

- Your class was chosen to participate in this assessment process as part of a sample of similar classes across the district. Please let your dept. chair know if you are unable to participate in the assessment.
- During weeks 6 & 7 of the term please randomly select (maybe every other student on your roster) and observe 10 or more students in your class and complete the attached observation checklist. You can also use past experience and observations of chosen students in completing the checklist. It may take more than one class day to complete an observation for a student.
- All student names will be kept confidential if used on the checklist. You can also use a student's initials or assign a number in the section for name. Just make sure you are able to identify the student if you are not able to complete the observation during a class period.
- Please review the checklist/rubric levels (1-4) at the bottom of the observation checklist. Each level has a "check" number range associated with the level.
- Place 0 to 7 check marks in the box below each question for every student observed. You do not have to tally the checks, we will do that later.
- Please return the completed observation checklist by Nov. 12th 2014. to your dept. chair.
- Please contact Mike Boggs (ext. 8502) or Marc Spaziani (7287) if you have any questions about the observation checklist.

Thank you for your help in completing the assessment!!

APPENDIX D – Comm./Env. Resp. Checklist

	Course: _____ Instructor: _____ Term/Year: _____ Student	The student engages interactions within the class community.	Student participates and encourages others individually, partners, small group, or team work in the classroom.	The student picks/cleans up after themselves without being asked. Could be equipment or trash.	The student picks/cleans up after others . Could be equipment or trash.	Total Checks (80% or better = Check) RUBRIC LEVEL
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

CheckList/Rubric – assign each student a level

Level 1 – Limited demonstration or application-implementation of knowledge/skills (little or not at all). **0-1 total checks**

Level 2 – Basic demonstration or application-implementation of knowledge/skills (inconsistently shows). **2 total checks**

Level 3 – Demonstrates comprehension and applies-implements knowledge/skill (consistent but not at a high level). **3 total checks**

Level 4 – Demonstrates thorough, effective, sophisticated application-implementation of knowledge/skills (consistent and high level). **4 total checks**

APPENDIX E – PE 295 Lab B Position Statement

PCC - Physical Education SAC - Position Statement 2015 (2013)

Changing PE 295 from Lab A to Lab B – 2015 (2013)

The Physical Education SAC believes that PE 295 Health and Fitness for Life meets the definition of a Lab B and the teaching load factor should be adjusted to reflect the actual faculty workload.

Summary Explanation: This is not a change in how the course will be taught nor will it impact students or student learning. We are pursuing this change to coincide with the realignment of the course with a specific SAC. PE 295 will now be part of the PE SAC and HE 295 will be part of the Health SAC. (The course was previously HPE 295 without a SAC).

PCC Stakeholders: Students, PE Department Chair(s), District FT PE Faculty, District PT PE Faculty, District Health SAC, PE Dean's, District Deans of Instruction, District Faculty Federation Representation

IMPACTS

Budget:

Lab A and PE Courses = $.046 \times 3$ contact hours = .138

Lab B = $.054 \times 3$ contact hours = .162

*Change of .024 over current

Result would be a minimal impact on overall Physical Education budget. (\$2,500-3,500/year).

Students: The impact of the proposed change will enhance student attainment of the course learning outcomes.

Full-Time Faculty: The impact of the proposed change may have one – two FT Faculty teach one less PE class per year to maintain their teaching load average between .92 – 1.15

Part-Time Faculty: The impact of the proposed change may have one - two PT Faculty teach one less PE class per year to maintain their teaching load average below .82.

SUPPORTING RATIONALE

Faculty and Academic Professional Agreement, September 1, 2011 – August 31, 2015, Article 6 – Hours and Workload of Full-Time Faculty and Academic Professionals and Part-Time Academic Professionals

Page 22; Article 6.2212, Definition of Lab A

Classes where Faculty effort is primarily during scheduled class hours. Preparation generally occurs outside of class hours, and evaluation of student work generally occurs during class hours. Class format is students working independently with the Instructor available, and in the instructional area, for assistance and supervision.

PE SAC Statement Regarding Lab A: *The class format where “students work independently with Instructor available, and in the instructional area, for assistance and supervision”, rarely occurs in the current format. Also, evaluation of student work frequently occurs outside of class time.*

APPENDIX E – PE 295 Lab B Position Statement

Page 22; Article 6.2213, Definition of Lab B

Classes where Faculty effort in preparation generally occurs outside of scheduled class hours and evaluation occurs outside of scheduled class hours. Class format is a combination of Faculty lectures and demonstrations, guided student interactions and supervised student application of lectures. Students produce lab notebooks, lab reports, and respond in writing to assigned questions; the Instructor is expected to comment on and grade this written work outside of scheduled class hours.

PE SAC Statement Regarding Lab B: *The class format described by “Definition of Lab B” describes the format of PE 295 and the activities of students and faculty. Faculty effort in preparation and evaluation occurs outside of class hours. Class format includes combination of lecture, demonstration and guided student interactions and supervised student application of lectures leadership of activities. There are multiple labs from the text book that require instructor explanation and demonstration, student interaction, data collection and analysis, and self-reflection. Attached is an example of one such lab. Lab 6.2 – Measure and Evaluate Your Body Circumferences, Get Fit Stay Well; Hopson, Donatelle, Littrell, 2nd Ed. Pearson. 2013, pp. 230- 231. Below are the learning outcome assessment strategies for PE 295 and the faculty activities required.*

Outcome Assessment Strategies and Faculty Activities:

- Pre-testing and post-testing of physical fitness (written self-reflection comparing and contrasting testing results). **Faculty** – Lectures on topic, Demonstrates and Leads Pre/Post Testing Activities: collects, grades, comments, returns lab assignment (frequently outside of class time).
- Records, Journals, or Portfolios documenting activities and progression. **Faculty** – collects, grades, comments, returns lab assignment (frequently outside of class time).
- Document consistent participation in a variety of activities. **Faculty** – Lectures on topic, demonstrates proper technique: designs and leads a variety of fitness activities and exercises.
- Presentation of personal fitness program (written document encompassing principles and guidelines of physical fitness). **Faculty** – Lectures on topic, demonstrations, collects, grades, returns personal fitness assignment (frequently outside of class time).

CLOSING STATEMENT

The PE SAC believes that PE 295 matches the definition of PE 295 in both language and format. We are not requesting changes that will impact student attainment of learning outcomes or how the course is taught. We are requesting that the Lab classification level aligns with the current faculty workload.

Thank you for your consideration,

Levi Query, Maureen O’Connor, Tanya Littrell, Janeen Hull, Mike Guthrie, Mike Boggs, Marc Spaziani, Delia McQueen



APPENDIX F – Faculty Profiles

Moe O'Connor

My Path to PCC Physical Education

I have always been interested in Physical Education, fitness and being active. After I earned my B.S. in Physical Education and Science, I went on to earn my Masters in Educational Administration. I Participated in High School and College intercollegiate sports as well as coaching a variety of sports at the college and high school levels: track and field, tennis, volleyball, swimming and diving. After teaching High School for four years, I was hired by the University of Portland as the first Women's Athletic Director and started 7 intercollegiate woman's sports in 1979. After starting a family, I came to PCC as a part time PE instructor and then moved into the full time position as Faculty Chair of the Fitness Technology Program and Physical Education Department in 2002.

My Role in the PCC Physical Education Department

As the Faculty Chair of the Sylvania Physical Education Department I work with a great team of faculty and staff to oversee and coordinate our course offerings and hire part time faculty. I advocate for our department to make sure that both faculty and students are successful in our classes as they prepare for other educational pursuits. I teach PE classes both on campus and online which allows me to engage with students and keep up with current trends in the fitness industry.

My Life Outside of PCC

I have a family with two daughters and a granddaughter that fills me with wonderful family memories. I feel fortunate to live in Oregon where being physically active is a way of life. My husband and I are active as we hike, cross country ski and make it a value to work out each day! We like to travel and volunteer in our community.

My Teaching and Fitness Mission

I see my role as a strong advocate for physical education, fitness and promote making healthy lifestyle choices. My vision is to make the educational experience for our students a successful and positive one so they will continue to choose fitness as a way of life. I see our faculty and staff as a team that has the same goal of offering quality classes, with dedicated and passionate faculty with an exceptional support staff. I feel fortunate to be working at PCC as it is not a job, but a privilege!



APPENDIX F – Faculty Profiles

Mike Guthrie

My Path to PCC Physical Education

As a child I loved sports, PE, and movement. After high school I didn't know what I wanted to do, so I chose to get a business degree. I received my BA in Business Administration: Marketing from the University of Hawaii in 1985. After a while, my wife got tired of me whining about not being happy in my work and said, "Mike, go become a coach or a PE teacher!" For the first time, I got excited about my career and I pursued it. While receiving my MST in Exercise Science and Sports Studies from Portland State University, I taught college PE classes. I knew after the first one that this is what I wanted to do. I was the Athletic Director at the Mittleman Jewish Community Center for 6.5 years before landing my "dream job" teaching PE at PCC. Fast forward 16 years, I am still here and hope to be here at PCC for the remainder of my career!

My Role in the PCC Physical Education Department

My primary role in Physical Education is as an instructor. Other roles in the program include curriculum and committee work I have served as the PE SACC chair twice, and I currently serve on the Curriculum Committee (5th year). In the past 16 years, I have taught the following PE Courses: Weight/Circuit Training; Basketball; Golf; H/PE 295 Lab; currently, I teach most of the swimming/aquatics/water safety courses.

My Life Outside of PCC

Yes, I have a life outside of PCC! I have been married to a wonderful wife for 30 years. I have two awesome sons, now fine men, ages 19 and 22, and both are in college. I am very involved in activities at my local church. I still have a love for sports (playing and watching – love my Ducks and Blazers!), fishing, and backpacking. My primary fitness activities revolve around swimming. I train during the school year at the PCC Sylvania pool, and then compete in open water swimming events in the summer months. My longest open water swim you ask? 10K (6.2 miles). My motto? Slow and steady wins the race!

My Teaching and Fitness Mission

Teaching: To provide an educational and movement environment where students will succeed and therefore experience positive lifetime changes for themselves.

Fitness: To stay healthy and fit until I reach 100 years of age. I would like to backpack with my sons when I'm 90 years old. I would like to compete in a long-distance open water swimming event when I'm 100 years old – chances are I will win my age group!

APPENDIX F – Faculty Profiles

Levi Query



My Path to PCC Physical Education

I majored in Mathematics with a PE minor and taught middle and high school mathematics in Pilot Butte Middle School in Bend Oregon and Issaquah High School in Washington. Giving birth to three combined with my father’s death from heart disease, sparked my interest in exercise physiology and I went to graduate school when my children were in preschool. I was the Exercise Physiologist for Adventist Health for 15 years doing clinical assessments (max treadmill testing) and Corporate Wellness. I then worked for HealthAnswers.com writing online health assessments programmed to match the “readiness” of the clients. With the “dot com crash,” we were all laid off. I started teaching at community colleges in the area and realized this was my new passion. I love being at the Cascade Campus as I graduated from Jefferson High School (across the street) and live in the area.

My Role in the PCC Physical Education Department

I am the Department Head for Physical Education and Dance and the only fulltime PE Instructor at Cascade. I currently teach Boot Camp classes and online Adult Fitness, and have taught every other class except team sports.

My Life Outside of PCC

I love to run! I have run over 60 marathons and lost count of shorter distance races. As I age, I still take pride in winning my age group in most races that I participate. I also have ridden six Cycle Oregon’s and biked and hiked on adventures in foreign countries. I love going to my cabin on the Breitenbush River and hanging out with my dog and my family including 5 grandchildren.

My Teaching and Fitness Mission

While I was in Corporate Wellness I found many people did not enjoy exercise because of their experience taking Physical Education! So my mission is to help students find what exercise they enjoy—so they will continue lifelong fitness! Since “the only constant in life is CHANGE!” I also make rules called “Levi-isms” to help them change their exercise when their life changes. “Is your PLAY too much WORK?” Levi’s Laws: Everyday do 10-10-10-10 (10 minutes of cardio; 10 pushups; 10 squats or lunges; 10 crunches); “When Life gets tough, work harder and work out harder...and 2 out of 3 isn’t bad; AAA RULE: Action Alleviates Anxiety; and many more!



APPENDIX F – Faculty Profiles

Janeen Hull

My Path to PCC Physical Education

My educational background includes a BS from the University of Alabama in Education with a major in Sports & Fitness Management and an MS from Indiana University in Kinesiology-Applied Sport Science. I've worked in non-profits, for-profits, sports national governing bodies, with individual and team sports athletes of all ages, and in almost every time zone in the U.S.! My work has even taken me to parts of Europe and China. I've been a cardiac rehab team member, exercise physiologist, fitness assessment technician, group-exercise instructor, strength and conditioning coach, sports director, coach/competition director, marketing/promotions director, consultant, writer, editor, personal trainer and nutritionist. And now, I'm proud to call myself an instructor in higher education and thrilled to be a faculty member at PCC in both the amazing PE and FT departments!

My Role in the PCC Physical Education Department

You can find me at the SY campus. I'm usually leading Indoor Cycling, Lifeguarding, Walking/Jogging or even cracking the whip in Boot Camp, Core Fitness, Circuit or Weight Training! I also take full advantage of our recreation/open gym & swim times and participate in as many Intramural events as possible. In addition to all of this, I have the privilege of serving as a Faculty & SAC member for the Fitness Technology program, as well as, chairing PCC's Degrees & Certificates Committee. I represent that standing committee at the Educational Advisory Council and Learning Assessment Council.

My Life Outside of PCC

I love being outdoors and playing in the Pacific Northwest's liquid sunshine with my fabulous husband and my adorable English bulldog. So, you may see me running the trails or sweating it up next to you in a hot-power-fusion yoga class or cycling around town to find the latest, greatest restaurant in PDX or simply for my next latte fix!

My Teaching and Fitness Mission

Enjoy Life! In fact, that's my personal motto and go-to phrase. So, it only makes sense that part of my mission here at PCC is to help students to do just this. I truly enjoy helping people learn ways to incorporate more activity into their day; motivating & inspiring students to discover or even rediscover the joys of physical activity and by emphasizing the positive changes simple lifestyle adjustments can create. Physical activity is a fundamental building block of a joyful life. So, Enjoy Life!

APPENDIX F – Faculty Profiles

Tanya Littrell

My Path to PCC Physical Education

Growing up as an athlete I always had an interest in physical activity, sports, and the human body. At the University of Oregon I majored in Physical Education/Exercise and Sport Science and minored in Biology. I also started teaching classes in gymnastics, aerobics, and weight training in the U of O Recreation department. After college, I worked full-time for the YMCA in the Portland area. As a Program Director for health and fitness, I was in charge of gymnastics, kids programs, aquatic exercise, aerobics, weight training, personal training, and cardiac rehabilitation. I also lead YMCA certification workshops and spoke at conferences about exercise physiology and fitness. I decided that I loved to teach adults about the amazing human body and wanted a full-time job doing that. That desire lead me to Oregon State University, a graduate teaching position, and two graduate degrees in Exercise Physiology. I taught full-time at OSU before joining the PCC team. It seems to be the perfect place to end up because I am so happy to be here and love my job!



My Role in the PCC Physical Education Department

I love educating students about exercise science through movement. In addition to teaching classes in the Fitness Technology Program at Sylvania, I teach a few physical education classes each term. My favorites are online fitness education, aquatic exercise, weight training, running, walking, hiking, and group fitness. Because I have co-authored a health and fitness textbook that is used in some of our classes, I have taken a leading role in some of our department's distance education classes. I manage and update course shells that are used throughout the district by full and part-time PE faculty.

My Life Outside of PCC

I am a native Oregonian with two incredible children (a high school senior and a kindergartener) and a dog. Most of my time outside of PCC is spent managing our busy lives and home. We stay very active between my son's swimming, my daughter's gymnastics and dance, and collectively riding at the bike park or heading up to the mountain. I like to trail run, mountain bike, hike, snowboard, and just be active and outside as much as possible!

My Teaching and Fitness Mission

To share my passion and knowledge for the amazing human body and the benefits of exercise with my students, and then have them "pay it forward" with their clients, family, and friends.



APPENDIX F – Faculty Profiles

Marc Spaziani

My Path to PCC Physical Education

During my childhood, physical activity was just part of being a kid. I was born in Tillamook, spent time in Guam and Oregon, and then moved to Juneau, Alaska for the remainder of my youth. What that town lacked in population, it made up for in outdoor activities (fishing, hiking, biking, and boating). I also liked various sports and indoor activities such as skiing, basketball, volleyball, wrestling, racquetball, tennis, various martial art forms, and resistance training. After at term at the University of Alaska Southeast, I left Alaska for Oregon to pursue something I had a passion for –physical activity! After a long road of hard work, I finished both my BS and MS degrees in Exercise and Sports Science. Though I taught fitness classes in the health club industry, I fell in love with teaching higher education while working as a teaching assistant at OSU. I worked as a part-time PE and Health instructor at Chemeketa and PCC, before being hired as a full-time instructor at the Rock Creek campus. It has been a long, but wonderful journey to a career I'm passionate for and enjoy very much.

My Role in the PCC Physical Education Department

My responsibilities at the Rock Creek campus are split between being the PE Department Chair and teaching. Over the past decade, the Rock Creek campus PE program and facilities have grown and changed. We added the THPRD outdoor sports complex, installed a climbing wall, acquired a dance studio space, and increased to two full-time PE faculty. It has been an exciting place to be over the past decade and I've enjoy being involved in the growth process.

My Life Outside of PCC

I have two wonderful daughters (in their early 20's), which I spend as much time as possible with. I'm also with my elderly parents most evenings and help them out where needed. I spend a lot of time commuting. I have a daily commute from Salem and frequent trips to Alaska to maintain a long distance relationship. During my free time I do evening workouts to make sure I burn all the cookie calories I ate during the day!

My Teaching and Fitness Mission

I've seen and experienced the benefits of a healthy lifestyle, and that of a lifestyle that isn't. I enjoy sharing my passion, experiences, and knowledge of health, fitness, and wellness to all who are willing and wanting to listen, learn, and to those who yearn for a healthy and fit life. PCC provides a great opportunity to share my passion. Simply put, my mission is sharing my passion of an active and fit life.



APPENDIX F – Faculty Profiles

Michael Boggs

My Path to PCC Physical Education

I have always been active and love participating in sports and physical activities, especially outdoor activities; football, baseball, skiing, fishing, running and hiking. I have spent most of my 25 years as a professional educating others on health, fitness and exercise for several corporations including Providence Health System, YMCA and Norwegian Cruise Line. During this time I found that my fitness and exercise knowledge and experiences were also in demand at local colleges, teaching Strength, Conditioning and Team Sport physical activity courses. I soon began teaching Fitness and Health courses part-time at Clark College, Concordia University and at PCC. When a Full-Time position in the PE Department became available in 2010, I jumped at the chance to join PCC full-time.

My Role in the PCC Physical Education Department

I am one of the Full-Time Faculty members and a part of the Physical Education Team. I teach a variety of courses within the PE Department including Health and Fitness for Life, Weight Training, Circuit Training, Sports Fitness as well as a variety of team sport activity classes.

My Life Outside of PCC

My life outside of PCC revolves around my family, friends, community and the beautiful Northwest. I live in the South Beaverton area with my wife and two boys and coach youth sports year-round for Southridge Youth Football, Westside YMCA Basketball and Murray Hill Little League baseball. My family and I love to camp, hike, fish and just enjoy traveling and exploring what the Northwest has to offer.

My Teaching and Fitness Mission

I desire to be healthy, fit, and energetic so that I can enjoy life and have the energy to pursue my goals. One of these goals is to share my knowledge and experiences with others and to be a positive role model for anyone interested in fitness and health.

APPENDIX F – Faculty Profiles

Delia McQueen



My Path to PCC Physical Education

I have ADHD and participating in sports helped me overcome my disability; this is the reason I became a Physical Education (PE) teacher. I started playing soccer at four and continued playing a variety of sports (basketball, softball, volleyball, swim team, martial arts, boxing, and field hockey) throughout my life. In high school, I became a lifeguard, swim instructor, and swim and volleyball coach. These experiences led me to San Diego State University where I received my BS in Kinesiology with a minor in Drama, a Single Subject K-12 Teaching Credential in Physical Education, and a Masters in Physical Education from Azusa Pacific University. I spent 7 years as a PE teacher and field hockey, volleyball, cheerleading, and soccer coach at Morse HS in San Diego. I am a Fulbright Scholar and did a one year teacher exchange at the Stranraer Academy in Scotland UK. I moved to Oregon in 2007 and began teaching PE and coaching volleyball, swim team, and track and field at Forest Grove HS. After 15 years of HS teaching and coaching, I knew it was time to advance my career. I worked part-time at PCC Rock Creek and was hired full time in 2012. I am happy to say I love my job and I am proud of what I have achieved.

My Role in the PCC Physical Education Department

I currently teach seven physical activity and sports classes a term. I am the PE SAC chair which keeps me very busy. I am in charge of the men/women soccer club teams and have played a significant role in the development of the NWAC Men/Women Soccer Program which begins this fall. I assist and advise the student-athletes involved in our soccer programs.

My Life Outside of PCC

I have a wonderful husband and a beautiful 4 year old daughter who keeps me very busy. I will always be an athlete but because of injuries I retired from competitive sports. I now train at the UFC Gym in Boxing and Jiu Jitsu and run a couple of 5-10 K races throughout the year. My family loves to travel; especially to Northern California to visit my family and to the beaches of Southern California. I have been surfing for over 15 years and we try to get to San Diego as often we can. I snowboard and hope the snow returns soon. My family tries to stay very active. We enjoy being outside and hanging out with family and friends.

My Teaching and Fitness Mission

I believe being healthy and fit can be achieved by anyone regardless of age, ability, injury or disability. My passion is to motivate students to have fun in their fitness journey.