

Introduction Completed 10/30/12

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 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. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

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

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

Basic Program Information

Department Name: Adaptive Fitness Therapy

Program Mission(s): The AFT Program is designed to provide practical skills and knowledge for those interested in working in the field of health and fitness serving the under- represented populations that range from the disabled to older adults.

Program Review team members:

| Name | Department | Position |
|------------|-------------------------|------------------------|
| Karl Knopf | Kinesiology & Athletics | Full - Time Instructor |
| | | |

| | |
|------------------------------------|------|
| Total number of Full Time Faculty: | One |
| Total number of Part Time Faculty: | none |

| |
|-------------------------------------|
| Existing Classified positions: none |
|-------------------------------------|

Programs* covered by this review

| Program Name | Program Type (A.S., C.A., Pathway, etc.) | Units |
|--------------------------|--|--------------|
| Adaptive Fitness Therapy | AS/CA | 90/32 |
| | | |

*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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

| |
|------------------------------------|
| Section 1. Data and Trend Analysis |
|------------------------------------|

1.1. Program Data:

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 | 2010-2011 | 2011-2012 | % Change |
|------------------------|-----------|-----------|----------|
| See Attached | | | |

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

| Non-Transcriptable Program | 2010-2011 | 2011-2012 | % Change |
|----------------------------|-----------|-----------|----------|
| N/A | | | |

1.2 Department Data (Attach data provided by IR or manually complete chart below)

| Dimension see attached | 2010-2011 | 2011-2012 | % Change |
|--------------------------|--------------|--------------|----------|
| Enrollment | See attached | See attached | |
| Productivity (Goal: 546) | | | |
| Success | | | |
| Full-time FTEF | | | |
| Part-time FTEF | | | |

Department Course Data (Attach data provided by IR or manually complete chart below)

| Course | 2010-2011 | | | 2011-2012 | | |
|-----------------|-----------|-------|---------|-----------|-------|---------|
| | Enroll. | Prod. | Success | Enroll. | Prod. | Success |
| SPED 50 | 28 | 491 | 85% | 34 | 603 | 100% |
| SPED 52 | 30 | 532 | 100% | 34 | 603 | 97% |
| SPED 54 | 26 | 461 | 100% | 29 | 514 | 97% |
| SPED 55 | 40 | 567 | 100% | 29 | 514 | 97% |
| SPED 56 | 28 | 496 | 96% | 35 | 612 | 100% |
| SPED 57A | New | | | | | |
| SPED 57B | New | | | | | |
| SPED 58 | New | | | | | |
| SPED 73 | 19 | 337 | 100% | 20 | 356 | 100% |
| SPED 74 | 21 | 372 | 100% | 12 | 204 | 92% |
| SPED 75 | 25 | 443 | 100% | | | |

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

1. Enrollment trends over the last two 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.

Based on personal investigation and material received from the college researcher of past enrollments, it appears that the enrollment trends of Adaptive Fitness Therapy has shown a steady upward growth since the start of the program. The following courses have 100% success rate : SPED 50, 52, 54, 56 and 73. Having AFT used as co-requisites with other programs such as Gern and Sped has assisted in keeping consistent enrollments. It is hoped that AFT courses will be connected to other programs in the Kinesiology Division such as the PE-AA and the forthcoming Personal Fitness Training certificate.

The high unemployment rate in the Santa Clara Valley has sent many re-entry as well as under-employed and unemployed students to the Adapted Fitness Program. A working relationship with De Anza and Foothill work force development programs has assisted in keeping enrollments solid. It is hoped that developing a partnership with the "Vets" Programs will foster sustained enrollments.

2.

a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

From the data received from the college researcher, the demographics appear to be that the AFT program is an inclusive program with approx 47% of the students are from all ethnic groups and 46% white and 66% females and 34% males. (see attached data sheet for details)

3. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.

a. AA, AS, transcriptable certificates – see supporting data attached

b. Local, non-State approved certificates N/A

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.

The completion rates of AFT Certificates have grown as well as the number of students obtaining an AA Degree. The completion rates appear to be similar across all demographic groups. 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 discussions with regional employers and attached data.

The graduates of the Adaptive Fitness Program are obtaining employment in health improvement programs, (Stanford Univ) health clubs, private personal training, corporate fitness (Cisco, google, etc) 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. In the past students used completion of AFT course to keep their national certifications current. This has dropped off in recent years due to budget constraints of the college not willing to pay the fees to be a continuing education provider. The AFT Program appears to be an open door for many students to re-enter the post-secondary education area to follow their passion to serve under-represented groups such as the frail, elderly, disabled. Within the AFT program the students self-confidence improves and they believe that attainment of a long term educational goal is attainable. We have had students go on from the programs to obtain Ph.D's MD's and Physical Medicine degrees, start small businesses developing adaptive equipment for disable Vets.

4. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546.

From the data received from the college researcher the productivity appears to average in the 500's for most AFT courses. SPED 73, and 74 (the adaptive aquatics courses) are noticeably less productive. These classes were moved into the AFT program when the Adaptive Aquatics certificate was discontinued. It may be necessary to schedule them every other year to try and boost enrollment.

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?)

To date no AFT classes have been cancelled due to low enrollment. The AFT Program has offered classes in the evening and weekends to best meet the needs of the students. This appears to have added to the productivity of the program. A consideration for long term planning that could be discussed is offering the AFT Program in an alternative delivery approach such as a distance learning format where the instructor offers the classes in various regional settings and in block scheduling arrangement. The Etudes concept does not appear to be what these re-entry student feel comfortable with due to their learning styles and the content of the AFT material. Another approach that students have suggested is offering classes year round and not taking the summer session off so students can have a predictable schedule. Also, setting up a 2 year cycle of classes spacing of the classes over 2 years, would lessen the stress on the student

5. Curriculum and SLOs

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? (Please use reports from the Curriculum Office to help you complete this prompt)

- a. All AFT courses were updated and approved via the college curriculum committee in the Spring Quarter 2012. At the time of the curriculum review some courses were eliminated and

new courses added to reflect the current expectations of employers and transfer institutions.

b. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: see attached TracDat mapping)

The AFT program is aimed at helping students find employment . The students not transferring to a 4 year college have found employment in local YMCA's and gyms and Physical therapy clinics. Our informal assessment of employment status is 95% of AFT graduates have found gainful employment. Others have gone on to start up their own gyms.

c. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

a. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

N/A

b. Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum.

The reason for offering both an AA degree and a CA it is due to the goals of the students. Most employers only expect a potential employee in fitness to have at least CA. However, if a student wishes to transfer to a 4 year college or move up the ranks a college degree is needed. Some certifying agencies now require a college degree in a related field to sit for the exam.

c. n/a

d. n/a

e. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

Input obtained from the advisory board and the faculty being involved in professional steering groups lead to the significant changes made in the AFT curriculum. There is high request from potential employers to have the Adaptive Fitness graduate to have a skill set to teach adapted aquatics suggesting that the re-instatement of the Adapted Aquatics CA be re-instated.

f. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap. The Adaptive Fitness Program has no current overlap however working more closely and co-listing courses with the other programs within the Kines Dept would only serve to provide the student with a richer educational exposure and foster better potential for future employment .

g. 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.

6. Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:

<http://foothill.edu/president/basicskills.php> 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 ethnic diversity.

7. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.

The option of having both an AA route and certificate path has worked well with some students finding once they finish the CA that it would not take much more effort to achieve an AA. This requires a good counselor who can help use past college courses that can be used towards an AA degree.

h. Please comment on progression in sequenced courses. –

The progression of classes is designed for open entry into the AFT program at any time without any pre-req's

6. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

The AA Degree prepares students to matriculate to the CSU System as well as meets some of the necessary requirements for PT and OT school.

- a. Please analyze and discuss Transfer data regarding this program. – thus far all students who desire to transfer to a 4 year college have been accepted.
- b. Please analyze and discuss Articulation data regarding this program. – the articulation between transfer colleges has gone well.
- c. Please discuss the status of your program's AS-T or AA-T degrees. Thus far most of the students who start off into the AFT Program AA degree goal have met that goal. Many certificate students have also gone on to obtain an AA degree.

7. The research obtained from Health and Fitness sources project that the personal training and adaptive fitness and physical therapy positions will be in high demand for the next 5 years and beyond. This suggestion is based on the increasing numbers of baby boomers who have some type of chronic health issues that can be improved via a sound adapted fitness routine.

8. Many of the AFT students have obtained employment in physical therapy clinics and retirement communities as well as fitness centers. There is some evidence that a growth area will be the area of adaptive physical education in K-12 systems as well as physical therapy, occupational therapy as well as recreational therapy.

Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:

- i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided. ---

The fitness industry data shows that fitness and adaptive fitness will be in high demand for the next 5 years. The AFT program continues to be designed to address the expectations of labor market in the field of fitness and therapy aide. The research obtained from Health and Fitness sources project that the personal training and adaptive fitness and physical therapy positions will be in high demand for the next 5 years and beyond. This suggestion is based on the increasing numbers of baby boomers who have some type of chronic health issues that can be improved via a sound adapted fitness routine.

- ii. Many of the AFT students have obtained employment in physical therapy clinics and retirement communities as well as fitness centers. There is some evidence that a growth area will be the area of adaptive physical education in

K-12 systems as well as physical therapy, occupational therapy as well as recreational therapy.

- iii. The AFT program is the only such program in the community college setting. Private training companies are starting to jump on the adaptive fitness training setting. The AFT program is the only such program in the state.
- iv. The AFT setting has had most students enter the work force in pay ranges from \$15 hr - \$85 hr depending on location of employment. Generally local YMCA's pay a starting salary of \$15 whereas upscale health clubs pay at or above \$85 hour. Some AFT graduates have been hired as supervisors, activity directors, health promotion coordinators and fitness instructors. They have been hired at Stanford Univ as well as local parks and recreation depts to mention a few. The placement of AFT is close to 97%.
- v. Please analyze and comment on average salary/wage data in the region. The pay range in which they have been hired exceeds pay range of people without such training.

Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.)

N/A

Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

The out reach to the community was very high when the courses allowed for TBA hours. Since that is no longer allowed volunteer options and internships are now limited. Service to Community In the past AFT students were allowed to perform their TBA hours helping in community service however due to new regulations this valuable experience is no longer possible. If we could find a way to allow TBA hours the AFT students could perform internship hours helping in FHC APE classes reducing the need to pay student employees.

- b. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc. The faculty meets periodically with regional employers to ascertain what are the expectations of graduates from the AFT program. Additionally, periodic follow – up discussions with alumni to determine if the skills learned in the AFT Program is what is useful to them in a practical work place setting.

Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

N/A

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest

draft of the Student Equity Report, please see the ESMP website:

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

Since this program was initially developed in the Sped division it has worked hard to reach out to under- served populations. The AFT program has recruited many learning disabled students and due to adapted teaching methods these at risk students have done very well and received degrees and transferred to 4 year colleges. The majority of the students in the AFT program are re-entry females. The program has also served many unemployed men of all ethnic groups as well as returning Vets. See attached data

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Much of the success of the AFT Program has been the result of the multi sensory delivery approach used in class to reach all types of learners. The delivery is adapted to best meet the needs of the students, such as every other Sat which worked well for parents, and students traveling from different parts of the state such as – Fresno, Monterey, and Santa Rosa.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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 2011-2012 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

1. Give an assessment of the past three years of annual Course Level SLO reflections.

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. It has been found from reflections of SLO's that the AFT program PLO's and SLO's are spot on with regard to student needs and employers expectations.

As you can gleam from the data many AFT students are re-entry students with existing college degrees, other students are mid-career individuals displaced when their jobs were sent off shore and a few students are 18-24 year old under-graduate students coming from local feeder high schools searching for a career in the non-tech sector as well as in the helping professions. Because of the diverse backgrounds of the students and life experiences teaching approaches need to be adapted to address the unique needs of this diverse student body. As a result of SLO and PLO's reflections it was determined that the AFT Program could be updated

thus a complete curriculum review was done in Dec of 2012 to enhance the quality of the AFT program. At that time many classes were increased to 4 units to expand the depth and breadth and those that were not within the mission of the AFT Program were removed from the course offerings.

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

They are spot on as demonstrated from our employment placement record.

2. If your program has other outcomes assessments at the course level, comment on the findings.

Recently several of our graduated were featured in local newspaper highlighting the impact they have had in the field health fitness, ie: Live Strong Live Well cancer survivor programs.

2.3.b Program-Level SLO

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

The PLO's and SLOs serve as an appropriate and useful measures to evaluate student performance. The PLO's and curriculum are on target with regard to meeting the needs of the employers, educational institutions as well as keeping the students engaged as well as helping students find gainful employment.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? When the input is ascertained from employers corrections are made in the course content.

Yes, constant informal feedback from employers and graduates has aided in updating the SLO's and PLO's.

3. If your program has other outcomes assessments at the program level, comment on the findings. N/A

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? |
|--|--|--|---|
| 1 Make course assignments to include and address writing, critical thinking and gender equity issues | Writing, critical thinking, and include oral presentations | Basic Skills | This information is helpful in making the student a well rounded individual ready for future education and employment and |

| | | | |
|--|---|--|---|
| | | | interviewing. |
| 2 To Prepare students for Entry level positions and career opportunities working with older adults and persons with disabilities in the fitness industry. | Ask college researcher to track transfers to CSU system and tracking employment outcomes of graduates | Track transfer and work force students to ascertain if skills and knowledge learned in AFT Program is practical. | Is AFT student meeting and exceeding the expectations of the employers. |
| 3. The interaction of internships and group class interaction is a critical aspect of the program and classes | A method to allow/track internship Hours needed to be explored. | Work Force and internships, possibly “onsite internships” to assist ALAP classes. | By fostering deep learning and the 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. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|--|-------------------|---------------|------------------------------------|
| 1 place AFT courses in the schedule of AFT classes under the Kines dept heading for ease of location | Wtr 2011 | none | completed in 2012 curriculum cycle |
| 2 Re-visit the re-instatement of Adapted Aquatics Program | 2011 | Unknown | Under review |

3.2 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 |
|--|----------------------------|--|--|
| 1. Place AFT courses in schedule of classes under Kines Heading 2. Allow Knopf to teach full time in AFT program rather than 75%. | 2012-2013 2013-2014 | | When done students will be able to locate AFT classes more easily and increase enrollments. This would allow Knopf more time to inter-face with employers and students. |

| |
|--|
| Section 4: Program Resources and Support |
|--|

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 3.2 |
|--------------------------------------|-----------|--|
| FT faculty only teaching AFT classes | | More time with students |

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

| Position | \$ Amount | Related Goal from Table in section 3.2 |
|----------|-----------|--|
| N/A | | |

One-time B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.2 |
|---|---------------|--|
| <ul style="list-style-type: none"> 1. Marketing AFT with existing other Kines Programs. 2. Purchase mailing list of group exercise and personal trainers to invite to program | \$0 \$1000 | Attract more students |

Ongoing B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.2 |
|---------------|-----------|--|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.2 |
|--|-----------|--|
| Use existing PE classroom as dedicated AFT classroom to avoid classroom conflicts. | \$0 | Gives AFT a home base |

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 |
|-----------|---|--|
| Strengths | 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 | Program is strategically located between San Francisco and San Jose with a large draw of fitness professional seeking expanded |

| | | |
|---------------|---|---|
| | <p>offer such a program either. Since Fitness and Aging is one of the fastest growing fields the AFT Program at FHC when promoted properly is positioned for sustained growth.</p> | <p>educational opportunities.</p> |
| Weaknesses | Lack of marketing | Private firms are starting to offer similar programs and if FHC does not keep it name in the forefront it will no longer be considered a leader. |
| Opportunities | <p>Health & Fitness is one of the fastest growing fields in the Health and Human Services.</p> <p>Los Altos (Hills) has been just designated as one of the first Age Friendly Cities in California.</p> | <p>Health and fitness professionals are working hard to get insurance companies to pay for clients who work with adaptive fitness professionals.</p> <p>They are seeking trained personnel with at least an AA degree. AFT students are getting jobs over other people with MA's.</p> |

5.2 Address the concerns or recommendations that were made in prior program review cycles. 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. We need to stay on the cutting edge with regard to delivery systems and improve marketing to allow people to know the program still exists. Many people think the program was cancelled!

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? Explore an alternate method of delivery (CCConfer) to reach students who reside outside of the service area or allow faculty member to offer classes at off-site locations and bundle courses as weekend seminars.

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

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. The Adaptive Fitness and Adapted Aquatics program absolutely meets the mission of the College because it addresses the stated mission of the college as transfer and work force development. The program has been recognized as an academic leader in professional education training for personal trainer and fitness therapy within this region. The AFT Program has received high praise from employers regarding the quality our AFT graduates. Many employers ranging from

Stanford University to the YMCA are seeking to hire our AFT students. With the increase in middle-aged people developing chronic health conditions such high blood pressure, diabetes and alike the future looks promising for an adaptive fitness professional.

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 is very one-of-a-kind and serves a critical niche in the local areas as well as in the fitness industry as a whole. Instruction is incredibly dedicated and well-prepares students to be effective in the profession. Linking it to the Kinesiology Division lends it an additional credibility within some aspects of the market and vice versa, having Adaptive programs in Kinesiology adds a breadth within the Division.

6.2 Areas of concern, if any:

The current catalog listing for the degree and certificate programs do not match the current course offerings or the intended content of the program. Although termed “Adaptive” which is a general term, the educational content appears very skewed towards geriatrics as a specific subset.

6.3 Recommendations for improvement:

Carefully review catalog content and re-submit curriculum sheet as soon as new “KINES” numbering has occurred to ensure the program is listed correctly. Continue to develop and promote onsite work opportunities with ALAP courses. Currently, only three former AFT students are regularly given work opportunities, when there are many students training in the program who need experience, and many students in the classes who could use help. Could also pursue providing “buddy” type opportunities for Special Needs students who want to take regular PHED classes (like badminton or soccer). Would support both the student AND the “main stream” instructor.

6.4 Recommended Next steps:

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

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

Nice work.

7.1 Strengths and successes of the program as evidenced by the data and analysis:

Dedication of the faculty in the program is greatest strength.

Very unique program that provides wonderful opportunities to students.

7.2 Areas of concern, if any:

Clarification of the catalog (information available to students) and what we actually teach is needed. It appears that some curriculum work is definitively needed.

7.3 Recommendations for improvement:

Program:

Updated:

The faculty and dean have laid out some great ideas for the program. Follow up with these ideas in the midst of changes imposed on the college by state and federal policies will be a long term process requiring patience and persistence. The ideas in the program review and comments of the dean about linking this program to others programs are excellent.

7.4 Recommended Next steps:

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

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|--|
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 52 - INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED - 1 - Hereditary Predispositions - After completing this course, students will demonstrate their understanding of how certain hereditary predispositions as well as specific unhealthy lifestyle and nutritional choices can lead to heart disease, stroke, diabetes and other life-threatening conditions. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be given written exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will successfully pass exam.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 52 - INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED - 2 - Interventions - After completing this course, students will demonstrate their mastery of CPR, first aid and other interventions when responding to medical emergencies such as heart attack, stroke and cardiac arrest. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will demonstrate Adult CPR and Basic First Aid skills.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% students will demonstrate proper skills.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 52X - INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED - 1 - Hereditary</p> | <p>Assessment Method: Students will be given written exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> | <p>10/27/2011 - All students successfully passed the written exam.</p> <p>Result: Target Met</p> | <p>10/27/2011 - This class is a part of the Transition to Work Program.</p> <p>Students are learning and/or developmentally disabled. Additional</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|--|
| <p>Predispositions - After completing this course, students will demonstrate their understanding of how certain hereditary predispositions as well as specific unhealthy lifestyle and nutritional choices can lead to heart disease, stroke, diabetes and other life-threatening conditions. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Target: 80% of students will successfully pass exam.</p> | <p>Reporting Year: 2011-2012</p> | <p>tutorial support is recommended for students who are having difficulty passing.</p> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 52X - INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED - 2 - Interventions - After completing this course, students will demonstrate their mastery of CPR, first aid and other interventions when responding to medical emergencies such as heart attack, stroke and cardiac arrest. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will demonstrate Adult CPR and Basic First Aid skills.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% students will demonstrate proper skills.</p> | <p>10/27/2011 - 100% of students were able to demonstrate proper CPR and basic first aid skills.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/27/2011 - Every student was able to successfully demonstrate Adult CPR and Basic First Aid skills.</p> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 52Y - INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED - 1 - Hereditary Predispositions - After completing this course, students will demonstrate their understanding of how certain hereditary predispositions as well as specific unhealthy lifestyle and nutritional choices can lead to heart disease, stroke, diabetes and other life-threatening conditions. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be given written exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will successfully pass exam.</p> | <p>05/13/2012 - All students successfully passed the written exam.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/15/2011 - This class is a part of the Transition to Work Program. Students are learning and/or developmentally disabled. Additional tutorial support is recommended for students who are having difficulty passing.</p> |
| | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|--|
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 52Y - INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED - 2 - Interventions - After completing this course, students will demonstrate their mastery of CPR, first aid and other interventions when responding to medical emergencies such as heart attack, stroke and cardiac arrest. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will demonstrate Adult CPR and Basic First Aid skills.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% students will demonstrate proper skills.</p> | <p>06/13/2012 - 100% of students were able to demonstrate proper CPR and basic first aid skills.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/15/2011 - Every student was able to successfully demonstrate Adult CPR and Basic First Aid skills.</p> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 60 - GENERAL CONDITIONING FOR THE DISABLED - 1 - Fitness Components - Students are able to identify three components of safe exercise. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be asked to identify three or more components of a safe exercise program. May include verbal and demonstration exam of the fitness components.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 60 - GENERAL CONDITIONING FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of the students will achieve success.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 60 - GENERAL CONDITIONING FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will indicate verbally or in writing how this class has improved their health and well being; may include verbal response.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of the students will achieve success.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 60X - GENERAL CONDITIONING FOR THE DISABLED - 1 - Fitness Components - Students are able to</p> | <p>Assessment Method: Students will be asked to identify three or more components of a safe exercise program. May include verbal and</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| <p>identify three components of safe exercise. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>demonstration exam of the fitness components.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of the students will achieve success.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>06/25/2012 - 100% of students were able to identify three components of safe exercise. Many were able to discuss safe exercise and components in length.</p> <p>10/12/2011 - Through discussion students were able to discuss their exercise programs and why they were engaging in the specific exercises. Each exercise involved one or more of the components of a safe exercise program. More emphasis should be given towards goal setting.</p> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 60X - GENERAL CONDITIONING FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will indicate verbally or in writing how this class has improved their health and well being; may include verbal response.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of the students will achieve success.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>06/25/2012 - 100% of students were able to identify and discuss in some manner the way this class has enhanced their level of health and well-being. Some used specific examples referring to daily life activities.</p> <p>10/12/2011 - Students were very engaged in discussion. This gave them the opportunity to really think about what they have achieved and where they want to go from here.</p> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 61 - RESISTIVE EXERCISE FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will respond either verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students show will show success.</p> | <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: This SLO was well suited for the composition of the students. These group of off-campus students became so</p> | <p>09/28/2012 - 100% of students were able to identify at least two of primary fitness components. Most students were able to identify more.</p> <p>09/28/2012 - This class was cancelled at the end of summer qtr</p> <p>10/13/2011 - Students were able to identify components. However, providing more instruction what types of exercise involves one or more components could be helpful.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|---|
| | | motivated to improve their fitness that they joined additional fitness classes - many of the students were in their 70's and had fitness level similar to people in their 40's. It is unfortunate that college no longer wishes to serve this population. | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 61 - RESISTIVE EXERCISE FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will ask to discuss how this class has improved their health and fitness. This can be completed verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students show will show success.</p> | <p>09/28/2012 - 100% of students were able to discuss how this class has helped improve their health and well being. Some students were able to give specific examples.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: Many of the students now read health letters and bring them to class where we discuss the articles. Many of the students have found as a result of this class they have an improved health profile.</p> | <p>10/13/2011 - More emphasis should be given towards goal setting. The students who were able to provide specific examples of how this class help improve there health and well being get more out of the class than students who do not have a specific goal in mind.</p> <hr/> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 61X - RESISTIVE EXERCISE FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will respond either verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students show will show success.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 61X - RESISTIVE EXERCISE FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> | <p>Assessment Method: Students will ask to discuss how this class has improved their health and fitness. This can be completed verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students show will show success.</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|--|
| Course-Level SLO Status: Active | Assessment Method: May include verbal and demonstrational exam of the fitness components Assessment Method Type: Departmental Questions Target: 90% of the students will achieve success | | |
| Course-Level SLO Status: Active | Assessment Method: Students will be able to Identify and discuss how this class has improved their health and well being. Assessment Method Type: Discussion/Participation Target: 93% of the students will achieve success | | |
| Course-Level SLO Status: Active | Assessment Method: May include verbal and demonstrational exam of the fitness components Assessment Method Type: Departmental Questions Target: 90% of the students will achieve success | 06/21/2012 - 100% of students were able to identify two or more primary fitness components. Result: Target Met Reporting Year: 2011-2012 | 10/12/2011 - More emphasis will be placed are providing additional information so that students of all learning styles can enhance their understanding of the principles and components of fitness. |
| Course-Level SLO Status: Active | Assessment Method: Students will be able to Identify and discuss how this class has improved their health and well being. Assessment Method Type: Discussion/Participation Target: 93% of the students will achieve success | 06/21/2012 - 100% of students were able to discuss and identify how this class has improved their health and well being. Most were able to give examples of how this class has specifically improved their daily life. Result: Target Met | 10/27/2011 - More emphasis will be placed are providing additional information so that students of all learning styles can enhance their understanding of the principles and components of fitness. |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|-------------------------|
| Course-Level SLO Status: Active | Reporting Year: <u>2011-2012</u> | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 63 - POSTURAL FITNESS FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP)) | Assessment Method: Students will be asked to respond verbally or put in writing their answer to questions, naming two of the three primary fitness components. Assessment Method Type: Discussion/Participation Target: 93% of students will be able to understand the components of fitness. | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 63 - POSTURAL FITNESS FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP)) | Assessment Method: Students will be asked to respond verbally or put in writing their answer to questions, naming two of the three primary fitness components. Assessment Method Type: Discussion/Participation Target: 93% of students will be able to understand the components of fitness. | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 63X - POSTURAL FITNESS FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP)) | Assessment Method: Students will be asked to respond verbally or put in writing their answer to questions, naming two of the three primary fitness components. Assessment Method Type: Discussion/Participation Target: 93% of students will be able to understand the components of fitness. | 10/13/2011 - 100% of students were able to identify at least two of the three primary fitness components. | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | <p>Result: Target Met Reporting Year: 2011-2012</p> | 10/13/2011 - Most students were able to identify all the primary fitness components. More emphasis should be placed on goal setting, where students identify the fitness principles and components that would like to improve on. |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 63X - POSTURAL FITNESS FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be asked to respond verbally or put in writing their answer to questions, naming two of the three primary fitness components.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to understand the components of fitness.</p> | <p>10/13/2011 - 100% of students were able to identify and discuss how this class has improved their health and well being. Many students could give specific examples.</p> <p>Result: Target Met Reporting Year: 2011-2012</p> | 10/13/2011 - Many students were able to give specific examples on how this class improved their health and well being. More emphasis should be placed on all students setting specific goals so that they too could identify specific achievements. |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 64 - AEROBIC DANCE FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 64 - AEROBIC DANCE FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status:</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--------------------------------------|---------------------------------|-------------------------|
| <p>Active</p> <p>Department - Adaptive Physical Education (ALAP) - ALAP 64X - AEROBIC DANCE FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 64X - AEROBIC DANCE FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 66 - FUNCTIONAL FITNESS FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 66 - FUNCTIONAL FITNESS FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status:</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--------------------------------------|---------------------------------|-------------------------|
| Active | | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 66X - FUNCTIONAL FITNESS FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP)) | | | |
| Course-Level SLO Status: Active | | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 66X - FUNCTIONAL FITNESS FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP)) | | | |
| Course-Level SLO Status: Active | | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 67 - BALANCE & FUNCTIONAL MOVEMENT FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP)) | | | |
| Course-Level SLO Status: Active | | | |
| Department - Adaptive Physical Education (ALAP) - ALAP 67 - BALANCE & FUNCTIONAL MOVEMENT FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP)) | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| Course-Level SLO Status: Active | | | |
| Course-Level SLO Status: Active | Department - Adaptive Physical Education (ALAP) - ALAP 67X - BALANCE & FUNCTIONAL MOVEMENT FOR THE PHYSICALLY DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP)) | | |
| Course-Level SLO Status: Active | | | |
| Course-Level SLO Status: Active | Department - Adaptive Physical Education (ALAP) - ALAP 67X - BALANCE & FUNCTIONAL MOVEMENT FOR THE PHYSICALLY DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP)) | | |
| Course-Level SLO Status: Active | | | |
| Course-Level SLO Status: Active | Department - Adaptive Physical Education (ALAP) - ALAP 68 - FUNCTIONAL TRAINING FOR THE ADAPTIVE ENDURANCE ATHLETE - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP)) | | |
| Course-Level SLO Status: Active | | | |
| Course-Level SLO Status: Active | Department - Adaptive Physical Education (ALAP) - ALAP 68 - FUNCTIONAL TRAINING FOR THE ADAPTIVE ENDURANCE ATHLETE - 2 - Health and Well-being - Students will be able to identify | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|-------------------------|
| <p>and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Department - Adaptive Physical Education (ALAP) - ALAP 70 - ADAPTIVE AQUATICS FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> | <p>Assessment Method: Student will be ask to identify two of the three primary fitness components. They may respond verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify different components of fitness.</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Department - Adaptive Physical Education (ALAP) - ALAP 70 - ADAPTIVE AQUATICS FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> | <p>Assessment Method: Students will be ask how this class has improved their health and well being. Students may respond verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify the current health and well being.</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Department - Adaptive Physical Education (ALAP) - ALAP 70X - ADAPTIVE AQUATICS FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> | <p>Assessment Method: Student will be ask to identify two of the three primary fitness components. They may respond verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify different components of fitness.</p> | |
| <p>Course-Level SLO Status: Active</p> | <p>Department - Adaptive Physical Education (ALAP) - ALAP 70X - ADAPTIVE AQUATICS FOR THE DISABLED - 2 - Health and Well-</p> | <p>Assessment Method: Students will be ask how this class has improved their health and well being.</p> | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|--|--|
| <p>being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Students may respond verbally or in writing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify the current health and well being.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 71 - AQUACIZE FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be able to discuss and identify two of the three primary fitness components.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify different components of fitness.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 71 - AQUACIZE FOR THE DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be asked to identify and discuss how this class has improved their health and well being. This may be completed through verbal conversation.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify how their health has improved.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 71X - AQUACIZE FOR THE DISABLED - 1 - Fitness Components - Students will be able to identify two of the three primary fitness components. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be able to discuss and identify two of the three primary fitness components.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify different components of fitness.</p> | <p>06/25/2012 - 100% of students were able to identify and discuss at least two of the three primary fitness components. Others were able to discuss more than three.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/12/2011 - The goal is to have all students be able to discuss the primary fitness components. Additional written information should be provided as well as question and answer sessions.</p> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 71X - AQUACIZE FOR THE</p> | <p>Assessment Method: Students will be asked to identify and discuss</p> | <p>06/25/2012 - Students were able to discuss how the class has improved their level of fitness</p> | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|--|
| <p>DISABLED - 2 - Health and Well-being - Students will be able to identify and discuss how this class has improved their health and well being. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>how this class has improved their health and well being. This may be completed through verbal conversation.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to identify how their health has improved.</p> | <p>allowing them to engage in daily activities with less difficulties. Some students shared specific activities that they were not able to participate in without difficulty and now they can.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/27/2011 - The goal is to have all students be able to discuss the primary fitness components. Additional written information should be provided as well as question and answer sessions.</p> <hr/> |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 80 - TEAM SPORTS FOR THE DISABLED - 1 - Technique - Students will learn proper technique and skills associated with a specific sport. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be observed while performing specific skills involved in specific sport activity.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 93% of students will be able to learn proper techniques and skills.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 80 - TEAM SPORTS FOR THE DISABLED - 2 - Rules and Regulations - Students will learn the rules and regulations for specific sport activity. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Group discussion of the rules and regulations for specific sport activity.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to understand the rules and regulations for specific sport activity.</p> | | |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 80X - TEAM SPORTS FOR THE DISABLED - 1 - Technique - Students will learn proper technique and skills associated with a specific sport. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will be observed while performing specific skills involved in specific sport activity.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 93% of students will be able to learn proper techniques and skills.</p> | <p>06/22/2012 - 100% of all students improved in the skills required in the sport activity observed.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/13/2011 - This SLO will be edited to include sportsmanship and teamwork. I feel it is more important for the students to come together and experience working with students of all different fitness levels and with different physical limitations.</p> <hr/> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|---|
| | | | 10/13/2011 - This class is offered to the Transition to Work Program students. This group includes learning and developmentally disabled. Although all students showed some level of improvement, additional teachers aides could help. |
| <p>Department - Adaptive Physical Education (ALAP) - ALAP 80X - TEAM SPORTS FOR THE DISABLED - 2 - Rules and Regulations</p> <p>- Students will learn the rules and regulations for specific sport activity. (Created By Department - Adaptive Physical Education (ALAP))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Group discussion of the rules and regulations for specific sport activity.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 93% of students will be able to understand the rules and regulations for specific sport activity.</p> | <p>06/22/2012 - 100% of all students were able to comprehend the rules and regulations for the activities participated in throughout the quarter.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> | <p>10/27/2011 - This SLO will be edited to include sportsmanship and teamwork. I feel it is more important for the students to come together and experience working with students of all different fitness levels and with different physical limitations.</p> <p>10/27/2011 - This class is offered to the Transition to Work Program students. This group includes learning and developmentally disabled. Although all students showed some level of improvement, additional teachers aides could help.</p> |