

Annual Instructional Program Review Template for 2011-2012

**Basic Program Information**

Department Name: **Adapted Physical Education**

Program Mission(s): **To educate and prepare students for employment in the field of health and fitness. Some students will transfer on to the four College to expand their employment and educational opportunities.**

Program review team:

| Name              | Department                        | Position                      |
|-------------------|-----------------------------------|-------------------------------|
| <b>Karl Knopf</b> | <b>Adapted Physical Education</b> | <b>Full - Time Instructor</b> |
|                   |                                   |                               |

Programs\* covered by this review

| Adaptive Fitness Specialist / Therapy<br>Adaptive Aquatics Specialist | Program Type<br>(A.S., C.A.,<br>Pathway, e | Units**          |
|---|--|------------------|
| <b>AFT =</b><br><b>Adapted Aquatics =</b>                             | <b>AA /Certificate<br/>Certificate</b>     | <b>37<br/>27</b> |
|   |  |                  |

\*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.

**The Adaptive Fitness Therapy Program is State Approved Program**

**The Adapted Aquatics Program increased the unit value to qualify for State Approval but as of Fall 2011, was placed on "hold" following categorical funding cuts.**

**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.

| Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|------------------------|-----------|-----------|-----------|----------|
| <b>See Attached</b>    |           |           |           |          |
|                        |           |           |           |          |

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

| Non-Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|----------------------------|-----------|-----------|-----------|----------|
|                            |           |           |           |          |

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|   |  |  |  |  |
|---|--|--|--|--|
| <b>Due to the fact that AFT was listed under SPED it is difficult to ascertain reliable data.</b> |  |  |  |  |
|   |  |  |  |  |

1.2 Department Data SEE ATTACHED

| Dimension              | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|------------------------|-----------|-----------|-----------|----------|
| <b>Success</b>         |           |           |           |          |
| <b>Full-time FTEF</b>  |           |           |           |          |
| <b>Part-time FTEF</b>  |           |           |           |          |
| <b>Full-time Staff</b> |           |           |           |          |
| <b>Part-time Staff</b> |           |           |           |          |

Department Course Data SEE ATTACHED

| Course | 2008-2009 |       |         | 2009-2010 |       |         | 2010-2011 |       |         |
|--------|-----------|-------|---------|-----------|-------|---------|-----------|-------|---------|
|        | Enroll.   | Prod. | Success | Enroll.   | Prod. | Success | Enroll.   | Prod. | Success |
|        |           |       |         |           |       |         |           |       |         |
|        |           |       |         |           |       |         |           |       |         |

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.

Obtaining accurate data is difficult due to the fact that the Adaptive Fitness Therapy Data was co-mingled with SPED data, however based on personal investigation via past enrollments, the enrollment trends of Adaptive Fitness Therapy have shown a steady upward growth since the start of the program. The high unemployment rates in the Santa Clara Valley have sent many under-employed and unemployed students to the Adapted Fitness and Adaptive Aquatics Programs from De Anza and Foothill Colleges work employment programs. Health and Fitness areas are projected by numerous professional and government agencies to be a growth area for the future. In reviewing enrollment data from the Portal it appears that enrollment numbers are consistently in the mid to upper 20's and low 30's.

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.

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The completion rates of Certificates have grown and the number of students obtaining an AA Degree has been on a steady incline. In recent years the numbers of students matriculating to the CSU system has increased. The employment of the Adaptive Fitness graduates is near 97%, based on exit interviews and follow- up surveys done by the faculty. The graduates of the Adaptive Fitness Program are obtaining employment in health clubs, private personal training, community health and human services agencies as well as long term care sites. Many students have gone on to obtain advanced degrees in health science, physical medicine and Human Performance. Many students also obtain national certifications after taking the AFT classes as well as keeping their national certifications current by taking AFT classes.

2. 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) **An accurate “productivity” number is hard to ascertain because of the fact AFT was co-mingled with other Sped classes, but an estimate based on past enrollments over the past three years for AFT courses suggest that 546 was obtained.**
3. 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?) **No AFT classes have been cancelled. Offering classes in the evening and weekends appears to add to the success of the program.**
4. 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? **All courses were updated Fall Quarter 2011, the co-requisites may need to be reviewed if the SPED Program is eliminated.**
  - b. Comment on program mapping and how it ties to the college Mission(s). **Yes the mission of the Adaptive Fitness Program is closely aligned to the mission of Foothill College to offer career path courses and degrees that lead to transferring to a four-year college.**
  - c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap. **The Adaptive Fitness Program has significant overlap with the Athletic Injury Program as well the Gerontology Programs. This overlap of programs adds to the student’s ability to obtain employment.**
  - d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? **There is high request for Adaptive Fitness graduates to have a skill set in adapted aquatics suggesting that the re-instatement of the Adapted Aquatics Program be revisited.**
  - 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? **All SLO’s were recently updated.**  
**At this time the Certificate Program meets high standards and guidelines set forth by the CSU system. All courses have SLOs identified and have been updated 12/11.**

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6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable): **All classes in Both Certificate Programs provide skills in critical thinking, micro/macro analysis, application of theory to practice, and sensitivity to diversity**
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) **The AA Degree prepares students to matriculate to the CSU System.**
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable) : **The AA & Certificate Program prepares students to work at a variety of levels at health clubs, senior centers physical therapy centers, and long term care centers.**

### **Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 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.

**SEE ATTACHED**

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat  
•

**SEE ATTACHED**

### **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?

Many students are re-entry students with existing college degrees, other students are mid-career individuals displaced from jobs sent off shore and other students are 18-24 year old under-graduate students coming from local feeder high schools. Therefore, teaching approaches need to be adapted to address the unique needs of this diverse student body.

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

A complete curriculum review was done in Dec of 2011 to enhance the quality of the AFT program, many classes were increased to 4 units because the state mandates about TBA classes discourages the practice of having students do Internships, which is a key element to job placement.

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

The SLOs are an appropriate, strong measure of student performance.

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

The implementation of SLO's has helped to provide curriculum adjustments and modification to teaching approaches that best serve the current level of students. The SLO's continue to demonstrate the need that these courses be practical based.

### 2.3.b Program-Level SLO

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

The faculty and curriculum are on target training students for the current employment as well as meeting the needs of the hiring agencies.

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

A recent review of the literature and industry journals along with serving on industry panels has suggested that the fitness industry is a growing field and offers entry level and growth opportunities. According to the feedback received from the AFT steering group, the AFT program is on-target in addressing what employers desire. Based on internal data obtained from my research, 97% students find employment after graduation from the program.

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.

| 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?  |
|---|---|--|---|
| <b>1 Make course assignments to include and address writing, critical thinking and gender equity issues</b>   | Writing, critical thinking  | Basic Skills   | This information is helpful in making the student a well rounded individual ready for further education and employment. |
| <b>2 Prepare students for Entry level positions and career opportunities working with older adults and persons with disabilities in The fitness industry.</b> | Quantify numbers of transfers to CSU system and tracking employment outcomes of graduates | Transfer and work force and employers feed back demonstrates that employers respect the practical application skills learned in the AFT Program. The feedback is that the skill learned in AFT allows the graduate to step directly into the work place. | If the outcome is job placement then this SLO and PLO is meeting and exceeding the goal.                                |
| <b>3. The interaction of internships and group</b>  | A method to allow/track internship  | Work Force and internships   | By fostering deep learning and the  |

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|   |                              |  |                                     |
|---|------------------------------|--|-------------------------------------|
| class interaction is a critical aspect of the program and classes | hours needed to be explored. |  | development of student portfolio's. |
|---|------------------------------|--|-------------------------------------|

**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**

This program teaches basic skills in the field of adaptive fitness; it prepares students to transfer to the CSU, and prepares students for career paths in an emerging field of adaptive fitness

**3.2 Previous Program Goals from last academic year SEE ATTACHED**

| Goal  | Original Timeline | Actions Taken  | Status/Modifications   |
|---|-------------------|--|--|
| <b>1 place AFT courses in the schedule of AFT classes under the Kines dept heading for ease of location</b>   | 2010              | none   | Adapted PE has been moved into new Division of Kinesiology & Athletics                   |
| <b>2 re-visit the re-instatement of Adaptive Aquatics Program</b>   | 2011              | Unknown  | Under review   |
| <b>3 re-visit allowing SJSU students to take AFT courses at Foothill College for upper div credit &amp; offer Continuing education credits for personal trainers and group exercise instructors</b> | 2010              | Told it could not be done, since Community Colleges can not offer upper div credit | Under review to determine what lower division classes can be offered and at what benefit |

**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   |
|--|----------------------------|--|--|
| <b>1. Place AFT courses in schedule of classes under Kines heading</b> | <b>2012-2013</b>           |  | Students will be able to locate AFT classes more easily and increase pre-reg enrollments |

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**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.) |
|------------------------------|-----------|--|--|
| <b>One Full-time Faculty</b> |           |  |  |

**Reassigned Time**

| Position   | \$ Amount                             | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|--|---------------------------------------|--|--|
| <b>Re-assign instructor to Full Time Teaching in AFT Program rather than 70 – 30 in APE this will allow Adapted Aquatics Program to be re-instated</b> | \$0-- pending evaluation of APE needs |  |  |

**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.) |
|---|-----------|--|--|
| <b>Marketing AFT with existing other Kines Programs</b> | unknown   |  | unkown   |

**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.) |
|----------------------------------|-----------|--|--|
| <b>N/A</b>                       |           |  |  |

**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.) |
|-------------|-----------|--|--|
| <b>N/A</b>  |           |  |  |

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**Section 5: 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  |
|----------------------|---|---|
| <b>Strengths</b>     | AFT Program is only kind in the state thereby providing a distance learning model the program could expand its reach. The CSU system does not offer such a program either. Since Fitness and Aging is one of the fastest growing fields we are positioned properly for program growth | Program is strategically located between San Francisco and San Jose.  |
| <b>Weaknesses</b>    | Online delivery of classes has not been as successful as we'd like it to be in terms of student completion rates.   | Private firms are starting to offer similar programs.   |
| <b>Opportunities</b> | Health & Fitness is one of the fastest growing fields in Health and Human Services.<br>Los Altos (Hills) has been just designated as one of the first Age Friendly Cities in California.  | Health and fitness professionals are working hard to get insurance companies to pay for clients who work with adaptive fitness professionals. |
| <b>Threats</b>       | Budget issues.  | Marketing to target populations   |

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? Budget concerns. Private training organizations are offering similar programs and FHC needs to stay a leader in this field. The AFT program at Foothill College is unique and our graduates are gaining employment and positive press in local and regional press.

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? How can we keep the enrollment numbers high and should we explore an alternate method of delivery ( CCConfer ) to reach students who reside outside of the service area.

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

**The program needs to continue to explore non-traditional methods such as weekend workshops or condensed short courses that could be taken to different locations.**

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

**The Adaptive Fitness and Adapted Aquatics program absolutely meets the mission of the College. The program is poised to be an academic leader in professional education training for personal trainer and therapist within this region. The AFT Program has received high praise from employers regarding the quality of the skill our graduates posses additionally we are fortunate to have so many employers requesting to hire our students.**

### 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:

**The program fills a specific niche needed in the employment market and not addressed by other programs. This is a focused and specialized program that should be able to serve any number of students it attracts. With the potential for changes to the PE AA degree and inclusion in the Kinesiology Division along with other certificates in Personal Fitness Training and Athletic Injury Care, the AFT program is currently well-positioned to serve enhanced numbers. Additionally, the Adaptive Aquatics program may be able to fit nicely into a summer institute model and provide highly productive classes to a new group of students.**

6.2 Areas of concern, if any:

**Course SLOs indicate difficulty with completing coursework in online classes. As there are few programs of its kind, it would be beneficial to be able to tap into distance populations. Recommend providing additional training in creating/delivering online and hybrid courses so that more successful curriculum can be created and “tested at home” before launching into a state-wide search for students.**

6.3 Recommendations for improvement:

**Since the Adapted PE program has only recently been moved into the Division, and since it appears to have much in common with other new programs in the Division, recommend in-depth review at next opportunity. This will allow more informed decision-making as we blend the program into the mix and will enable us to determine the feasibility of reassigning APE faculty. It will also provide a healthy “test case” as we evaluate the possibility of revamping the PE AA core to suit a more applied Kinesiology focus.**

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College

### Program (ALD-ADAP) - Adaptive Fitness Therapy AA/CA

**Mission Statement:** To provide the fitness community a group of fitness trainers equiped to serve the fitness and post - rehab needs of the older adult and disabled.

**Primary Core Mission:** Workforce

**Secondary Core Mission:** Transfer

| PL-SLOs   | Means of Assessment & Target / Tasks  | Assessment Findings  | Reflection & Follow-Up  |
|---|---|--|---|
| Program (ALD-ADAP) - Adaptive Fitness Therapy AA/CA - 1 - Upon successful completion of the AFT program the student will be able to demonstrate and explain basic adaptive fitness skills and concepts to older adults and individuals with disabilities                    | <p><b>Assessment Method:</b><br/>The student needs to demonsttate effective range of motion.</p> <p><b>Assessment Method Type:</b><br/>Discussion/Participation</p> <p><b>Target:</b><br/>Student will be able to demonstrate at a 95% performance level.</p>   | <p><b>03/02/2012 -</b> We found that the students met this standard.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2011-2012</p> | 03/02/2012 - We feel that current assessment methods are effective and find gainful employment. |
| <b>PL-SLO Status:</b><br>Active   |   |  |   |
| Program (ALD-ADAP) - Adaptive Fitness Therapy AA/CA - 2 - Upon successful completion of the AFT program the student will be able to recognize basic pathophysiology of chronic conditions seen in adults and provide accommodations appropriate to the disabling conditions |   |  |   |
| <b>Start Date:</b><br>09/01/2012  |   |  |   |
| <b>End Date:</b><br>09/01/2013  |   |  |   |
| <b>PL-SLO Status:</b><br>Inactive   |   |  |   |
| Program (ALD-ADAP) - Adaptive Fitness Therapy AA/CA - Adaptive Fitness - Upon completion of the AFT program 75% or better of the graduates will find gainful employment or continue their education.  | <p><b>Assessment Method:</b><br/>Students will be interviewed as they exit the AFT Program regarding what are they able to now as a result of taking the program.</p> <p><b>Assessment Method Type:</b><br/>Survey</p> <p><b>Target:</b><br/>75% will display the needed skills to be an effective in the AFT profession.</p> |  |   |
| <b>Year PL-SLO implemented:</b><br>2012-2013  |   |  |   |
| <b>Start Date:</b><br>09/01/2012  |   |  |   |
| <b>End Date:</b>  |   |  |   |

| PL-SLOs                                       | Means of Assessment & Target / Tasks | Assessment Findings | Reflection & Follow-Up |
|---|--------------------------------------|---------------------|------------------------|
| 09/01/2013<br><b>PL-SLO Status:</b><br>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))<br><br><b>Assessment Cycles:</b><br>2010-2011<br>2011-2012 | <b>Assessment Method:</b><br>list 5 challenges experienced by a disabled client in fitness setting - physical or psycho, pre- post intake.<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>75% of students will receive a B+ or better in their presentation assignments. | 11/01/2011 - 85% of students received a B+ or better on their presentation assignments.<br><b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>Need a classroom with a multi-media set up. | 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.  |
| <b>Course-Level SLO Status:</b><br>Active   |   |  | 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.   |
|   | <b>Assessment Method:</b><br>Written and oral presentation.<br><b>Assessment Method Type:</b><br>Essay/Journal<br><b>Target for Success:</b><br>Passing grade of 80% or better.   |  | 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>list three exercises that most disabled individuals should avoid, pre- post intake</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>                   | <p><b>Assessment Method:</b><br/>Provide a simple rubric of the different types of personalities, veterans, boomers and gen Xers.</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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/>   |
| <p>Department - Special Education (SPED) - SPED 52 - POSITIVE AGING - 2 - Aging - A successful student will describe the differences between normal aging and healthy aging. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011</p>   | <p><b>Assessment Method:</b><br/>List 3 major difference between normal aging and healthy aging.</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p>                                  | <p>11/02/2011 - 85% of students receive a B+ or better on their assignments.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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>  |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks  | Assessment Findings   | Reflection/Action Plan & Follow-Up  |
|---|--|---|---|
| 2011-2012   |  |   |   |
| <b>Course-Level SLO Status:</b><br>Active   |  |   |   |
| 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)) | <b>Assessment Method:</b><br>Student will provide a complete case study on said condition.<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>75% of students will receive a B+ or better in their assignments.   | <b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>Support staff to assist with paper work and clerical duties and a multimedia classroom. | 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.  |
| <b>Assessment Cycles:</b><br>2010-2011<br>2011-2012   |  |   |   |
| <b>Course-Level SLO Status:</b><br>Active   |  |   |   |
| 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))   | <b>Assessment Method:</b><br>Prepare a rubric that includes the key elements of a therapeutic routine.<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>75% of students will receive a B+ or better in their assignments.   | <b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>Clerical support and a functioning multimedia classroom                                 | 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. |
| <b>Assessment Cycles:</b><br>2010-2011<br>2011-2012   |  |   |   |
| <b>Course-Level SLO Status:</b><br>Active   |  |   |   |
| 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))                     | <b>Assessment Method:</b><br>Student will need to produce a product that shows the influence on healthy living has on the major systems of the body.<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>75% of students will receive a B+ or better in their assignments. | <b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>More support staff a fully equipped multimedia class room                               | 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.                               |
| <b>Assessment Cycles:</b><br>2010-2011<br>2011-2012   |  |   |   |
| <b>Course-Level SLO Status:</b><br>Active   |  |   | 11/02/2011 - Many found that how you live has a large influence on when you will die, maybe even more than genetics.  |

| 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 - 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>           | <p><b>Assessment Method:</b><br/>Student will list the 5 psych/social techniques to influence motivation.</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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 &amp; 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 explain to the class a functional fitness routine for a chronic condition. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>Student to design a exercise routine for a specific chronic condition.</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>Need a classroom with a multi-media set up.</p>  | <p>11/02/2011 - The most effective tool has been making the class room come alive with practical hands on 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>   |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks   | Assessment Findings  | Reflection/Action Plan & Follow-Up  |
|--|---|--|---|
| <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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>Student to compare and contrast the difference of functional fitness vs physical fitness vs healthy fitness.</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p> | <p><b>11/02/2011 -</b> 85% of students will receive a B+ or better on their assignments.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>More help from support staff</p>  | <p><b>11/02/2011 -</b> Class discussions and proactical hands on life experiences are very helpful along with lecture and reading assignments format</p> <p><b>11/02/2011 -</b> 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 in real life!</p>   |
| <p>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> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>  | <p><b>Assessment Method:</b><br/>Student to state three different learning styles seen in a learning situation</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p>                                | <p><b>11/02/2011 -</b> 85% of students will receive a B+ or better on their assignments.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>11/02/2011 -</b> Open lecture approach with opportunity for Q&amp;A as well as class discussions additionally a multi- sensory learning experiences were applied.</p> | <p><b>11/02/2011 -</b> 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> <p><b>11/02/2011 -</b> 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</p> |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up   |
|--|---|---------------------|--|
|  |   |                     | 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 the learn and found extremely helpful.   |
|  |   |                     | 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.   |
|  |   |                     | 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>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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> |   |                     | <p><b>Assessment Method:</b><br/>Student to prepare a chart that matches which teaching style best serves which learning style</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p> |
| <p>Department - Special Education (SPED) - SPED 57A - TEACHING ADULT LEARNERS - SLO 2 - A successful student will be able to assess the various student learning styles. (Created By Department -</p>  |   |                     |  |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks  | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|--|---------------------|------------------------------------|
| Special Education (SPED))  |  |                     |                                    |
| <b>Assessment Cycles:</b>  |  |                     |                                    |
| 2012-2013  |  |                     |                                    |
| <b>Course-Level SLO Status:</b>  |  |                     |                                    |
| Active   |  |                     |                                    |
| Department - Special Education (SPED) -  | <b>Assessment Method:</b>  |                     |                                    |
| SPED 57A - TEACHING ADULT  | An learning inventory will be done and results tabulated.                                |                     |                                    |
| LEARNERS - SLO 1 - A successful student  | <b>Assessment Method Type:</b>   |                     |                                    |
| will be able to understand how to match a learning style to the the end user for | Discussion/Participation   |                     |                                    |
| optimal learning. (Created By Department -                                       | <b>Target for Success:</b>   |                     |                                    |
| Special Education (SPED))  | A complete understanding of their learning style.  |                     |                                    |
| <b>Course-Level SLO Status:</b>  | <b>Assessment Method:</b>  |                     |                                    |
| Active   | The student will match their teaching style with the end users learning style.           |                     |                                    |
| <b>Assessment Method Type:</b>   | Presentation/Performance   |                     |                                    |
| <b>Target for Success:</b>   | 90% of understanding that if the learning  |                     |                                    |
| style does not match the teaching style an                                       | ideal learning environment does not exist.   |                     |                                    |
|  |  |                     |                                    |
| Department - Special Education (SPED) -  | <b>Assessment Method:</b>  |                     |                                    |
| SPED 57B - PHYSICAL ASPECTS OF   | The class discussion will ascertain the level of learning.                               |                     |                                    |
| AGING FOR THE FITNESS  | <b>Assessment Method Type:</b>   |                     |                                    |
| PROFESSIONAL - SLO 1 - A successful  | Discussion/Participation   |                     |                                    |
| student will be able to compare and contrast                                     | <b>Target for Success:</b>   |                     |                                    |
| the the differences between "normal" aging                                       | 80 % of understanding.   |                     |                                    |
| and "healthy" aging. (Created By Department                                      | <b>Assessment Method:</b>  |                     |                                    |
| - Special Education (SPED))  | A pre-test will be given prior to lectures and a post - test to ascertain deep learning. |                     |                                    |
| <b>Assessment Cycles:</b>  |  |                     |                                    |
| 2012-2013  |  |                     |                                    |
| <b>Course-Level SLO Status:</b>  |  |                     |                                    |
| Active   |  |                     |                                    |
| Department - Special Education (SPED) -  | <b>Assessment Method:</b>  |                     |                                    |
| SPED 57B - PHYSICAL ASPECTS OF   | The class discussion will ascertain the level of learning.                               |                     |                                    |
| AGING FOR THE FITNESS  | <b>Assessment Method Type:</b>   |                     |                                    |
| PROFESSIONAL - SLO 2 - A successful  | Discussion/Participation   |                     |                                    |
| student will be able to identify the elements                                    | <b>Target for Success:</b>   |                     |                                    |
| of positve aging. (Created By Department -                                       | 80 % of understanding.   |                     |                                    |
| Special Education (SPED))  | <b>Assessment Method:</b>  |                     |                                    |
| <b>Assessment Cycles:</b>  |  |                     |                                    |
| 2012-2013  |  |                     |                                    |
| <b>Course-Level SLO Status:</b>  |  |                     |                                    |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks  | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|--|---------------------|------------------------------------|
| Active   | <p><b>Assessment Method Type:</b><br/>Pre/Post Test</p> <p><b>Target for Success:</b><br/>80 % of understanding.</p>   |                     |                                    |
| <p>Department - Special Education (SPED) - SPED 58 - CAREER EXPLORATION IN THE FIELDS OF PHYSICAL REHABILITATION AND ADAPTIVE FITNESS - SLO 2 - A successful student will be able to understand the requirements and pay scale of the profession they are most interested in pursuing. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>The student will present a comprehensive research paper on the topic chosen.</p> <p><b>Assessment Method Type:</b><br/>Research Paper</p> <p><b>Target for Success:</b><br/>80% understanding of topic researched.</p>  |                     |                                    |
| <p>Department - Special Education (SPED) - SPED 58 - CAREER EXPLORATION IN THE FIELDS OF PHYSICAL REHABILITATION AND ADAPTIVE FITNESS - SLO 1 - A successful student will explore the numerous fields of study in the area of physical medicine and rehabilitation. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>                    | <p><b>Assessment Method:</b><br/>The student will investigate several career options that exist in the rehabilitation field and provide a class report.</p> <p><b>Assessment Method Type:</b><br/>Research Paper</p> <p><b>Target for Success:</b><br/>80 % understanding of what are the career options.</p>  |                     |                                    |
| <p>Department - Special Education (SPED) - SPED 59 - SELECTED TOPICS IN SPECIAL EDUCATION - SLO 1 - A successful student will select a topic of interest relative to adaptive fitness and research that topic fully. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>   | <p><b>Assessment Method:</b><br/>The student will present how they plan to gain employment and what they can expect to receive as payment for the job.</p> <p><b>Assessment Method Type:</b><br/>Essay/Journal</p> <p><b>Target for Success:</b><br/>90% - each student should understand if they can survive on the pay scale of this profession.</p> |                     |                                    |
| Department - Special Education (SPED) - SPED 59 - SELECTED TOPICS IN SPECIAL EDUCATION - SLO 2 - A   | <p><b>Assessment Method:</b><br/>Each student will comprise a portfolio of internship experiences and of their papers</p>  |                     |                                    |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks   | Assessment Findings  | Reflection/Action Plan & Follow-Up  |
|--|---|--|---|
| <p>successful student will participate in field work/internship to understand the demands of a selected profession. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>  | <p>written in class and received from other student and present them at the end of the term</p> <p><b>Assessment Method Type:</b><br/>Portfolio Review</p> <p><b>Target for Success:</b><br/>90 % of students are expected to be able to reflect on how the intervention of this AFT program has groomed them to be a working professional.</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 - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>Student will take one take-home quiz.</p> <p><b>Assessment Method Type:</b><br/>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b><br/>At least 75% of students will receive a B or better on the quiz</p> <p><b>Assessment Method:</b><br/>Student will participate in online discussion on variety of disabilities</p> <p><b>Assessment Method Type:</b><br/>Discussion/Participation</p> <p><b>Target for Success:</b><br/>At least 75% of students will earn a B (80%) on discussion postings</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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>none at this time</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><b>Result:</b><br/>Target Not Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>Time management training for students taking online classes</p> | <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==&gt; 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.</p> |
| <p>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))</p> <p><b>Assessment Cycles:</b><br/>2010-2011</p>   | <p><b>Assessment Method:</b><br/>4 page report describing all disability categories</p> <p><b>Assessment Method Type:</b><br/>Essay/Journal</p> <p><b>Target for Success:</b><br/>90% of students will complete reports</p>   | <p>09/15/2011 - 80% of students completed report</p> <p><b>Result:</b><br/>Target Not Met</p> <p><b>Year This Assessment Occurred:</b><br/>2011-2012</p> <p><b>Resource Request:</b><br/>Extra time for students who need accommodation</p>  |   |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks  | Assessment Findings   | Reflection/Action Plan & Follow-Up  |
|---|--|---|---|
| <p>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>  | <p><b>Assessment Method:</b><br/>Student will complete report on accessibility issues in transportation and architecture</p> <p><b>Assessment Method Type:</b><br/>Class/Lab Project</p> <p><b>Target for Success:</b><br/>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.<br/>3/33 students earned less than a B. 21/33 (64%) earned a B or better.</p> <p><b>Result:</b><br/>Target Not Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>Training for Faculty to increase online participation AND training for students to manage their time better.</p> | <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.</p> |
| <p>Department - Special Education (SPED) -<br/>SPED 61 - INTRODUCTION TO<br/>DISABILITIES - 3 - Paradigms - A successful student will discuss philosophical paradigms of disability and its practical implications.<br/>(Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> |  |   |   |
| <p>Department - Special Education (SPED) -<br/>SPED 61 - INTRODUCTION TO<br/>DISABILITIES - 4 - Strategies - A successful student will create, design strategies for student/client with disability. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>                    |  |   |   |
| <p>Department - Special Education (SPED) -<br/>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><b>Assessment Method:</b><br/>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><b>Assessment Method Type:</b><br/>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b><br/>70% Pass rate for students on midterm/final</p> | <p>10/11/2011 - The majority of students demonstrated understanding through the exams.</p> <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>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</p>                         |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks   | Assessment Findings  | Reflection/Action Plan & Follow-Up   |
|---|---|--|--|
| <b>Assessment Cycles:</b><br>2010-2011<br>2011-2012<br>2012-2013<br><br><b>Course-Level SLO Status:</b><br>Active   | exam  |  | caregiver issues and family dynamics and identify psychological issues a person with disabilities experiences such as self-esteem, abuse and depression.   |
| 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))   | <b>Assessment Method:</b><br>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.<br><b>Assessment Method Type:</b><br>Discussion/Participation<br><b>Target for Success:</b><br>70% of students will demonstrate these concepts in their discussions and participation.   | <b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011 | 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.  |
| 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)) | <b>Assessment Method:</b><br>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.<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>80% will demonstrate knowledge of the definitions and characteristics of learning disabilities. | <b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011 | 11/02/2011 - 80% of students demonstrated knowledge of the definitions and characteristics of learning disabilities in Spring 2011.<br>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 and related mild disabilities in the general education classroom. |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks   | Assessment Findings   | Reflection/Action Plan & Follow-Up   |
|--|---|---|--|
| <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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>    | <p><b>Assessment Method:</b><br/>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><b>Assessment Method Type:</b><br/>Presentation/Performance</p> <p><b>Target for Success:</b><br/>80% of students will demonstrate the ability to develop appropriate strategies.</p>  | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>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 &amp; 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>Students will be assessed by short questions in Assignments Tests and Surveys in Etudes</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>At least 85% of students will achieve a score of 87% or better on their short question assignments each week</p> <p><b>Assessment Method:</b><br/>Students will participate in online discussions about federal and state laws governing disability access</p> <p><b>Assessment Method Type:</b><br/>Discussion/Participation</p> <p><b>Target for Success:</b><br/>At least 85% of students will score 85% or better on discussions</p> |   |  |
| <p>Department - Special Education (SPED) - SPED 64 - DISABILITY &amp; 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><b>Assessment Cycles:</b><br/>2010-2011</p>  | <p><b>Assessment Method:</b><br/>Student will analyze 3 case studies in teams of 3 or 4 to determine outcome of legal cases/ issues</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>At least 85% of students will score a B or better on their case studies</p>   | <p><b>Result:</b><br/>Target Not Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b></p> | <p>10/14/2011 - Case Study 1: 10/14 scored B or better (71.4%)</p> <p>Case Study 2: 10/14 scored a B or better (71.4%)</p> <p>Case Study 3 (optional): 7/11 scored a B or better (64%)</p> <p>10/14/2011 - I am concerned that students are not meeting the target for the following reasons:<br/>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</p> |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks   | Assessment Findings  | Reflection/Action Plan & Follow-Up  |
|--|---|--|---|
| <p>2011-2012</p> <p><b>Start Date:</b><br/>03/01/2011</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>  |   | <p>None at this time</p>   | <p>students who have at least completed English 1A.</p> <p>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 &amp; 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Start Date:</b><br/>03/01/2011</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>                  | <p><b>Assessment Method:</b><br/>Student will work in teams of 3 or 4 to analyze cases and outcomes</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>50% of students will be able to earn at least a 8 on the rubric</p> <p><b>Related Documents:</b><br/><a href="#">Team Ranking Sheet</a></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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>Training on how to do group projects in Etudes and collaborative assignments</p> |   |
| <p>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))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b></p> |   |  |   |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks  | Assessment Findings  | Reflection/Action Plan & Follow-Up   |
|---|--|--|--|
| <p>Active</p> <p>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))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p>   |  |  |  |
| <p><b>Course-Level SLO Status:</b><br/>Active</p> <p>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 regarding medical treatments, education, employment and general life management of Attention Deficit Disorders. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> |  |  |  |
| <p><b>Course-Level SLO Status:</b><br/>Active</p> <p>Department - Special Education (SPED) - SPED 66 - DISABILITY &amp; TECHNOLOGY ACCESS - 1 - Assessment - A successful student will comprehend key concepts of assessment for adaptive technology. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>   | <p><b>Assessment Method:</b><br/>Assessment will be given in an written assignment to assess the adaptive technology needs of a person with disabilities.</p> <p><b>Assessment Method Type:</b><br/>Research Paper</p> <p><b>Target for Success:</b><br/>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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</p> |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks  | Assessment Findings   | Reflection/Action Plan & Follow-Up   |
|--|--|---|--|
|  |  |   | Software. I will place more emphasis on the adaptive piece.  |
|  |  |   | 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>Department - Special Education (SPED) - SPED 66 - DISABILITY &amp; TECHNOLOGY ACCESS - 2 - Application - A successful student will apply understanding of a variety of Technology adaptations and where to find them. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>   | <p><b>Assessment Method:</b><br/>Assessment will be given in an written assignment to assess the adaptive technology needs of a person with disabilities. The paper will be 4-5 pages long and use compilation of the quarters assignments.</p> <p><b>Assessment Method Type:</b><br/>Research Paper</p> <p><b>Target for Success:</b><br/>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><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p>   | <p>10/12/2011 - Students found the workshops extremely helpful. Next quarter I will have 3 required 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 &amp; 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>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><b>Assessment Method Type:</b><br/>Field Placement/Internship</p> <p><b>Target for Success:</b><br/>98% of students should have work experiences dealing with students with disabilities.</p>   | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>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 &amp; PRACTICUM - 2 - Strategies - The student will be able to apply their strategies with real world applications in</p>  | <p><b>Assessment Method:</b><br/>Students are observed by instructor in their practicum, give oral presentations to the class and write research papers on Special Education subjects.</p>   | <p><b>Result:</b><br/>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>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</p>                                     |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks   | Assessment Findings   | Reflection/Action Plan & Follow-Up  |
|---|---|---|---|
| <p>the field of special education. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>  | <p><b>Assessment Method Type:</b><br/>Field Placement/Internship</p> <p><b>Target for Success:</b><br/>98% of students should have work experiences dealing with students with disabilities.</p>  | <p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p>   | <p>concepts.</p>  |
| <p>Department - Special Education (SPED) - SPED 72 - STRESS, WELLNESS &amp; 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>see CNSL 72 as this course is cross-listed</p> <p><b>Target for Success:</b><br/>see CNSL 72 as this course is cross-listed</p>  | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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> |
| <p>Department - Special Education (SPED) - SPED 72 - STRESS, WELLNESS &amp; 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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>  | <p><b>Assessment Method:</b><br/>see CNSL 72 as this course is cross-listed</p> <p><b>Target for Success:</b><br/>see CNSL 72 as this course is cross-listed</p>  | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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>  |
| <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 -</p>  | <p><b>Assessment Method:</b><br/>Presentation and term paper will be given</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in exams</p> | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b></p>   | <p>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!</p>  |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks   | Assessment Findings  | Reflection/Action Plan & Follow-Up   |
|---|---|--|--|
| Special Education (SPED))<br><b>Assessment Cycles:</b><br>2010-2011<br>2011-2012<br><b>Course-Level SLO Status:</b><br>Active   |   | <b>2010-2011</b><br><b>Resource Request:</b><br>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))<br><b>Assessment Cycles:</b><br>2010-2011<br>2011-2012<br><b>Course-Level SLO Status:</b><br>Active   | <b>Assessment Method:</b><br>Presentation and term paper will be given<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>75% of students will receive a B+ or better in exams                                       | <b>11/17/2011</b> - 90% of students obtained a B grade or better and 94% those students who took the National Water Ex certification passed the exam.<br><b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>College swimming pool to do practical portion of class. | <b>11/17/2011</b> - 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!  |
| 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))<br><b>Assessment Cycles:</b><br>2010-2011<br>2011-2012<br><b>Course-Level SLO Status:</b><br>Active | <b>Assessment Method:</b><br>Field work, viewing videos, oral presentations, paper and reading.<br><b>Assessment Method Type:</b><br>Case Study/Analysis<br><b>Target for Success:</b><br>75% of students will receive a B+ or better in their assignments. | <b>11/02/2011</b> - 85% of students will receive a B+ or better on their assignments.<br><b>Result:</b><br>Target Met<br><b>Year This Assessment Occurred:</b><br>2010-2011<br><b>Resource Request:</b><br>Pool time   | <b>11/02/2011</b> - 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. |
|   |   |  | <b>11/02/2011</b> - 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.   |
| Department - Special Education (SPED) - SPED 74 - PRINCIPLES OF ADAPTIVE  | <b>Assessment Method:</b><br>Lecture, discussion and expanded lab time.   | <b>11/02/2011</b> - 85% of students will receive a B+ or better on their assignments.  | <b>11/02/2011</b> - 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>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><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>   | <p><b>Assessment Method Type:</b><br/>Discussion/Participation</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p>  | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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>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 be ideal if the PE division would allow our student to do student teaching under their supervision. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p><b>Assessment Method:</b><br/>Teaching from the pool deck vs in the pool showed the students how best to teach.</p> <p><b>Assessment Method Type:</b><br/>Field Placement/Internship</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p> | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>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>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 as life experiences which translates to DEEP learning. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b><br/>2010-2011<br/>2011-2012</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>           | <p><b>Assessment Method:</b><br/>Group discussions and role playing</p> <p><b>Assessment Method Type:</b><br/>Case Study/Analysis</p> <p><b>Target for Success:</b><br/>75% of students will receive a B+ or better in their assignments.</p>   | <p><b>Result:</b><br/>Target Met</p> <p><b>Year This Assessment Occurred:</b><br/>2010-2011</p> <p><b>Resource Request:</b><br/>Access to FHC pool</p>        | <p>11/02/2011 - Case studies and students sharing their learning experiences</p>  |
| <p>Department - Special Education (SPED) - SPED 80 - INTRODUCTION TO COLLEGE &amp; ACCOMMODATIONS - 1 - Requirements/Goals - A successful student will be able to identify Foothill graduation requirements, 4-year college/university transfer requirements and personal lifetime</p>  |   |   |   |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <p>goals. (Created By Department - Special Education (SPED))</p> <p><b>Assessment Cycles:</b></p> <p>2010-2011</p> <p>2011-2012</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>  |   |                     |                                    |
| <p>Department - Special Education (SPED) - SPED 80 - INTRODUCTION TO COLLEGE &amp; 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><b>Assessment Cycles:</b></p> <p>2010-2011</p> <p>2011-2012</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p> |   |                     |                                    |