

Annual Instructional Program Review Template for 2011-2012

Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

Basic Program Information

Department Name:

Program Mission(s):

Program review team:

Name	Department	Position
Bea Cashmore LMFT	Adaptive Learning	Counselor for Students with Disabilities
Brenda Davis	Adaptive Learning	Deaf Services/Computer Laboratory Instructional Coordinator
Teresa Ong	Adaptive Learning	Instructor
Russell Wong	Adaptive Learning	Instructor, LD specialist

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Special Education	Associate in Arts, Special Education Degree	90
	Special Education Paraprofessional Certificate	27

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Annual Instructional Program Review Template for 2011-2012

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcribable Program	2008-2009	2009-2010	2010-2011	% Change
Enrolment	468	472	525	11
WSCH	1971	2008	2148	7
FTES	44	45	48	7

For additional data please see Appendix page 1

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
None				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	468	472	525	11
Productivity (Goal: 546)	363	381	386	1
Success	92	89	82	
Full-time FTEF	0.8	1.0	1.1	18
Part-time FTEF	1.0	0.7	0.7	
Full-time Staff				
Part-time Staff				

Department Course Data

Please see Appendix 1, Pages 2 and 3

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The program has seen a noticeable increase since providing numerous courses completely online such as SPED 61, SPED 62 and SPED64.

Annual Instructional Program Review Template for 2011-2012

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
 - a. AA, AS, transcriptable certificates
 - b. Local, non-State approved certificates
 - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

Course success rates have declined over the past 3 years from 92% to 82%. This is attributable to a number of courses being offered completely online rather than face-to-face. We received in the past several years, multiple requests, for courses to be offered completely online by students. In 2010, we offered several core classes completely online. What we have found is:

- Increased interest and enrolment in SPED classes that also fulfil GE requirements
- Students aiming for a SPED certificate do more poorly in fully online classes. Some are older adults who do not have the technical background to handle an online class; others are students who do not have study skills to handle an online class. Many drop out halfway citing lack of motivation and/or literacy levels to handle the material.
- Students who take SPED classes as GE requirement (referred to as GE students henceforth) do very well in fully online classes.

The trend is not far fetched from our initial trepidations about fully online classes. Many of our SPED majors are certificate seekers- they tend to have fewer academic skills in reading and writing as they have been away from school for a long period of time, or have not attended any college. Many of them find online classes difficult to sustain for a 12 week period and some even lack the ability to start. One instructor made her class take an Etudes survey to measure their readiness for online instruction and none of her students passed!

There are hard choices to be made with this trend. Going online has certainly increased the WSCH and enrolment for these classes and GE students have provided a lifeline for the continuation of these courses. However, it has significantly decreased the success rates of those who are taking these courses as career advancement and learning, which is the goal of this program.

One possibility is to break out each course into short 4 week classes- in doing so, we could continue to offer such education to paraprofessionals and others interested in SPED; a 4 week class is much more palatable to career professionals than a 12 week class and we may be able to advertise beyond just the bay area given the possibility of online classes. However, this would negate the possibility of our courses being available to GE students.

Ultimately, an in-depth survey/ focus group should be formed to study the viability of both options.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

The productivity for SPED has held steady over the past 3 years with a slight increase of 1%. This is likely accounted for by increased enrollment in online classes. We anticipate this trend to hold steady for future years as SPED 62 and SPED64 receive approval for GE. Online offerings are also bolstering productivity. Classes that are completely online have higher productivity than others. However it should be noted that online course offerings have lower success rates than in-person or hybrid one.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

SPED 64 and SPED 65 are required courses for the Special Education AA and Certificate. The enrollment is low in these two classes because these are “specialty” classes typically taken only by students who are majoring in this area. However, it should be noted that SPED 64 is under review for GE which will improve its enrolment. SPED 66 is also a specialty class, however its low enrolment is due to space and equipment issues. There are only 15 adaptive computer stations in the Computer Access Lab. There is no other location on campus where this class can be taught unless other computer labs are upgraded with the same software, hardware and adaptive equipment such as a screen magnifier, braille printer and FM systems. The CAC is also a lab with adaptive furniture, not found in other computer labs.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? Yes
- b. Comment on program mapping and how it ties to the college Mission(s).
SPED is a workforce training program aimed at providing education to parents of special needs children, paraprofessionals and others interested in working with persons with disabilities.
- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap. None
- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
We need more curriculum dealing with these two areas: (1) Touch pad technology for persons with disabilities (2) Autism Spectrum Disorder (3) Ethical issues for paraprofessionals. For (1), monies have to be found so that we can purchase touchpads and apps for teaching.

Annual Instructional Program Review Template for 2011-2012

- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? Yes
6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable) Whereas many professions are laying their employees off, special education is continually hiring. There is a increasing number of students entering K-12 with disabilities. In particular, the number of children diagnosed with autism spectrum disorder is on the rise. This has produced the need for paraprofessionals in K-12 as the need for 1-1 instructional support.

Section 2. Learning Outcomes Assessment Summary

2.1.Attach2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Four column reports attached as Appendix2

2.2 Attach2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat
Please see Appendix 3- NOTE THAT THIS PROGRAM REVIEW COVERS THE SPECIAL EDUCATION CA/AA PROGRAM. PLEASE REVIEW COURSE NUMBERS SPED 57 -69.

Please see Appendix 3- NOTE THAT THIS PROGRAM REVIEW COVERS THE SPECIAL EDUCATION CA/AA PROGRAM. PLEASE REVIEW COURSE NUMBERS SPED 57 -69.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

The SPED 66 reflections mentioned the need for more hands on experience and more face to face interaction. The course requires 2 hands on workshops on Saturdays. This was a very positive learning experience for most of the students. They felt it was the most valuable part of the class. Since the class is on-line the discussion and social network sharing needs to be strong. This population of students requires a lot of group support and interaction.

SPED 64 reflections note the level of critical analysis required in legal cases is too complicated and difficult for students have no college experience or have not taken English 1A. The target in this SLO (ability to analyze cases and determine outcomes) was not met. This is an essential class to the program, but may require a pre-requisite. It should also be noted that this should NOT be the first class students in the program take as requires substantial background and knowledge in special education and disabilities.

Annual Instructional Program Review Template for 2011-2012

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

- 1) Consider breaking courses into 4 week sections and offering them online. This may be more palatable to the busy professionals- which is the market we are targeting.
- 2) Provide advisories for all online only courses
- 3) Consider eliminating SPED 57 and replacing it with an online course on ethics. Our curriculum is currently missing this core piece.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The SLOs reflect the skills necessary to work with the disabled population. We are currently working on 2 new pieces of curriculum to be introduced: (1) Ethics and philosophy of disability (2) Autism and Asperger Syndrome.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

The SLOs reflect the skills necessary to work with the disabled population. We are currently working on 2 new pieces of curriculum to be introduced: (1) Ethics and philosophy of disability (2) Autism and Asperger Syndrome.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

At this time, we have not assessed any PLOs

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

The program is currently being "taught out" and will be on hiatus starting Fall 2012. The program really needs to be looked at holistically rather than on a course level basis to determine its future viability. There is a very specific niche market for this program- if we are to tap into this market, we should reconsider the curriculum and its delivery so that future students can be successful and the program is viable.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1			

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Foothill's mission has always been to "upgrade" and "advance". The SPED program has been designed to upgrade the skills of paraprofessionals and those working with persons with disabilities. This program falls into the workforce mission of Foothill College.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Develop Adaptive Fitness and Gerontology as separate and distinct from Special Education			Complete. All three programs have their own program reviews. Adaptive Fitness is now part of a different division
Reevaluate core course offerings and unit values for each of these fields	2 years	no action taken at this time	
Continue to work on hiring a replacement FTE SPED faculty to coordinate program			No need. SPED will be on hiatus
Continue to update current curriculum in response to latest trends in the field	2	on-going action	Faculty need to be aware that when SPED returns to FH, their curriculum need to be updated
Work on articulating our programs with 4-year institutions		on-going action	Currently working with Bernie Day to articulate courses as GE requirements and to articulate to 4 year institutions
Develop the autism and behavior management program			put on hold- awaiting discussion with Deans and VP for program viability
Develop an ethics course as part of SPED program			put on hold- awaiting discussion with Deans and VP for program viability
Develop an Orientation to Special Education			put on hold- awaiting discussion with Deans and VP for program viability
Purchase software and equipment for SPED 66			Request was not met last year. Put in request again this year.

Annual Instructional Program Review Template for 2011-2012

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
Update adaptive computer technology to reflect current trends in touch pad technology and applications.			Students well prepared in the latest technology tools will be in more demand than people with no technology skills.
Write curriculum for Ethics and Best Practices for Special Education and Disability Services	Short		This course is tied to our Program Learning Outcome to ensure that our students demonstrate and understand ethical issues in the workplace
Conduct focus groups and research with local school districts about the needs of paraprofessionals and ability to attend classes	Short and long term		We need to work with local school districts to tap their need for training paraprofessionals.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Program coordinator of Special Education		<p style="color: red;">Write /revise curriculum.</p> <p style="color: red;">To coordinate, oversee, teach courses and expand the program. The position serves as an anchor to the program and to reach out to school districts to market our program.</p>	

Draft Annual Program Review Template for 2011-2012

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
SPED 66 and Sped 69 needs touch pads with apps to work with Assistive technology that is current.	\$15k for 30 touch pads	Update adaptive computer technology to reflect current trends in touch pad technology and applications.	

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)

Draft Annual Program Review Template for 2011-2012

Section5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The program has started to offer online courses which is reaching out to many more students and educating a larger population about the legal, sociological and economic impact of disability on families and individuals.	Foothill is the only community college to offer special education as a major and certificate. This has provided a pathway for many paraprofessionals and teachers to continue on to bachelors and masters degree programs. Graduates find employment easily as there is a continuous need for special needs educators.
Weaknesses	The program lacks a coordinator to work on (1) program reviews (2) connecting with local employers and (3) building curriculum. All faculty teaching in this program do so on a part time basis	The Paraprofessional pay structure does not recognize additional education that they receive. Thus many of our students, despite taking additional classes and earning a certificate do so only out of their own motivation. As such while there is often recognition that paraprofessionals need more education, there is little motivation to get them properly trained.
Opportunities	Professional development for all instructors in online education.	A local dentist wants to donate \$30,000.00 to the Dental Assisting Program.
Threats	The program is slated to be "on hiatus" for the 2012 academic year	Many parent organizations offer informal workshops and training programs for free. As a busy parent/ professional, this is a much more palatable option for training in the special needs field, even though it is informal and does not terminate in a degree. We need to think about countering such options by either offering shorter courses and giving faculty release time to network and market this program.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

None at this time

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

One major concern that members of this program review team has is the viability of the program without a coordinator/ lead faculty member. For the last 4 years, this program has been taught by 3 FT faculty members as either an overload or part of their load, 1 part time faculty member and 1 counselor. Everyone who teaches in this program has another primary job at Foothill. Thus coordinating this program and making outreach efforts have been difficult. Reaching out to school districts, marketing the program requires networking and attending multiple school district events. Given that this program is going “on hiatus” for a year or two, that time should be spent meeting with school district officials, paraprofessional unions, parents of special needs students to (1) discover what the training needs are (2) how this certificate can improve the employability of our graduates.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

It should be noted that over 6 million children between the ages of 3 and 21 are served by our public schools of which students with Autism, Developmental Delays and Emotional Disturbances form the highest groups. Many public schools rely on untrained paraprofessionals to help out their teachers. There is a clear need for trained professionals to work in classrooms, daycare centers, preschools and homes. The SPED program at Foothill has always served that need. The pathway to becoming a trained Special Education teacher is daunting to many because it requires a master’s degree. Foothill’s SPED program has provided the training needs for paraprofessionals without the need for them to give up their jobs and to go back to school for a full time graduate degree.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: You have addressed the SWOT and clearly identifies what is need and what you are doing in the program to make it work.

6.2 Areas of concern, if any: We still need to figure out courses between PE and BSS This will continue until the decision is made as to what classes belong where. Some of the items asked for may be from other budgets. We will need to identify where the money has come from in the past.

Draft Annual Program Review Template for 2011-2012

6.3 Recommendations for improvement: Keep up the good work through the transition. It will be critical that one maintains the program review, SLO PLO parts of your programs as we move forward.

6.4 Recommended Next steps:

- xx Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

ALDS Special Education

Enrollment Trends

	FH			
	2008-09	2009-10	2010-11	Chg 09-10 to 10-11
Enrollment	468	472	525	11%
WSCH	1,971	2,008	2,148	7%
FTES	44	45	48	7%
AY_WSCH	1,598	1,782	2,122	19%
AY_FTEF	1.5	1.6	1.8	17%
AY_Productivity	363	381	386	1%

Full and Part Time Faculty Load

	FH			
	2008-09	2009-10	2010-11	Chg 09-10 to 10-11
Fulltime Load	0.8	1.0	1.1	18%
Fulltime Percent	45%	58%	62%	7%
Parttime/OL Load	1.0	0.7	0.7	1%
Parttime/OL Percent	55%	42%	38%	-9%

Course Success

	FH					
	2008-09		2009-10		2010-11	
	Enr	Percent	Enr	Percent	Enr	Percent
Pass	431	92%	420	89%	430	82%
Did Not Pass	21	4%	33	7%	64	12%
Withdrew	16	3%	19	4%	31	6%
Total	468	100%	472	100%	525	100%

Ethnicity

	FH					
	2008-09		2009-10		2010-11	
	Enr	Percent	Enr	Percent	Enr	Percent
Targeted Groups	71	15%	70	15%	112	21%
Not Targeted	397	85%	402	85%	413	79%
Total	468	100%	472	100%	525	100%

Definitions

Enrollment/Grades:

Sum of end-of-term grade count including Ws. 4 Quarters.

WSCH:

Sum of quarterly End-of-Term Weekly Student Contact Hours. 4 Quarters.

FTES:

Fulltime equivalent students, $(WSCH * 11.67) / 525$.

AY_WSCH:

Sum of quarterly End-of-Term Weekly Student Contact Hours. 3 Quarters.

AY_FTEF:

Sum of teaching load factors for Fall, Winter, and Spring quarters by assignment type, excluding all reassessments.

AY_Productivity:

3-term total WSCH / 3-term total AY_FTEF, excluding all reassessments.

Success %:

Number of students receiving an A,B,C or CR grade / total number of students receiving a grade.

Targeted Groups:

African Americans, Latinos, Filipinos

Notes:

Full and part time faculty load is based on fiscal year. 4 Quarters. Figures do not include reassigned time.

ALDS Special Education

Course Enrollment Trends

		FH			
		2008-09	2009-10	2010-11	Chg 09-10 to 10-11
SPEDF050.	Enrollment	26	22	27	23%
	AY_Productivity	458	388	473	22%
SPEDF052.	Enrollment	34	24	30	25%
	AY_Productivity	600	425	531	25%
SPEDF054.	Enrollment	24	30	26	-13%
	AY_Productivity	423	546	460	-16%
SPEDF055.	Enrollment	33	29	39	34%
	AY_Productivity	582	514	554	8%
SPEDF056.	Enrollment	20	27	28	4%
	AY_Productivity	353	476	496	4%
SPEDF057.	Enrollment	44	33	38	15%
	AY_Productivity	776	584	673	15%
SPEDF061.	Enrollment	23	27	36	33%
	AY_Productivity	240	405	540	33%
SPEDF062.	Enrollment	23	29	53	83%
	AY_Productivity	345	435	397	-9%
SPEDF063.	Enrollment	15	16	31	94%
	AY_Productivity	225	240	232	-3%
SPEDF064.	Enrollment	19	19	18	-5%
	AY_Productivity	285	285	270	-5%
SPEDF065.	Enrollment	18	20	15	-25%
	AY_Productivity	270	300	225	-25%
SPEDF066.	Enrollment	11	14	15	7%
	AY_Productivity	165	210	225	7%
SPEDF067S	Enrollment	23			
	AY_Productivity				

		FH			
		2008-09	2009-10	2010-11	Chg 09-10 to 10-11
SPEDF069.	Enrollment	13	19	11	-42%
	AY_Productivity	222	324	156	-52%
SPEDF072.	Enrollment	28	35	50	43%
	AY_Productivity	211	263	375	43%
SPEDF073.	Enrollment	29	20	19	-5%
	AY_Productivity	309	214	336	57%
SPEDF074.	Enrollment	24	25	21	-16%
	AY_Productivity			372	
SPEDF075.	Enrollment	23	29	25	-14%
	AY_Productivity		511	443	-13%
SPEDF080.	Enrollment	38	54	43	-20%
	AY_Productivity	550	439	282	-36%

Course Success

		FH							
		Pass		Did Not Pass		Withdrawn		Total	
		Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
SPEDF050.	2008-09	25	96%			1	4%	26	100%
	2009-10	22	100%					22	100%
	2010-11	23	85%	2	7%	2	7%	27	100%
SPEDF052.	2008-09	34	100%					34	100%
	2009-10	23	96%			1	4%	24	100%
	2010-11	30	100%					30	100%
SPEDF054.	2008-09	23	96%			1	4%	24	100%
	2009-10	30	100%					30	100%
	2010-11	26	100%					26	100%
SPEDF055.	2008-09	31	94%			2	6%	33	100%
	2009-10	25	86%			4	14%	29	100%
	2010-11	39	100%					39	100%
SPEDF056.	2008-09	20	100%					20	100%
	2009-10	27	100%					27	100%
	2010-11	27	96%	1	4%			28	100%
SPEDF057.	2008-09	43	98%			1	2%	44	100%
	2009-10	32	97%			1	3%	33	100%
	2010-11	38	100%					38	100%
SPEDF061.	2008-09	20	87%	1	4%	2	9%	23	100%
	2009-10	17	63%	6	22%	4	15%	27	100%
	2010-11	21	58%	12	33%	3	8%	36	100%
SPEDF062.	2008-09	21	91%	1	4%	1	4%	23	100%
	2009-10	26	90%	1	3%	2	7%	29	100%
	2010-11	37	70%	10	19%	6	11%	53	100%
SPEDF063.	2008-09	11	73%	4	27%			15	100%
	2009-10	15	94%	1	6%			16	100%
	2010-11	22	71%	6	19%	3	10%	31	100%
SPEDF064.	2008-09	16	84%	1	5%	2	11%	19	100%
	2009-10	18	95%	1	5%			19	100%
	2010-11	9	50%	5	28%	4	22%	18	100%
SPEDF065.	2008-09	11	61%	6	33%	1	6%	18	100%
	2009-10	19	95%	1	5%			20	100%
	2010-11	9	60%	5	33%	1	7%	15	100%

FOOTHILL COLLEGE PROGRAM REVIEW DATA

11/08/11

		FH							
		Pass		Did Not Pass		Withdraw		Total	
		Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
SPEDF066.	2008-09	11	100%					11	100%
	2009-10	11	79%	2	14%	1	7%	14	100%
	2010-11	11	73%	2	13%	2	13%	15	100%
SPEDF067S	2008-09	23	100%					23	100%
SPEDF069.	2008-09	12	92%			1	8%	13	100%
	2009-10	17	89%	2	11%			19	100%
	2010-11	9	82%			2	18%	11	100%
SPEDF072.	2008-09	21	75%	6	21%	1	4%	28	100%
	2009-10	24	69%	6	17%	5	14%	35	100%
	2010-11	30	60%	14	28%	6	12%	50	100%
SPEDF073.	2008-09	28	97%			1	3%	29	100%
	2009-10	20	100%					20	100%
	2010-11	19	100%					19	100%
SPEDF074.	2008-09	24	100%					24	100%
	2009-10	24	96%			1	4%	25	100%
	2010-11	21	100%					21	100%
SPEDF075.	2008-09	23	100%					23	100%
	2009-10	29	100%					29	100%
	2010-11	25	100%					25	100%
SPEDF080.	2008-09	34	89%	2	5%	2	5%	38	100%
	2009-10	41	76%	13	24%			54	100%
	2010-11	34	79%	7	16%	2	5%	43	100%

Unit Assessment Report - Four Column

Foothill College

Program (ALD-SPED) - Special Education AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (ALD-SPED) - Special Education AA/CA - 1 - Upon completion of the program the student will demonstrate basic technologies and assessment tools appropriate to individuals with disabilities.</p> <p>Year PL-SLO implemented: 2011-2012</p> <p>Start Date: 12/02/2011</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: At least 75% of students will demonstrate proficiency in 2 types of adaptive software and hardware</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: At least 75% of students will demonstrate proficiency in 2 types of adaptive software and hardware</p>		
<p>Program (ALD-SPED) - Special Education AA/CA - 2 - Upon completion of SPED program, the student will be able confidently identify persons with disabilities and assess their needs.</p> <p>PL-SLO Status: Active</p>			
<p>Program (ALD-SPED) - Special Education AA/CA - 3 - Upon completion of program, the student will be able to recognize and respect the difference in the roles of teachers, other professional practitioners and paraeducators.</p> <p>PL-SLO Status: Active</p>			
<p>Program (ALD-SPED) - Special Education AA/CA - 4 - Upon completion of program, the student will be able to practice the standards of professional and ethical conduct approved by the local educational agency and/ or place of employment.</p> <p>PL-SLO Status: Active</p>			
<p>Program (ALD-SPED) - Special Education AA/CA - 5 - Upon completion of the program the graduate will be able to prepare and organize materials to support instruction and learning as directed.</p> <p>PL-SLO Status:</p>			

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Active			

Unit Course Assessment Report - Four Column

Foothill College Department - Special Education (SPED)

Mission Statement: The program allows you to develop the skills for a rewarding career as a paraprofessional in public and private schools and other work settings such as rehabilitation facilities, human service organizations, community centers, after school programs, or care giving facilities. By enrolling in Foothill's Special Education Program, you will have the opportunity to study disability and special education topics including the law, Attention Deficit Disorder, psychological aspects, and technology.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Special Education (SPED) - SPED 50 - INTRODUCTION TO ADAPTIVE FITNESS TECHNIQUES - 1 - Challenges - A successful student will identify and assess the challenges presented to disabled in a fitness setting. (Created By Department - Special Education (SPED))	<p>Assessment Method: list 5 challenges experienced by a disabled client in fitness setting - physical or psycho, pre- post intake.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their presentation assignments.</p>	<p>11/01/2011 - 85% of students received a B+ or better on their presentation assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Need a classroom with a multi-media set up.</p>	11/02/2011 - The students found that by focusing on the practical aspects of what the daily challenges are of being disabled such as getting dressed, getting transportation and dealing with psycho- social issues they better understood the problems of being disabled.
Assessment Cycles: 2010-2011 2011-2012			11/02/2011 - Having the students "pretend " to be disabled and doing daily activities, really provided better empathy. I will continue to use this useful tool.
Course-Level SLO Status: Active		11/01/2011 - Presenting a class project/report orally and a paper given to all of their fellow students this improves the quality of work since their peers will see what they have done. The goal of the project is to teach me the "teacher" something new or something that was not addressed in the class that they want to learn more about.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Special Education (SPED) - SPED 50 - INTRODUCTION TO ADAPTIVE FITNESS TECHNIQUES - 2 - Exercise Program - A successful student will formulate a comprehensive exercise program for a specific disabled client. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: list three exercises that most disabled individuals should avoid, pre- post intake</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their presentation assignments.</p>	<p>11/01/2011 - 85% of students received a B+ or better on their presentation assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: A multimedia classroom.</p>	<p>11/02/2011 - Look at exercises they have done in the past and evaluate them using the benefits Vs risk ratio.</p> <hr/> <p>11/02/2011 - Learning is alive, students move and interact when we discuss this aspect of class. The class becomes so alive colleagues ask us to be quiet.</p> <hr/> <p>11/01/2011 - This SLO is provided a lively learning experience for the student. We do hands on demonstrations and practical real life exercises to illustrate the point. The students have had several "awe moments" after this learning experience!</p> <hr/>
<p>Department - Special Education (SPED) - SPED 52 - POSITIVE AGING - 1 - Generational Differences - A successful student will compare and contrast the personalities of the veterans, boomers and gen Xers. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Provide a simple rubric of the different types of personalities, veterans, boomers and gen Xers.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Need more support staff to help with clerical duties</p>	<p>11/02/2011 - The students found that the compare and contrast method worked well to understand the different generations. The approach of looking at the changes of different generations was useful, also how people change as they age was enlightening.</p> <hr/>
Department - Special Education (SPED) - SPED 52 - POSITIVE AGING - 2 - Aging - A	<p>Assessment Method: List 3 major difference between normal</p>	11/02/2011 - 85% of students receive a B+ or better on their assignments.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>successful student will describe the differences between normal aging and healthy aging. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>aging and healthy aging.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Support staff to help with e-tudes once classes are converted to be hybrid</p>	<p>11/02/2011 - The students learned that there is a major difference between chronological aging and physical aging. Each student assessed their real age vs chronological age.</p> <p>The students better understand the role genetics play in aging vs nurture.</p>
<p>Department - Special Education (SPED) - SPED 54 - PRINCIPLES OF THERAPEUTIC EXERCISE - 1 - Therapeutic Fitness - A successful student will design a therapeutic fitness routine for one chronic condition. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will provide a complete case study on said condition.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments. 1</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Support staff to assist with paper work and clerical duties and a multimedia classroom.</p>	<p>11/02/2011 - The students felt that the practical nature of this course and the assignments made the class very useful and helped them solve real life situation! The nature of the class aiming for ideal but being ready for the real life experiences made the class helpful.</p>
<p>Department - Special Education (SPED) - SPED 54 - PRINCIPLES OF THERAPEUTIC EXERCISE - 2 - Key Elements - A successful student will outline/graph the key elements needed to design an exercise routine. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Prepare a rubric that includes the key elements of a therapeutic routine.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Clerical support and a functioning multimedia classroom</p>	<p>11/02/2011 - This was very useful according to the students - this was found to be challenging because depending upon the clients needs the "key elements" will change. Will continue class discussions and using a multi-sensory approach of hands on work, lectures, group study groups and debates and field work has worked well.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Special Education (SPED) - SPED 55 - GERIATRIC FITNESS CONCEPTS - 1 - Behaviors - A successful student will critique the role healthy behaviors play in successful aging. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will need to produce a product that shows the influence on healthy living has on the major systems of the body.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: More support staff a fully equiped multimedia class room</p>	<p>11/02/2011 - The students believed this SLO was meaningful because it had meaning to their own life. The inter-connection of behaviors to health and longevity was discussed. The students as a learning activity did several exercises via the internet to assess their longevity and life expectancy.</p> <p>11/02/2011 - Many found that how you live has a large influence on when you will die, maybe even more than genetics.</p>
<p>Department - Special Education (SPED) - SPED 55 - GERIATRIC FITNESS CONCEPTS - 2 - Motivation - A successful student will compose and explain two effective methods to predict motivation of older clients to exercise. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will list the 5 psych/social techniques to influence motivation.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Support staff to input online material</p>	<p>11/02/2011 - This SLO was interesting because it made students think outside the box of all the options. It made them think about the difference between exercise, lifestyle and physical activity. Also , this SLO helped the students understand that "knowing" something is not enough to motivate someone to change. Need more large group & small group discussions.</p>
<p>Department - Special Education (SPED) - SPED 56 - FUNCTIONAL ASPECTS OF ADAPTIVE FITNESS - 1 - Fitness Routine - A successful student will produce and</p>	<p>Assessment Method: Student to design a exercise routine for a specific chronic condition.</p> <p>Assessment Method Type:</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result:</p>	<p>11/02/2011 - The most effective tool has been making the class room come alive with practical hands on</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>explain to the class a functional fitness routine for a chronic condition. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Need a classroom with a multi-media set up.</p>	<p>experiences. The lecture and classroom discussions where students bring real life situations to the classroom takes learning from theory to practice.</p>
			<p>11/02/2011 - This SLO made the students re-consider the (real /functional) purpose of exercise. Exercise should have a purpose that can be translated into a real life situation such as getting dressed getting out of a chair. To design an exercise to foster an improved function is much different than a program for fitness.</p> <p>11/02/2011 - This SLO has provided a real impact in the way these trainers view designing an exercise program and thus no changes will be made.</p>
<p>Department - Special Education (SPED) - SPED 56 - FUNCTIONAL ASPECTS OF ADAPTIVE FITNESS - 2 - Importance - A successful student will explain and rationalize why functional fitness is important to a disabled person. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student to compare and contrast the difference of functional fitness vs physical fitness vs healthy fitness.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: More help from support staff</p>	<p>11/02/2011 - Class discussions and proactical hands on life experiences are very helpful along with lecture and reading assignments format</p> <p>11/02/2011 - It was challenging for the student to design exercises to foster better ADL's. It was meaningful for the student to see how a functional exercise program made a significant impact</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			in real life!
Department - Special Education (SPED) - SPED 57 - WORKING WITH SPECIAL POPULATIONS - 1 - Learning Styles - A successful student will list the different learning styles. (Created By Department - Special Education (SPED))	<p>Assessment Method: Student to state three different learning styles seen in a learning situation</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	11/02/2011 - This SLO worked very well when the students had to implement it into a classroom situation. They found that ivory tower learning theory does not always work in the field. They found that too often educators have wonderful theories that most often do not work in the class room!
<p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	11/02/2011 - Open lecture approach with opportunity for Q&A as well as class discussions additionally a multi- sensory learning experiences were applied.
			11/02/2011 - Students benefited from understanding what their learning style is and how it impacted their teaching style. This SLO helped them understand why they "click" with some teachers and not others. Also, this SLO helped them understand how their learning style may not work for some students in their class and it does not mean they are a bad teacher. The students participated in a learning style test to determine how best they learn and found extremely helpful.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			<p>11/02/2011 - Class discussions and sharing personal learning situations helped them become more aware that not everyone learns the same way nor is one approach better than another. This SLO offered great insights to how to better connect with students.</p> <hr/> <p>11/02/2011 - Assignments are open and adapted to the students desired long term learning objectives the assignments that are designed to be practical. The focus of the assignments is to provide deep learning VS parrotting back what I tell them is important.</p> <hr/>
<p>Department - Special Education (SPED) - SPED 57 - WORKING WITH SPECIAL POPULATIONS - 2 - Best Practice - A successful student will match which each learning style to the best practice to attain optimal learning. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student to prepare a chart that matches which teaching style best serves which learning style</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>		
<p>Department - Special Education (SPED) - SPED 61 - INTRODUCTION TO DISABILITIES - 1 - Categories - A successful student will be able to Identify and differentiate all the major categories of disabilities. (Created By Department -</p>	<p>Assessment Method: Student will take one take-home quiz.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At least 75% of students will receive a B or</p>	<p>10/14/2011 - There were 33 students in the class. 5 did not participate in the quiz. 4 out of 28 students earned less than a B. Target was met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Special Education (SPED)) Assessment Cycles: 2010-2011 2011-2012	better on the quiz	2010-2011 Resource Request: none at this time	
Course-Level SLO Status: Active	<p>Assessment Method: Student will participate in online discussion on variety of disabilities</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: At least 75% of students will earn a B (80%) on discussion postings</p>	<p>10/14/2011 - Discussion 5 was a survey that students used to find out if people knew or understood ADHD. 11/33 students did not participate (33%). 15% of students earned less than a B. A significant number of students did not participate.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Time management training for students taking online classes</p>	10/14/2011 - I am concerned with the lack of participation towards the end of the course. Many students I emailed/ contacted simply said they had so much to do at the end of the quarter, they decided to "cut their losses" and not participate. This course is set up so that there is an equal amount of work throughout the quarter==> no major test or cumulative final. I would like to reach out to other online faculty and see if this is a "trend" or if this is an anomaly in my class.
Department - Special Education (SPED) - SPED 61 - INTRODUCTION TO DISABILITIES - 2 - Cultural Experiences - A successful student will discuss the cultural experiences of the disabled person in America. (Created By Department - Special Education (SPED)) Assessment Cycles: 2010-2011 2011-2012	<p>Assessment Method: 4 page report describing all disability categories</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students will complete reports</p>	<p>09/15/2011 - 80% of students completed report</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Extra time for students who need accommodation</p>	
Course-Level SLO Status: Active	<p>Assessment Method: Student will complete report on accessibility issues in transportation and architecture</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: at least 75% of students will complete the report and earn a B or better</p>	<p>10/14/2011 - 9/33 students did not participate. 3/33 students earned less than a B. 21/33 (64%) earned a B or better.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Training for Faculty to increase online participation AND training for students to</p>	10/14/2011 - I am concerned about the participation rate by students. Students seem to not turn in papers/projects when you don't see them. If you look at those who did participate, 87.5% of the students earned a B or better for this major project. It would help to see how this statistic compares to other online classes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		manage their time better.	
<p>Department - Special Education (SPED) - SPED 61 - INTRODUCTION TO DISABILITIES - 3 - Paradigms - A successful student will discuss philosophical paradigms of disability and its practical implications. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>			
<p>Course-Level SLO Status: Active</p> <p>Department - Special Education (SPED) - SPED 61 - INTRODUCTION TO DISABILITIES - 4 - Strategies - A successful student will create, design strategies for student/client with disability. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>			
<p>Course-Level SLO Status: Active</p> <p>Department - Special Education (SPED) - SPED 62 - PSYCHOLOGICAL ASPECTS OF DISABILITY - 1 - Impact - A successful student will examine the psychological and social impact disability has from an individual, family, and societal perspective. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Exams measure student's level of understanding of the term disability in the society and its impact on the individual and their family members across the lifespan.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% Pass rate for students on midterm/final exam</p>	<p>10/11/2011 - The majority of students demonstrated understanding through the exams.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - The assignments and final exam reflected their ability to recognize the impact of a disability in school, work, and leisure activities, consider the role of support systems in disability management, consider biases and stigma and the effect on the individual with a disability, examine caregiver issues and family dynamics and identify psychological</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			<p>issues a person with disabilities experiences such as self-esteem, abuse and depression.</p> <hr/>
<p>Department - Special Education (SPED) - SPED 62 - PSYCHOLOGICAL ASPECTS OF DISABILITY - 2 - Sensitivity - A successful student will demonstrate an understanding and sensitivity towards people with disabilities. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Discussions and Participation will demonstrate concepts learned in class such as Kubler Ross's stages of grief, understand the differences between long-term and short-term illnesses and disabilities, recognize individual choices and attitudes towards disability.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 70% of students will demonstrate these concepts in their discussions and participation.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/12/2011 - The assignments and final exam reflected their ability to recognize the impact of a disability in school, work, and leisure activities, consider the role of support systems in disability management, consider biases and stigma and the effect on the individual with a disability, examine caregiver issues and family dynamics and identify psychological issues a person with disabilities experiences such as self-esteem, abuse and depression.</p> <hr/>
<p>Department - Special Education (SPED) - SPED 63 - LEARNING DISABILITIES - 1 - Definitions/Characteristics - A successful student will demonstrate knowledge of the definitions and characteristics of learning disabilities and related mild disabilities. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A critical analysis of F.A.T. City Workshop video: Understanding Learning Disabilities by Richard Lavoie and write a 2-3 page reflection paper. 2-3 page reflection paper on the video Ennis's Gift, a documentary on famous people with learning disabilities who despite facing obstacles became successful.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% will demonstrate knowledge of the definitions and characteristics of learning disabilities.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/02/2011 - 80% of students demonstrated knowledge of the definitions and characteristics of learning disabilities in Spring 2011.</p> <p>11/02/2011 - The course assignments, discussions, presentations and final exam measured student's level of understanding learning disabilities and related mild disabilities. Demonstrate knowledge of state and federal legislation relating to individuals with disabilities. Identify and apply appropriate strategies for students with learning disabilities</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			and related mild disabilities in the general education classroom.
<p>Department - Special Education (SPED) - SPED 63 - LEARNING DISABILITIES - 2 - Strategies - A successful student will demonstrate the ability to develop appropriate strategies for students with learning disabilities and related mild disabilities in the general education classroom. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Group presentation: Develop and demonstrate 3 lesson plans using appropriate strategies for teaching students with learning disabilities in reading and writing. Comprehensive final exam covering the topics discussed in class, online and text.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will demonstrate the ability to develop appropriate strategies.</p>	<p>11/02/2011 - 80% of students were able to demonstrate the ability to develop appropriate strategies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/02/2011 - The assignments and group presentation reflected their ability to design and implement specific strategies for assisting students struggling in reading and writing due to their learning disabilities.</p> <p>11/02/2011 - Include more in class activities and group discussions</p>
<p>Department - Special Education (SPED) - SPED 64 - DISABILITY & THE LAW - 1 - Laws - A successful student will Identify the main federal and state laws governing disability access and the agencies empowered to implement those laws and monitor compliance in the community at large. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be assessed by short questions in Assignments Tests and Surveys in Etudes</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: At least 85% of students will achieve a score of 87% or better on their short question assignments each week</p> <p>Assessment Method: Students will participate in online discussions about federal and state laws governing disability access</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: At least 85% of students will score 85% or better on discussions</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Special Education (SPED) - SPED 64 - DISABILITY & THE LAW - 2 - Issues/Rules - A successful student will analyze cases and determine the main issues and rules determining the outcomes of legal cases. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Start Date: 03/01/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will analyze 3 case studies in teams of 3 or 4 to determine outcome of legal cases/ issues</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: At least 85% of students will score a B or better on their case studies</p>	<p>10/14/2011 - Case Study 1: 10/14 scored B or better (71.4%) Case Study 2: 10/14 scored a B or better (71.4%) Case Study 3 (optional): 7/11 scored a B or better (64%)</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time</p>	<p>10/14/2011 - I am concerned that students are not meeting the target for the following reasons: 1) The level of critical analysis required in legal cases is too complicated for them. The students who have done well are students who have had some 4-year college experience or are graduate students taking this course for a refresher or students who have at least completed English 1A. 2) Students who take this course as the first course in Special Education. This course really needs some background in disability studies and a basic understanding of special education. We need to consider if there should be a pre-requisite. At this time the enrollment is already low (14). A pre-requisite may reduce already low numbers. Need to discuss this with the dean and other faculty members.</p>
<p>Department - Special Education (SPED) - SPED 64 - DISABILITY & THE LAW - 3 - Teamwork/ Advocacy - A successful student will be able to work with other students in analyzing cases and outcomes (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Start Date: 03/01/2011</p>	<p>Assessment Method: Student will work in teams of 3 or 4 to analyze cases and outcomes</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 50% of students will be able to earn at least a 8 on the rubric</p> <p>Related Documents: Team Ranking Sheet</p>	<p>10/14/2011 - This was very difficult to measure because students either dropped the class halfway, or some students simply did not put in the effort while others put in herculean efforts but did not "officially" say so. I would say that the target was met because over half the students worked very well together. However, I have yet to find an accurate measure.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active		2010-2011 Resource Request: Training on how to do group projects in Etudes and collaborative assignments	
Department - Special Education (SPED) - SPED 65 - FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS - 1 - Fact/Opinion - A successful student will differentiate scientific and medical fact about Attention Deficit Disorders from anecdotal, biased and unsupported opinion. (Created By Department - Special Education (SPED)) Assessment Cycles: 2010-2011 2011-2012			
Course-Level SLO Status: Active			
Department - Special Education (SPED) - SPED 65 - FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS - 2 - Medical Provider - A successful student will critically assess an appropriate medical provider for diagnosis and treatment plan for an Attention Deficit Disorder, either for themselves or for a family member. (Created By Department - Special Education (SPED)) Assessment Cycles: 2010-2011 2011-2012			
Course-Level SLO Status: Active			
Department - Special Education (SPED) - SPED 65 - FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS - 3 - Portfolio - A successful student will create an organized portfolio of reference and resource information, designed to be used ongoing			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>regarding medical treatments, education, employment and general life management of Attention Deficit Disorders. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Special Education (SPED) - SPED 66 - DISABILITY & TECHNOLOGY ACCESS - 1 - Assessment - A successful student will comprehend key concepts of assessment for adaptive technology. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment will be given in an written assignment to assess the adaptive technology needs of a person with disabilities.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will demonstrate their ability to comprehend and apply key concepts of adaptive computer technology and apply this understanding in a research paper.</p>	<p>11/02/2011 - 100% of students were able to demonstrate and apply understanding of technology adaptations for students with disabilities.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: More Instructional Software programs</p>
			<p>11/02/2011 - The students were able to apply the concepts learned in the class to the practical application in accessing a person with a disability. The students clearly demonstrated their capacity to assess adaptive technology by applying the concepts to an in a educational environment.</p> <p>11/02/2011 - They had more experience with the Instruction software than the Adaptive Software. I will place more emphasis on the adaptive piece.</p> <p>11/02/2011 - I would add one more in class session for teaching the hands on portion of the class. This would augment the application of the concepts.</p>
<p>Department - Special Education (SPED) - SPED 66 - DISABILITY & TECHNOLOGY ACCESS - 2 - Application - A successful student will apply understanding of a variety</p>	<p>Assessment Method: Assessment will be given in an written assignment to assess the adaptive technology needs of a person with</p>	<p>10/12/2011 - 100% of students were able to demonstrate and apply understanding of technology adaptations for students with</p>	<p>10/12/2011 - Students found the workshops extremely helpful. Next quarter I will have 3 required</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>of Technology adaptations and where to find them. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>disabilities. The paper will be 4-5 pages long and use compilation of the quarters assignments.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will demonstrate their ability to comprehend and apply key concepts of adaptive computer technology and apply this understanding in a research paper.</p>	<p>disabilities.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>workshops. New technology needs to be added to the curriculum to keep current. (such as ipad applications)</p>
<p>Department - Special Education (SPED) - SPED 69 - SPECIAL EDUCATION STRATEGIES & PRACTICUM - 1 - Practicum - The student will be able to identify components of a special education program by having a practicum experience and writing research papers. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are observed by instructor in their practicum, give oral presentations to the class and write weekly research papers on Special Education subjects.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 98% of students should have work experiences dealing with students with disabilities.</p>	<p>10/26/2011 - 100% of students were able to acquire skills in working with students with disabilities and are dedicated to work in the field of Special Education.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/26/2011 - The practicum experience is vital in the education of those who want to work with students with disabilities. Research and writing helps individuals learn concepts.</p>
<p>Department - Special Education (SPED) - SPED 69 - SPECIAL EDUCATION STRATEGIES & PRACTICUM - 2 - Strategies - The student will be able to apply their strategies with real world applications in the field of special education. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are observed by instructor in their practicum, give oral presentations to the class and write research papers on Special Education subjects.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 98% of students should have work experiences dealing with students with disabilities.</p>	<p>10/26/2011 - 100% of students were able to acquire skills in working with students with disabilities and are dedicated to work in the field of Special Education.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/26/2011 - The practicum experience is vital in the education of those who want to work with students with disabilities. Research and writing helps individuals learn concepts.</p>
<p>Department - Special Education (SPED) - SPED 72 - STRESS, WELLNESS &</p>	<p>Assessment Method: see CNSL 72 as this course is cross-listed</p>	<p>11/02/2011 - By reviewing the final papers that</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>COPING - 1 - Coping Skills - A successful student will apply at least three coping skills from the class, be able to identify personal stressors and describe the effects in his or her life. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: see CNSL 72 as this course is cross-listed</p>	<p>were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 28 students, 3 students struggled to clearly meet this learning outcome.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: I see that my time will be a resource that is needed. I also see that I may need a TA of some sort to help with the implementation.</p>	<p>11/02/2011 - It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome. I will consider implementing more knowledge based tests, since some students may have difficulty turning in homework, but may be able to report the knowledge on a test or exam.</p> <hr/>
<p>Department - Special Education (SPED) - SPED 72 - STRESS, WELLNESS & COPING - 2 - Stress Reduction - A successful student will be able to demonstrate a reduction in stress symptoms (amount, frequency, or intensity). (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: see CNSL 72 as this course is cross-listed</p> <p>Target for Success: see CNSL 72 as this course is cross-listed</p>	<p>11/02/2011 - It appears that students' levels of anxiety, depression, and intensity of symptoms were reduced for the most part. The majority of students reported an improvement in these areas.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Assistance from the Research arm of the college.</p>	<p>11/02/2011 - Review other statistical measures that may improve assessment of this SLO.</p> <hr/>
<p>Department - Special Education (SPED) - SPED 73 - INTRODUCTION TO AQUATIC EXERCISE - 1 - Behaviors - The student will formulate and present a position paper on the relevant behaviors that influence exercise compliance for a person with a chronic condition. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Presentation and term paper will be given</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in exams</p>	<p>11/17/2011 - 90% of students obtained a B grade or better and 94% those students who took the National Water Ex certification passed the exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: College swimming pool to do practical portion of class.</p>	<p>11/17/2011 - The students not being to able to perform TBA hours in a lab setting the students will SUFFER. This course and ALL AFT need to have the students do a LAB off-campus!</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2011-2012	Course-Level SLO Status: Active	Assessment Method: Presentation and term paper will be given Assessment Method Type: Case Study/Analysis Target for Success: 75% of students will receive a B+ or better in exams	11/17/2011 - 90% of students obtained a B grade or better and 94% those students who took the National Water Ex certification passed the exam. Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: College swimming pool to do practical portion of class.
Department - Special Education (SPED) - SPED 73 - INTRODUCTION TO AQUATIC EXERCISE - 2 - Water Fitness - The student will explain how the factors of water fitness offer benefits to a disabled client not possible in a land based program. (Created By Department - Special Education (SPED))	Assessment Cycles: 2010-2011 2011-2012 Course-Level SLO Status: Active	Assessment Method: Field work, viewing videos, oral presentations, paper and reading. Assessment Method Type: Case Study/Analysis Target for Success: 75% of students will receive a B+ or better in their assignments.	11/17/2011 - The students not being able to perform TBA hours in a lab setting the students will SUFFER. This course and ALL AFT need to have the students do a LAB off-campus!
Department - Special Education (SPED) - SPED 74 - PRINCIPLES OF ADAPTIVE AQUA FITNESS - 1 - Bio-Mechanics - This course focuses on the science of water exercise as a result the student will learn the basic bio-mechanics of fluid dynamics. (Created By Department - Special Education (SPED))	Assessment Cycles: 2010-2011 2011-2012 Course-Level SLO Status: Active	Assessment Method: 11/02/2011 - 85% of students will receive a B+ or better on their assignments. Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: Pool time	11/02/2011 - The interaction of lecture and off site lab work worked fine, but being able to have access into the pool as we explain concepts would be best. Plus if the physics dept had some nice visuals that we could use would be ideal. 11/02/2011 - The SLO helped the student understand that teaching water exercise is more than just moving body parts around in the pool but fluid dynamics play a critical role. 11/02/2011 - It would be wonderful if the physics dept and PE dept could work together.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Special Education (SPED) - SPED 74 - PRINCIPLES OF ADAPTIVE AQUA FITNESS - 2 - Influence - The student will calculate and explain how the factors of water influence an exercise program for a disabled vs an able bodied client (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>	<p>Assessment Method: Lecture, discussion and expanded lab time.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: PE division to share pool</p>	<p>11/02/2011 - They found out that when they did the field work with disabled students that each student felt the water experience differently based on their disability. They also found that factors of drag and other factors of water strongly influence the experience.</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Special Education (SPED) - SPED 75 - INTERNSHIP IN ADAPTIVE AQUATICS - 1- Teaching - The field work aspect of this class is critical to becoming a water fitness instructor. It would ideal if the PE division would allow our student to do student teaching under their supervision. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>	<p>Assessment Method: Teaching from the pool deck vs in the pool showed the students how best to teach.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Pool time at the college</p>	<p>11/02/2011 - That field work experience is the cornerstone of deep learning. Without real life of experiences the course is meaningless.</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Special Education (SPED) - SPED 75 - INTERNSHIP IN ADAPTIVE AQUATICS - 2 - Practical - Report back to the class their real life teaching experience. This practical aspect shows that textbook learning is not as useful a life experiences which translates to DEEP learning. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Group discussions and role playing</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will receive a B+ or better in their assignments.</p>	<p>11/02/2011 - 85% of students will receive a B+ or better on their assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Access to FHC pool</p>	<p>11/02/2011 - Case studies and students sharing their learning experiences</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Special Education (SPED) - SPED 80 - INTRODUCTION TO COLLEGE & ACCOMMODATIONS - 1 - Requirements/Goals - A successful student will be able to identify Foothill graduation requirements, 4-year college/university transfer requirements and personal lifetime goals. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Special Education (SPED) - SPED 80 - INTRODUCTION TO COLLEGE & ACCOMMODATIONS - 2 - Strategy - A successful student will develop an initial individual strategy for college success based upon the current disability access laws, understanding of their own disability, and knowledge of available Foothill College disability accommodations. (Created By Department - Special Education (SPED))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>			