Initiative Title: "*Fitness Program Enrichment"* Priority 1

1. **Describe Initiative:**

The "Fitness Program Enrichment" initiative will strengthen several aspects of the Division of Health, Physical Education, and Athletics, including the Professional Fitness Training Program, Therapeutic Exercise and Rehabilitation Program, Fitness Education Center, "LIFE" Employee Wellness Program, and the Wellness and Fitness Assessment Lab. The Professional Fitness Training Program (PFTP) prepares students for careers in fitness-related fields. The program recently received national recognition from the American College of Sports Medicine. ACSM states that Lane Community College's Professional Fitness Training Program is "Endorsed by the American College of Sports Medicine: This curriculum covers the knowledge, skills, and abilities expected of an ACSM Health/Fitness Instructor®." Lane is currently the only Oregon college or university to receive this recognition, and only the second community college nationwide.

A leading factor contributing to the PFTP students' success is the opportunity for work-based learning through Cooperative Education. Students complete required fitness-related internships in both the Fitness Education Center (FEC) and the Therapeutic Exercise Rehabilitation Program (TERP), with optional placements in the Assessment Lab, the "LIFE" ("Lasting Improvements For Employees") Employee Wellness Program, and at various off-campus sites. Enhancements to these programs through the "Fitness Program Enrichment" initiative will increase learning opportunities for program students and continue quality service in fitness and wellness opportunities for the general student population and campus employees.

A. Why do it?

The fitness-related industry is a rapidly expanding career field for properly trained fitness professionals. According to the Bureau of Labor Statistics' *Occupational Outlook Handbook 2002-2003 Edition,* fitness-related job opportunities are expected to grow much faster than average through the year 2010. The rising need for educated and highly trained fitness professionals is due in part to the growth of our nation's aging population, the alarming increase in obesity levels among all age groups, and the established scientific link between physical activity and health. Work-based learning as a component of postsecondary programs is listed in the *Occupational Outlook Handbook* as the "most significant source of education and training" for fitness-related fields.

Work-based learning opportunities provide program students with the chance to apply exercise principles and theories to real-life situations. Program students work directly with various student and employee populations in the FEC, TERP, "LIFE" and Assessment Lab. The "Fitness Program Enrichment" initiative would facilitate continued success and excellence in these areas.

B. What will the product of this initiative be?

- Increased work-place learning opportunities for PFTP students
- Instructional assistance and technology based aids in PFTP core courses
- Access for Lane students and staff to adaptive exercise equipment
- Student integration with state-of-the-art ergonomic exercise equipment and technology
- Quality learning environment for students
- Opportunities for employees and students to improve healthy lifestyles

C. What is the need or intended use?

Lane students and employees currently can enroll in courses offered through the Fitness Education Center and the Therapeutic Exercise Rehabilitation Program. However, due to staffing and equipment constraints, not all students can be appropriately served, nor are all students' learning needs met. The "Fitness Program Enrichment" initiative will improve quality fitness service and opportunities through a multifaceted approach, while maintaining a technologically advanced professional technical program.

D. Is it feasible?

The "Fitness Program Enrichment" initiative is not only feasible, but also practical and attainable. No additional college general fund monies will be needed to fund this project.

E. What would be the campus location of this request/project?

The fitness programs in this initiative are located in Building 5, while the increase in quality fitness and wellness opportunities will affect students and employees campus-wide.

F. How many students (per year) will benefit?

The FEC serves more than 2500 students per year; TERP serves over 450 students per year; with an annual enrollment of 50 students per year in the PFTP. All totaled, approximately 3000 students per year will benefit, not including the potential benefit to over 1000 employees.

G. How will students benefit?

Students will benefit from the initiative in a variety of ways including increased work-based learning opportunities through Cooperative Education, better access to adapted exercise equipment, safer use of state-of-the-art ergonomic exercise equipment, exposure to technology based learning aids, training and tutoring from instructional assistants, and enhanced fitness and wellness opportunities.

2. Describe the resources needed

Instructional Assistants:
Funding from the Carl Perkins Grant for part-time instructional assistants will increase learning opportunities for professional technical program students. The instructional assistants will provide valuable instructional support including individual tutoring, assistance during course-related laboratory activities, and additional supervision and training during Cooperative Education internships in TERP, FEC, "LIFE" and Fitness Labs. These services will increase program students' technical skill and potential for employment.

Program Area		***Cost***
TERP	Two Instructional Assistants, 0.28 FTE each	$20,910
	OPE	$6,753
FEC/Core Courses	Two Instructional Assistants, 0.28 FTE each	$13,940
	OPE	$4,502
Fitness Lab	One Instructional Assistants, 0.28	$6,970
	OPE	$2,251
	Total:	**$55,326**

Funds are requested to hire five 0.28 FTE Instructional Assistants for the Professional Fitness Training Program, two to assist in TERP, and three to assist in the FEC, Fitness Assessment Lab, and in program core courses. Five Program Assistants will be hired totaling 1.4 FTE rather than one 1.0 FTE position and one 0.4 FTE position due to the hours of fitness programming in the FEC, TERP, and the Fitness Assessment Lab (i.e. early morning, evening, and weekend hours). Costs for the instructional assistants were based on 32 weeks of 18 hours per week for each position, including OPE at 32.3%.

Instructional Aids:

Funding for instructional aids are requested from the Carl Perkins Grant and TACT funds to enhance learning opportunities in PFTP core courses. These instructional aids will strengthen professional technical students academic and technical skills. These aids will also be available for instructional use in the TERP program.

Instructional Aid	***Description***	***Cost***
Anatomy Skeleton Model	These models and chart will be used as instructional aids for the "Applied Anatomy and Kinesiology" program core course and as instructional tools for TERP internships. Program students will gain learning opportunities using these hands-on 3D models.	$633
Anatomy Muscular Model		$2,429
Anatomy Arm and Shoulder Model		$401
Anatomy Vertebrae Model		$115
Anatomy Chart		$34
VHI Exercise Programming Software	The Visual Health Information software program will allow instructors and student interns the opportunity to create visual aids of rehabilitation exercise programs for students and employees in TERP and FEC. Exercise programs can be individualized and printed for each participant. It will also be available as a service in the Assessment Lab.	$1,196
Matscan Software Upgrade	The Matscan software is a 3-D gait analyzer which is used in the Assessment Lab and TERP with student participants, as well as in the PFTP Applied Anatomy and Kinesiology course. The software upgrade will allow for foot biomechanical synchronization between actual foot pressure and muscular activity in the lower extremity.	$1,500

Matscan Video Integration Software	The Matscan video integration component will compliment the Matscan software and allow for video analysis of the foot biomechanics along with the EMG. This complete 3-D analysis can be stored for future use with the individual. PFTP students will use this technology in core courses and during internships in TERP and the Assessment Lab.	$2,000
	Total:	**$8,308**

Equipment:

Funding from the Carl Perkins Grant and FEC and Physical Education ICP monies will provide equipment necessary to increase professional technical student opportunities for hands-on experience with the latest fitness technology and assessment tools, thus strengthening the academic, vocational, and technical components of the Professional Fitness Training Program. Additional equipment will also enhance student and employee access to adaptive and ergonomic exercise equipment for fitness and wellness pursuits. The requested fitness assessment equipment will be used to augment existing equipment in the Assessment Lab, thus increasing the potential for revenue generation.

Equipment & Program	***Description***	***Cost***
TERP Exercise Equipment:		
Parallel Balance Bars	Parallel bars are used to improve balance and proprioception. Bars can fold up for storage to maximize space allocations. They will be used for student and employee TERP participants who are balance compromised.	$590
Exercise Mats (20)	Individual exercise mats for functional training including flexibility and core strengthening. PFTP students will gain work-based learning opportunities to demonstrate and lead individuals and small groups through specific exercises.	$1,505
Functional Trainer	Wheel-chair accessible resistance trainer which allows users to train in a full range of motion in an ergonomically safe pattern. Program students will learn training techniques utilizing this technology, and will apply these principles with TERP students.	$4,039
Treadmill	Programmable treadmill with side rails allows for gait adjustments and analysis.	$7,500
Recumbent Bicycle (2)	Newly designed recumbent stationary bicycle allows for easier access for students with mobility constraints or joint problems.	$4,200
Assessment Lab Equipment:		
ECG 12-Lead System	Electrocardiograph System used to measure individual's electrical activity of the heart during both rest and exercise. Program students will learn applications in core course lab activities and Cooperative Education internships.	$2,721

Monarch Ergometer	Testing stationary bike used to measure cardiorespiratory endurance. Program students will utilize this technology in the Fitness Assessment Lab, core course lab activities, and Cooperative Education internships.	$1,575
Professional Mercury BP Unit	Blood Pressure measuring devise utilized during exercise testing.	$225
Pedometers (3)	Walking Pedometers measure distance traveled, steps taken, and calories burned. Program students can also apply this technology in the FEC, TERP, and core course lab activities	$110
FEC Exercise Equipment:		
Circuit Training Weight Stations	Twelve stations of selectorized weight training machines ergonomically designed for use by individuals of varying heights. Current circuit weight stations, while state-of-the-art technology when new in 1993, are now outdated. New technology in resistance training includes biomechanical function bridged with user defined motion.	$34,340
Elliptical Cross Trainers (2)	Elliptical motion of cross trainers allows for user defined motion with no impact on joints.	$9,000
Treadmills (2)	Programmable treadmill with side rails allows for gait and incline adjustments.	$15,000
	Total:	**$80,805**

Computer Upgrades and Additions:

Funds from TACT are requested for computers and software for use in the fitness programs. Three computers will upgrade the check-in stations for students in the FEC. This will improve student service as the existing system is frequently off-line due to an out-of-date operating system no longer supported by computer services. TACT funds for a new computer system are requested to provide a check-in station in the TERP. This new computer system will also provide a space for professional technical students to utilize new technology to design safe exercise programs for TERP students. The request includes the software listed in the instructional aids section above.

Computer System Description	***Cost***
Pentium Four Desktop Computer (Standard configuration plus RAM and CD/DVD upgrade)	$883
3 Pentium Four Desktop Computers (Standard configuration plus RAM) @ $848	$2,544
Total:	**$3,427**

3. List the possible funding sources

The "Fitness Program Enrichment" initiative totals $147,866. TACT funds of $8,123 are requested to fund computer hardware and instructional software. FEC and Physical Education ICP funds of $50,000 will be applied towards the equipment purchases for the FEC and TERP. The remaining $89,743 is requested from Carl Perkins Grant funds. Specifically, Carl Perkins grant funds would include the funding of instructional assistants ($55,326); instructional aids excluding software ($3,612), adaptive exercise equipment ($19,334), ergonomic exercise weight equipment ($6,841), and fitness assessment equipment ($4,630).

A. **Can this project be partially funded?**
B. **If so, what minimum cost?**

Yes, but not all curriculum components would be implements, and student needs would not be fully addressed.

4. **Provide ORG & PROG codes**

671205-111000 Fitness Education Center, 671243-150000 Carl Perkins Grant, 617201-111000 TERP Program

5. **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

The "Fitness Program Enrichment" initiative articulates with the college vision, mission and goals at multiple levels. It directly correlates with the mission by "providing affordable, quality, lifelong educational opportunities that include: Professional technical programs, Life skills development, and Lifelong personal development and enrichment." As an added benefit, it affects the strategic direction of supporting financial stability and student retention.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

1. Category of request:

- **Maintain existing technology**
- **Increase student access to technology**
- **New technology**

The request of TACT funds for the "Fitness Program Enrichment" initiative represent all three categories: The upgrade of the computer check-in system in the FEC maintains existing technology services to students and employees, yet it also increases student access to technology since the upgrade will eliminate computer down time. The new computer system in TERP represents new technology for TERP students and professional technical student interns. And lastly, the instructional software represents new technology for students.

2. How does this request fit in with other unit or college technology plans? (NA)

3. Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

Computer System Description		***Cost***
Pentium Four Desktop Computer (Standard configuration plus RAM and CD/DVD upgrade)		$883
3 Pentium Four Desktop Computers (Standard configuration plus RAM) @ $848		$2,544
Instructional Aids Software:		
VHI Exercise Programming Software	The Visual Health Information software program will allow instructors and student interns the opportunity to create visual aids of rehabilitation exercise programs for students and employees in TERP and FEC. Exercise programs can be individualized and printed for each participant. It will also be available as a service in the Assessment Lab.	$1,196
Matscan Software Upgrade	The Matscan software is a 3-D gait analyzer which is used in the Assessment Lab and TERP with student participants, as well as in PFTP Applied Anatomy and Kinesiology course. The software upgrade will allow for foot biomechanical synchronization between actual foot pressure and muscular activity in the lower extremity.	$1,500
Matscan Video Integration Software	The Matscan video integration component will compliment the Matscan software and allow for video analysis of the foot biomechanics along with the EMG. This complete 3-D analysis can be stored for future use with the individual. PFTP students will use this technology in core courses and during internships in TERP and the Assessment Lab.	$2,000
	Total:	**$8,123**

IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:

1. What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

(Please note: This data is based on the last published Student Outcomes Report in 2001.)

The 2001 Lane Student Outcomes Report reports data on professional technical program students from 2000-01. According to the special population section, 55% of the students in the Professional Fitness Training Program represent disabled, economically disadvantaged, and limited English proficiency populations. In addition 31% represent minority program students and 54% represent female program students. Approximately 4% of program students in 2000-2001 were international students in which English is their second language, an area not reflected in the Outcomes Report. We also have numerous program students who are single parents.

The Division of Health, Physical Education, and Athletics provides adaptive exercise and assessment equipment in both the FEC and TERP to accommodate students of all physical abilities. Lane's Professional Fitness Training Program continues to offer Oregon's only certified fitness training program that is accessible to students of all physical abilities.

2. How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?

The "Fitness Program Enrichment" initiative aligns with the Carl Perkins Goals I and IV as described below:

> "Goal I: **Student Skills Gain Goal** – Improve the academic and technical skills of students participating in vocational and technical program by:
>
> A. Strengthening the academic components of such programs to enable students to meet the institution's academic requirements.
> B. Strengthening the vocational and technical components of such programs to ensure learning in vocational and technical students."

The initiative will contribute to academic and technical skill improvement by providing instructional assistants for tutoring, training, and internship site supervision, as well as equipment and computer technology for student learning.

> "Goal IV: **Work-based Learning Goal –** Provide vocational and technical education students opportunities for work-based learning as a component of postsecondary programs."

The initiative will improve opportunities for work-based learning in the Cooperative Education internship sites in the FEC, TERP, "LIFE" Employee Wellness Program, and Fitness Assessment Lab.

3. Describe how this project might show collaboration with Lane County high schools.

The Professional Fitness Training Program collaborates with Lane County high schools in a numbers of ways. For example, both the FEC and TERP currently serve as internship and job shadowing sites for local high schools students completing the Certificate of Mastery (CAM) in Health Services. An off-campus Co-op site was developed for program students at a local high school fitness center. Program faculty members regularly attend high school career fairs and visit with high school students about career options in fitness-related fields. The Fitness Assessment Lab will offer fitness assessments and exercise consultations for high school student groups or staff, and it represents an additional site for high school student internships or job shadowing.