

HPEA 2008-09 Initiative: Fitness Training Program Enhancements

Summary:

Support of this initiative will continue to allow the Fitness Training Program to meet the employment training needs identified by local fitness industry employers, the programs Advisory Committee, the American College of Sports Medicine, and the Bureau of Labor Statistics Occupational Outlook Handbook November 2004 Edition:

Overall employment of recreation and fitness workers is expected to grow faster than the average for all occupations through 2012, as an increasing number of people spend more time and money on recreation, fitness, and leisure services and as more businesses recognize the benefits of recreation and fitness programs and other services such as wellness programs.

Work-based learning as a component of postsecondary programs is listed as the most significant source of education and training for fitness-related careers. This initiative will provide students the chance to apply exercise principles and theories to real-life situations, while under faculty and staff supervision.

Description:

The Fitness Training Program (FTP) faces the ongoing challenge to remain current with fitness industry standards and emerging technology. Upon entering the job market, graduates of this program are expected to have experience with new technology and to be up to date with current fitness trends and industry standards. The FTP program has built a reputation for producing well qualified, prepared, and highly sought after graduates in the job market. Past support through the Carl Perkins Grant has helped us meet the demands of the industry and produce graduates who are competitive in this job market.

The Bureau of Labor and Statistics lists Fitness Professionals as one of the fastest growing job markets. This initiative will help FTP students to be competitive job seekers in the fitness field. The initiative will also help meet this challenge by providing funding for instructional assistants, who will supervise work-based learning opportunities in on-campus Cooperative Education sites (TERC, FEC, Employee Wellness Program, and the Wellness Assessment Lab). In addition, the acquisition of technologically advanced instructional aids will greatly improve the education experience of our students.

Strategic Direction

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Commit to a culture of assessment of programs, services and learning.

- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Learning Plan Goals

- Create innovative, flexible and collaborative programs that are responsive to current and emerging needs of students and employers.
- Enhance student success and retention
- Expand discipline-oriented faculty professional development, with care to include professional-technical faculty.

Student Affairs Plan Goals

- Create innovative, flexible, and collaborative programs that are responsive to the needs of students and employers and facilitate a smooth transition from college to the workplace.
- Develop and promote a seamless transition for students from Lane to four-year institutions of higher education, maximizing their chances for success and enhancing their personal, social, and academic growth.
- Enhance Recruitment Efforts.

College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention
- 1.c. Enrollment Management: Workforce Development
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 1.f. Enrollment Management: Partnerships with 4-year Colleges and Universities
- 2. Mandates: Assessment
- 3. Efficiencies
- 4.1 Responding to unit plans/council plans: Innovation
- 4.2 Responding to unit plans/council plans: Curriculum Development
- 4.3 Responding to unit plans/council plans: Enhancing Classrooms
- 5.2 Instructional Redesign: Leveraging Technology
- 5.4 Instructional Redesign: Grants

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?*
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.*

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?*
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

One of the HPEA division goals has consistently been to increase the number of applicants to the Fitness Training Program and to maximize the retention rate in the program. This recruitment/retention goal is balanced with a related goal to consistently produce graduates who are of the highest quality and who have both the academic and professional skills to make them competitive in today's market. By continuing to provide Instructional Assistants in the classroom and in cooperative education sites, FTP students receive more assistance in learning key concepts and gaining critical skills. Students receive instruction in small groups and are then given the opportunity to practice those skills in a supervised environment. This in turn improves our retention and success rate.

The Health, Physical Education, and Athletics Division has consistently submitted Fitness Training Program Enhancements as one of its initiatives. This initiative will continue to enhance the quality of instruction and provide students with new and significant learning opportunities. By continuing to keep our equipment and lab supplies current, students are provided with the opportunity to achieve the skills necessary to work in the fitness industry. In addition, FTP students are able to provide fitness services to the campus community. This not only gives students the opportunity to apply classroom learning objectives in a work environment, but it also provides the campus community with quality health and wellness opportunities.

Perkins funding provides Instructional Assistants for the Fitness Education Center, the Therapeutic Education and Rehabilitation Class, and other areas and enables instructors to expand curriculum and develop more in-depth learning activities. Instructional Assistants provide the critical supervision and instruction that is required in career technical programs. Both in the classroom and outside of the classroom, these assistants enhance the learning opportunities available to FTP students. The Fitness Training Program student population is very diverse and includes single parents, displaced workers, women in transition, low-income individuals, ESL students, students with disabilities, and others with challenging life circumstances. Continued funding is

consistent with prior year unit plans that identified successful program elements and their alignment with overall college priorities:

- The Fitness Training Program Enhancement initiative aligns with the college priorities on multiple levels.
 - It addresses the mission by providing affordable, quality, lifelong educational opportunities that include: Professional technical and lower division college transfer programs, employee skill upgrading, business development and career enhancement, foundational academic, language and life skills development, and lifelong personal development and enrichment.
 - The initiative also supports all of the core values of the college, which are incorporated in program core classes.
 - In addition, the FTPs primary goal aligns with colleges goals to transform students lives, the learning environment, and the college organization. The following are particularly evident in the program:
 - Assisting in the personal, professional, and intellectual growth of students by providing exemplary and innovative teaching and learning experiences and student support services.
 - Creating a diverse and inclusive learning culture
 - Enhancing and maintaining inviting and welcoming facilities that are safe, accessible, functional, well-equipped, and aesthetically appealing
 - Program students will gain instructional services and access to technology. Cooperative Education internship sites will increase supervised work-based learning opportunities. Students will also gain from strengthened academic components within program core courses, and the requested instructional aids and equipment will facilitate kinesthetic learning styles.

Through the cooperation of instructors and instructional assistants each student receives the contact hours and additional assistance they need in order to be successful. Faculty and staff continuously strive to provide students with the knowledge, skills, abilities, and self-confidence to be successful in this demanding field. Continued funding of this program will enable the division to continue to pursue enhancements identified in prior year unit plans including:

- Promote Wellness Assessment Lab through Fitness Education Center orientations
- Funnel High School seniors directly into Professional Fitness Training Program through College Now.
- Form transfer degrees with University of Oregon/OSU in Exercise Science Programs
- Offering more CEC/CEU fitness courses for community professionals

In addition, the FTP advisory committee is very active and consistently meets 3 times per year as a group and as needed in smaller sub-groups. Each year the committee develops

several new goals for the coming year. A few of the committees goals that are directly linked to this initiative are:

Improve community outreach by:

- Distributing materials with information regarding program opportunities and applications
- Provide information on how to make local fitness centers and other sites a cooperative education site (bringing student interns into local businesses)
- Personal phone calls from program faculty and advisory board members providing information on the program and educational opportunities here at Lane Community College
- Continuing to volunteer with local organizations and enhance the programs presence in the community through service
- Continue to enhance new student recruiting efforts by visiting local high schools, visiting local CIM/CAM classes related to this field, attending Lanes Preview Night, and providing local fitness businesses with information on the program for professionals wishing to further their career.
- Finalize an Articulation Agreement between our program and the University of Oregon's Human Physiology Program. This process was started last year and we hope to finalize our agreement in the upcoming year.

Describe the resources needed:

Timesheet Staff

- 1,590 hours of Instructional Assistants in program core courses and cooperative education sites (i.e. TERC, Wellness Assessment Lab, FEC, etc.)

Funding: Carl Perkins

Equipment

- 5 Selectorized Weight Training Stations (\$4840 each)
- 2 Treadmills (\$5850 each)
- Cholestik Refill Cassettes (\$500)
- VHI Exercise Programming Software Server Edition (\$2400)
- 3 Blood Lactate Test Strips (\$65 each)
- 3 Floor Model Mercury Sphygmomanometers (\$375 each)

Funding: Carl Perkins

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The outcomes of this initiative are both specific and measurable. Students will benefit from the initiative in a variety of ways including increased work-based learning opportunities through Cooperative Education, better access to state-of-the art fitness and laboratory equipment, exposure to technology based learning aids, training and tutoring from instructional assistants.

The specific and measurable outcomes of this initiative are:

- Increase the number of applicants to our program, including a focus on special populations (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged, and limited English proficiency)
- Improve student retention and success rates by providing students with strong experience in and understanding of all aspects of the fitness industry and opportunities to meet the career related learning components of this program
- Continue to place all of our graduates in industry related jobs by providing students with the opportunity to fully participate in comprehensive school and career development activities and opportunities.
- Develop an articulation agreement between our program and the University of Oregon to better facilitate the future academic goals of our program graduates.
- Continue to assess the learning outcomes of our students and improve our curriculum and work-based learning opportunities to match the demands of the industry.

Department Priority:

1

Unit Resources:

The Fitness Training Program Enhancement initiative aligns with the college priorities on multiple levels.

- It addresses the mission by providing affordable, quality, lifelong educational opportunities that include: Professional technical and lower division college transfer programs, employee skill upgrading, business development and career enhancement, foundational academic, language and life skills development, and lifelong personal development and enrichment.
- This initiative also supports all of the core values of the college, which are incorporated in program core classes. In addition, it is a program goal to align with the college's goal to transform student's lives, the learning environment, and the college organization.
- The FTP is intentionally designed to enhance the personal, professional, and intellectual growth of students by providing innovative teaching and learning experiences.

- The Fitness Training Program also values the diverse and inclusive learning culture created in the classrooms and in cooperative education sites used by FTP students.
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Carl Perkins Funding Request

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

Yes

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

No

Do you have an advisory committee that meets 2-3 times per year?

Yes

If request is for personnel, will funds be used to replace an existing position?

No

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

The FTP student population is very diverse and includes single parents, displaced workers, women in transition, low-income individuals, ESL students, students with disabilities, and others with challenging life circumstances. Students learning styles, abilities, and past experience in the field vary tremendously. As program staff strive to meet the needs of this varied population, it is clear that providing a diverse instruction team best meets the needs of this diverse student population and creates an inclusive learning culture.

Through the cooperation of instructors and instructional assistances every student receives the contact hours, additional assistance and the compassion that they need in order to be successful. FTP students who work as Instructional Assistants provide additional office hours, tutoring sessions, in-class assistance with lab activities, and on-site assistance at cooperative education sites. The quality of students work is enhanced, as is their grasp on key concepts and application of material in the workplace. Program staff continuously strives to provide students with the knowledge, skills, abilities, and self-confidence to be highly successful.

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

Work-based learning as a component of post-secondary programs is listed as the most significant source of education and training for fitness-related careers. This initiative will allow students the chance to apply exercise principles and theories to real-life situations, while under the supervision of qualified, experienced instructors. Students will also gain from strengthened academic components within program core courses, and the requested instructional aids and equipment will facilitate kinesthetic learning styles.

As previously mentioned, by providing the Fitness Training Program students the means to work as instructional assistants allows FTP instructors to expand their curriculum and develop additional, quality learning activities for a diverse group of students. Instructional assistants provide the critical supervision and instruction that is required in career technical programs. Both in the classroom and outside of the classroom, these instructional assistants, in cooperation with faculty, enhance the learning opportunities available to FTP students and are able to help ensure the longevity of the program through student retention, graduation, and job placement.

EQUIPMENT \$

40120.00

COMPUTER HARDWARE \$

0

COMPUTER SOFTWARE \$

0

MATERIALS & SUPPLIES \$

0

CURRICULUM DEVELOPMENT (Hours)

0

PART-TIME FACULTY \$

0

TIMESHEET STAFF \$

27116.81

TRAVEL \$

0

Can this initiative be partially funded?

Yes

EQUIPMENT \$

39680.00

(E) Explanation of effect of partial funding:

The impact of these reductions would be of great magnitude to our program and to the campus as a whole. Our fitness training program not only serves the students currently enrolled in our program and seeking their degree, but in addition over 3,000 campus members (students and staff) benefit from the services provided by our program. By reducing the amount granted for equipment purchases, we would not be able to purchase enough sphygmomanometers or blood lactate testing strips to adequately run our laboratory classes. More students would have to share each piece of equipment, thus reducing the amount of "hands-on" learning experience that is so vital in the career technical programs. Our students repeatedly are commended for their superior "hands-on" skills in the work place and our program has been highlighted because of this experience. By reducing lab equipment availability, we would be severely impacting the quality of the learning experience.

COMPUTER HARDWARE \$

Question Not Answered

(CH) Explanation of effect of partial funding:

Question Not Answered

COMPUTER SOFTWARE \$

Question Not Answered

(CS) Explanation of effect of partial funding:

Question Not Answered

MATERIALS & SUPPLIES \$

Question Not Answered

(MS) Explanation of effect of partial funding:

Question Not Answered

CURRICULUM DEVELOPMENT (HOURS)

Question Not Answered

(CD) Explanation of effect of partial funding:

Question Not Answered

PART-TIME FACULTY \$

Question Not Answered

(PF) Explanation of effect of partial funding:

Question Not Answered

TIMESHEET STAFF \$

26264.08

(TS) Explanation of effect of partial funding:

Partial funding would limit training opportunities for students by reducing our time sheet employee grant amount, we would be losing valuable teaching assistants in our core classes. Students would receive less assistance in learning and practicing skills necessary for job success. This would severely impact our students that have extenuating life circumstances. Single parent students, low income students, students who are working full time jobs, veterans, displaced workers, and ESL students would most likely experience the greatest impact. Our time sheet employees provide additional out of the classroom time with these student groups who greatly need the additional support to be successful. The college has made clear that supporting these student groups specifically, is a priority. By fully supporting our request, the college will be able to stand behind their goal of student centered learning in a diverse learning environment.

TRAVEL \$

Question Not Answered

(T) Explanation of effect of partial funding:

Question Not Answered

Curriculum Development Funding Request

Technology Fee Funding Request