

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	Adapted Physical Education (APE)	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Jim Haynes	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	500 (unduplicated) /1700 (duplicated) Enrollment in the APE program has been trending downward over the past three years.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	The APE program serves students with disabilities who want to take Physical Education courses but need accommodations for access and success. Most of the APE students enroll for personal development and growth and do not have educational goals involving transfers, degrees, or certificates. Ethnicity of enrolled students in 2012-13: 58% White, 18% declined to state, 12% Asian, 7% Latino/a, 2% African Ancestry, 1% Filipino, 1% Native American, and one Pacific Islander student. The student demographics reflect more about how different cultures view disability than it matches the college's demographics. Tackling social stigmas about disability is an important issue but perhaps beyond the scope of APE responsibilities. APE does outreach to disability groups and the medical community but not to any specific ethnic or cultural community. Students are encouraged to share their APE experiences within their communities to dispel any fears and concerns about revealing personal disability information, participating in an individualized exercise program, and seeking support.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	The Mission of the De Anza College Adapted Physical Education program is to provide students with disabilities	Cut/paste or type in the program's most current Mission Statement.

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	accommodations necessary for equal and effective participation in Physical Education experiences.	
2b) In what ways and to what extent does the program assure the quality of its services to students?	APE courses are taught by faculty with specific qualifications (education and experience) to teach these classes. Support staff has specific education, training, and experience to work in the APE setting. Student Assistants and volunteers are trained to work in the program assisting students with their exercise routines. Massage Therapy Interns also assist in the classroom. Faculty and staff regularly participate in discipline specific conferences and workshops.	Please address part 1 of Accreditation Standard II.B.1 -The institution assures the quality of student support services
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	The APE experience focuses primarily on developing the Institutional Core Competency of Physical/Mental Well-being and Personal Responsibility in every enrolled student.	Please address part 2 of Accreditation Standard II.B.1 -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
PART 3 -	Accreditation Standard II.B.3	Accreditation Standard II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	APE offers the disabled communities of Santa Clara County and beyond an educational setting that welcomes students with disabilities from all backgrounds into fitness programs that focus on the individual. This personal approach of meeting students where they are at in their lives is what has made this program so successful over the past 40 years. To increase access, APE offers five separate courses, 20 sections quarterly that are taught five days a week from 8:00 am to 6:30 pm, in the pool or dedicated gym, and both on and off campus. The typical APE classroom will consist of student ages ranging from 18 to 95 and disabilities ranging from mild to severe that are temporary or permanent/chronic conditions. The APE classrooms are diverse	Accreditation Standard II.B.3.a - The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal

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	however they do not match the demographics of the college (see Part 1d above). The APE faculty and staff anticipate the accommodations that will typically be needed for the APE student to be successful in the APE classroom. However, the instructors work individually with every student to develop an exercise plan that is tailored to specific needs and goals. The APE program has made a commitment to only purchase exercise equipment from companies that incorporate universal concepts (equity) into the designs of their products.	demographics or background. Cite specific examples.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	APE students are encouraged to interact with the staff and other students in the program. Students who have had a disability for a long time often interact with students with the same disability who may have just come out of rehabilitation or are just getting back into society. APE students are also informed and encouraged to participate in college clubs and activities. Students are encouraged to speak to other people with similar disabilities in small groups, seminars, one-on-one, etc. or with their doctors and therapists about the APE program.	Accreditation Standard II.B.3.b - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	N/A - other than students are encouraged to talk with their DSS or EDC counselor about taking other courses offered by the college besides APE. Students are also referred to the DSS/EDC counselor if there are personal situations beyond the scope of APE to handle.	Accreditation Standard II.B.3.c - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	The APE program is all about respect and tolerance of difference. Intergenerational and intercultural contact and interaction is possible in APE perhaps more than anywhere else on campus. For example, it is not unusual for a 20-year-old international student from Japan to assist an 80-year-old Latino/a student from San Jose who has suffered a stroke. The typical APE classroom is a mixture of diverse ages, disabilities, cultures, and ethnicities.	Accreditation Standard II.B.3.d - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly	N/A other than all materials used in APE are available in Alternative Media.	Accreditation Standard II.B.3.e - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing

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<p>evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?</p>		<p>biases. (Answer only if applicable to the program under review)</p>
<p>3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p>Student personal information, especially regarding physical disabilities, is secured in a locked cabinet in a locked closet. Information is not shredded outside of DSP&S without the specific written permission of the student. Discussions relative to a student's personal situation are done in private locations.</p>	<p>Accreditation Standard II.B.3.f - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>
<p>PART 4 -</p>	<p>Staffing</p>	
<p>4a) Have there been any significant staffing changes since the last CPR in 2008-09?</p>	<p><u>Current staff:</u></p> <ul style="list-style-type: none"> • 3 FT tenured faculty <ul style="list-style-type: none"> ○ 1 – 25% APE Dept. Head / 75% reassignment ○ 1 - 75% APE / 25% PE ○ 1 – 65% APE / 35% reassignment (Ten. Coord.) • 4 PT faculty (1.5 FTE) • 1 Admin Assistant II (in replacement approval process) • 1 Instructional Associate (vacant – no plans to replace) • 1 APE Specialist • 4 Classified Hourly employees • 1 Classified Hourly employee (in hiring process) • 4 Student employees • 20 volunteers <p>The most significant changes as of March 2014:</p> <p><u>Winter 2010:</u></p> <ul style="list-style-type: none"> • Retirement of the DSPS Dean after 37 year of service. • Additional assignment of APE Dept. Head to DSPS Coordinator and SSLO Coordinator <p><u>Spring of 2013:</u></p> <ul style="list-style-type: none"> • Resignation of a classified hourly employee after 2 years 	<p>Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.</p>

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	<p>of service</p> <ul style="list-style-type: none"> • Retirement of the APE Specialist after 32 years of service • Retirement of the Instructional Associate after 30 years of service <p><u>Winter of 2014:</u></p> <ul style="list-style-type: none"> • Resignation of the Admin Assistant II after four years of service <p><u>In AY 2013-14:</u></p> <ul style="list-style-type: none"> • Adoption of new regulations requiring students to carry 12 units in order to be employed. This had a profound impact on APE being able to hire students as exercise assistants. <p><u>As of April 2014:</u></p> <ul style="list-style-type: none"> • New APE Specialist hired Sept. 2013 • In hiring process for new Classified hrly position • Beginning hiring process for new Admin Assistant • Vacant IA position • No DSPPS Dean (seeking approval for new position) • APE Dept. Head still on additional assignments • Widespread use of volunteers in APE classrooms instead of student employees. 	
<p>4b) Are there any significant staffing changes that will be needed over the next five years?</p>	<p><u>At the end of AY 2013-14:</u></p> <ul style="list-style-type: none"> • The retirement of the APE Dept. Head after 38 years of service. It is anticipated that DSPPS will not rehire this 12-month position but will reassign one of the other APE tenured faculty to assume the coordination responsibilities. It will be possible to maintain the program's productivity levels without this position because for the past four years the part-time faculty have already successfully assumed the teaching load. There are also questions about the viability of APE due to recent regulation changes (discussed later). It is very possible that APE will convert to a non-credit program in the next few years. • Hopefully DSPPS will hire a new Admin Assistant II with 	<p>Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated Student Success Support and Program (3SP) connections)</p>

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	<p>primary responsibilities in APE.</p> <ul style="list-style-type: none"> • Hopefully we will successfully hire a new classified hourly employee with primary responsibility at the pool. <p><u>Future:</u></p> <ul style="list-style-type: none"> • It is possible that there will be another retirement of a tenured APE faculty member in two or three years. • It is also probable that there will be turnover of the part-time faculty especially if and when the program converts to non-credit (one PT faculty has retired but is still teaching under the STRS post-retirement rules). • It is also possible that there will be turnovers among the classified hourly employees. • With it being harder to hire student assistants and without replacing the IA position, hiring new classified hourly employees is increasingly important. Although we are hiring one for the pool classes in spring 2014, at least one more is needed in PE 13. • As the non-credit curriculum comes into effect, there will need to be agreements developed to determine a non-credit load for the full-time faculty. At this point we envision the load to be made up of teaching credit Physical Education (PE) classes and non-credit APE classes, with some level of agreed upon release time to act as consultants to the PE division when students with disabilities enroll in credit PE classes and need accommodations like an individualized exercise plan or assistance in the classroom. • The APE specialist who recruits, schedules, and trains exercise assistants in the APE program will have to also find exercise assistants as an accommodation for students with disabilities enrolled in PE classes. 	
<p>PART 5 -</p>	<p>Facilities</p>	
<p>5a) Have there been any significant facility changes since the last</p>	<p>Other than the pool having major repairs and PE 13 being remodeled for safety issues, there have been no other major changes to the facilities.</p>	<p>Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)</p>

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CPR in 2008-09?		
5b) Are there any significant facility changes that will be needed over the next five years?	If there is to be any major work at the pool in the future, plans for a built-in wheelchair access ramp should be incorporated into the east end. There were plans to do this during the last pool repair but funds were not available (\$70,000).	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 6 -	Equipment	
6a) Have there been any significant equipment changes since the last CPR in 2008-09?	The adapted equipment in PE 13 has been replaced or repaired as old equipment wears out or becomes obsolete. PE 13 is still one of the best-equipped APE facilities in the state. Measure C is being used to purchase three new treadmills. A new Lat. machine is on order using college funds. Student donations have made it possible to purchase a new standing frame.	Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant equipment changes that will be needed over the next five years?	SSLO process as revealed that students would like more aerobic options in PE 13. We are researching accessible aerobic equipment like a rowing machine and another Flexaciser. We are still hoping at some point to purchase an ABD/ADD machine, a new SCI FIT Bike, and a heavy duty pool lift.	Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated 3SP connections)
PART 7 -	Operational Costs	
7a) Have there been any significant operational cost changes since the last CPR in 2008-09?	We are currently seeing a drop in 'B' expenditures since it is now much harder to hire student assistants. We used to spend as much as \$55,000 annually for help in the APE classroom. In 2013-14 we will spend less than \$20,000.	Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)
7b) Are there any significant operational cost changes that will be needed over the next five years?	There are no major increases anticipated at this time. APE would like to return to the time when it was given an operating budget and was expected to stay within it. The current practice is for the DSPS Division office to centrally allocate and control all of the program 'B' budgets.	Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 8 -	Organizational Alignment	

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<p>8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?</p>	<p>No</p>	<p>Please explain any significant organizational alignment changes that have occurred over the past five years.</p>
<p>8b) Are there any significant organizational alignment changes that will be needed over the next five years?</p>	<p>Not likely but circumstances could lead APE to become part of the PE division. Specifically, if APE was no longer able to offer classes because of repeatability restriction, the faculty would take on more of an accommodation-consulting role for when students with disabilities enroll in PE classes. APE faculty could teach PE classes since APE instructors already meet the min. qualifications to teach PE curriculum.</p>	<p>Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 9 - Regulations/Laws/Policies</p>		
<p>9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?</p>	<p>In 2010, Congress reauthorized the ADA. It expands the definition of disability and major life functions. It also reverses the direction court cases had been taking to restrict or limit the ADA. A major shift is also in how disabilities in education should be documented. The movement is away from sole-use of third party verification adding more emphasis to the student's educational experiences and limitations.</p>	<p>Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>
<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?</p>	<p>Title 5 regulations regarding DSPS is being rewritten in light of the new ADA. We expect to see an expansion and redefinition of claimable disabilities as well as new accounting methods for claiming student contacts.</p> <p>The new Student Success Act regulations will have an impact on students and staff. The 3SP initiative at De Anza will require DSPS academic students to declare majors, complete an orientation, take their placement tests early, and to have a Student Education Plan with a goal to transfer or earn a degree or certificate. Students will also have to demonstrate progress toward their SEP goals if they expect to receive financial aid.</p>	<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated 3SP connections)</p>

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PART 10 -	Professional Development	
<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>The faculty and staff continue to participate in the professional growth activities of their choice.</p>	<p>Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<p>The ClockWorks scheduling and data management system will soon be implemented in DSPS. The APE faculty and staff will be involved in its customization and implementation. It will require considerable professional development and time commitment to learn and operate the system.</p> <p>More and more the college is turning to the DSPS division for guidance and information regarding Universal Design related to disability issues. In the future, we can see DSPS working closer with the Equity and Social Justice leaders as they too are advocating for more professional development for Universal Design in curriculum and teaching methodologies. The APE faculty and staff will be a part of this effort.</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated 3SP connections)</p>
PART 11 -	Curriculum, Student Success, and Equity	<p>The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .</p>
<p>11a) Have there been any significant curriculum changes since the last CPR in 2008-09?</p>	<p>APE added PEA 6Y – Adapted Outdoor Education to its offerings. The class gives students with disabilities the opportunities to apply their fitness gains outside the confines of the college. The class takes regular walking field trips around the Bay Area. The rest of the APE curriculum is due for revisions next year (2014-15)</p>	<p>Please explain any significant curriculum changes in that have occurred over the past five years.</p>

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<p>11b) Are there any significant curriculum issues in that will affect the program over the next five years?</p>	<p>APE statewide is suffering from the new Student Success Act (SSA) regulations and from ever increasing restrictions on the APE student's ability to repeat classes. Most APE students do not meet the criteria of a student under the SSA and will soon lose priority registration and financial aid. They will most likely also lose the ability to repeat classes that they have already passed. In reaction to this possibility, APE programs statewide are developing non-credit APE curriculum. De Anza is in the process of also developing non-credit classes. While moving to non-credit was never a goal of the APE program, it is being considered a survival tactic for both APE and DSPS, which heavily depends on the headcount and FTES produced by the APE program.</p> <p>APE and the college will need to grapple with the loss of credit APE curriculum that currently parallels PE courses and satisfies the GE requirements for the De Anza College AA/AS degrees.</p> <p>In the absence of APE credit courses, whether for GE or for personal growth, a student with a disability has the right to enroll in credit PE courses. The college then has the responsibility to provide access to those courses and to provide the accommodations necessary for the student to be successful in those courses. The Physical Education faculty have no education or training in how to provide these accommodations.</p> <p>PEA 6 – Adapted Outdoor Education is scheduled for review in spring 2014. The other APE courses (PEA 1, 2, 4, and 5) are scheduled for review in 2017-18.</p>	<p>Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>11c) What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the 60% requirement been met or exceeded?</p>	<p>The 2012-13 data shows that 98% of the students who enroll in APE classes are successful (receive a passing grade). This level is the highest student success rate that APE has ever had and is up from 94% in 2010-11. APE is consistently well above the 60% goal.</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>

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<p>11d) What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>There appears to be no significant student success variances of over 5%. All grouped student populations are with 5% of the APE overall success rate of 98%. However, it should be noted that success rate of the African American students is the lowest at 93% but is perhaps more a function of small sample size than an equity issue. It should also be noted that the success rates among these particular students have risen steadily over the past three years (90% to 93%). This is an issue that the APE program will look into and track closely.</p>	<p>The college equity goal is to have no more than a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap</p>
<p>PART 12 -</p>	<p>Other</p>	
<p>12a) Have there been any other significant program changes since the last CPR in 2008-09?</p>	<p>Institutional Research data indicates that from 2010 to 2013 the APE program is trending lower in student head count (-3.2%), enrollment (-8.4%), WSCH/FTES (-7.9%) and productivity (-9.7%). The APE program feels this downward trend has been triggered by:</p> <ul style="list-style-type: none"> • The recession • Increasing fees • Stricter limits to repeatability • Perceptions that the program was going away (like at other colleges) • Reduced outreach efforts fueled by uncertainty • Reduced classroom support • Key staff retirements • Aging of the APE student population 	<p>Please explain any other significant program changes that have occurred over the past five years.</p>
<p>12b) Are there any other significant issues that will affect the program over the next five years?</p>	<p>The APE program feels that the current downward trend can be stabilized and enrollment could even increase if the program:</p> <ul style="list-style-type: none"> • Transitions to non-credit • Secures its place in the college • Stabilizes the staff and faculty • Recruits more classroom support • Begins an outreach campaign across Silicon Valley: <ul style="list-style-type: none"> ○ Promoting the De Anza APE program as a regional center 	<p>Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>

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	<ul style="list-style-type: none"> o Recruiting younger students o Recruiting Veterans o Reestablish relationships with the medical community <p>The opportunities to grow are out there. The population is aging and with it increases physical limitations. The disability community is still identified as about 10% of the general population. The APE program has just scratched the surface of serving an ever-increasing diversity of students. The medical community is just realizing the importance of long-term exercise activities for people with disabilities. There will be increasing opportunities to partner with the medical community and research institutions like UC Berkeley.</p>	
PART 13 -	Student Success and Support Programs (3SP)	
13a) How will the new 3SP orientation requirements affect the program over the next five years?	Most of the typical APE students will not qualify under 3SP. Consequently, we see no affect other than making information about APE part of the DSPS orientations. We want to attract more academic students to the APE offerings.	Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13b) How will the new 3SP assessment requirements affect the program over the next five years?	N/A	Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13c) How will the new 3SP student education planning requirements affect the program over the next five years?	Since most of the typical APE students will not qualify under 3SP we see no affect other than without qualified SEPs the APE student will lose priority registration and financial aid. Loss of priority registration for the typical APE student should not be an issue since they are not in competition for academic classes. In addition, most 3SP qualified students are not interested in taking APE classes. In fall 2016, credit APE will probably lose students	Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

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	<p>who currently qualify for the BOGW. However, non-credit APE should not be affected.</p>	
<p>PART 14 -</p>	<p align="center">Student Services Learning Outcomes and Accreditation Standard II.B.4</p>	<p>Accreditation Standard II.B.4 - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>
<p>14a) What are the current/active program <u>outcome statements</u>?</p>	<p><u>Program Level SLO</u></p> <p>PLO #1 - Within the context of their disability, students will state that his/her physical and psycho-social well-being has been positively affected through their participation in the Adapted Physical Education courses.</p> <p>PLO #2 - Within the context of their disability, students will state that the accommodations they received in the Adapted Physical Education program have afforded them equal and effective access and participation in Physical Education activities.</p> <p><u>SLO for Total Adapted Fitness:</u></p> <p>PEA 1 - SLO#1: Within the context of a student's disability, he/she will be able to demonstrate that his/her physical wellbeing has been positively effected through the Adapted Total Fitness course</p> <p>PEA 1 - SLO#2: Within the context of a student's disability,</p>	<p>Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)</p>

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	<p>he/she will be able to demonstrate that his/her psychosocial wellbeing has been positively affected through the Adapted Total Fitness course</p> <p><u>SLO for Adapted Strength:</u></p> <p>PEA 2 - SLO#1: Within the context of a student's disability, he/she will be able to demonstrate that his/her physical wellbeing has been positively affected through the Adapted Strength course</p> <p>PEA 2 - SLO#2: Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial wellbeing has been positively affected through the Adapted Strength course</p> <p><u>SLO for Adapted Aerobics:</u></p> <p>PEA 4 - SLO#1: Within the context of a student's disability, he/she will be able to demonstrate that his/her physical wellbeing has been positively affected through the Adapted Aerobics course</p> <p>PEA 4 - SLO#2: Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial wellbeing has been positively affected through the Adapted Total Aerobics course</p> <p><u>SLO for Adapted Aquatics:</u></p> <p>PEA 5 - SLO#1: Within the context of a student's disability, he/she will be able to demonstrate that his/her physical</p>	
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	<p>wellbeing has been positively affected through the Adapted Aquatics course</p> <p>PEA 5 - SLO#2: Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial wellbeing has been positively affected through the Adapted Aquatics course</p> <p><u>SLO for Adapted Outdoor Education:</u></p> <p>PEA 6 - SLO#1: Within the context of a student's disability, he/she will be able to demonstrate that his/her physical wellbeing has been positively effected through the Adapted Outdoor Education course</p> <p>PEA 6 - SLO#2: Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial wellbeing has been positively affected through the Adapted Outdoor Education course</p> <p><u>APE SSLO #1:</u></p> <p>Within the context of their abilities and educational need, the students will be able to register in APE courses using their priority registration status and the APE registration assistance process.</p> <p><u>APE SSLO #2:</u></p> <p>Within the context of their abilities and educational need, the students will be able to successfully participate in their APE</p>	
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	<p>courses with a trained exercise assistant.</p> <p><u>APE SSLO #3:</u></p> <p>Within the context of the student's disability, the student will demonstrate the ability to properly use the adapted equipment.</p>	
<p>14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>As of fall 2013, 100% of the course level SLOs and 100% of the service level SSLOs have been assessed and evaluated.</p> <p>The APE program has also completed the assessment of the two Program Level Outcomes PLO)</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>SLO – APE found that a great majority of the students believe that the APE courses have had a positive impact on their personal physical and psychosocial well-being.</p> <p>SSLO #1 – After two assessment cycles a, large majority of students clearly believe that the APE registration assistance process is effective and efficient.</p> <p>SSLO #2 - A large majority of students clearly believe that the APE exercise assistants are well trained, effective, and efficient.</p> <p>SSLO #3 – A large majority of students believe the adapted equipment in PE 13 is effective, well maintained, and can be used properly. Students did identify a few areas for improvement like more aerobic equipment and more regular cleaning. The program is looking into more adapted and ADA compliant and universal design equipment. The program has already implemented a more regular and thorough cleaning practice.</p> <p>PLO – Both PLOs indicated a large majority of students believe the APE program is meeting its stated outcomes.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

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<p>14d) What are the program outcome assessment plans for the next five years?</p>	<p>SLO - Reassess all 5 pieces of curriculum – one per year over the next five years.</p> <p>SSLO – Reassess SSLO #1 in 2015-16 Reassess SSLO #2 in 2016-17 Reassess SSLO #3 in 2017-18</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p>Part 15 -</p>	<p>CPR SUMMARY</p>	<p>Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14.</p>
<p>15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>APE at De Anza has been offering classes to the disabled community of Silicon Valley for the past 40 years. APE has a reputation of being one of the best programs in the state with 3,500 sq. ft. of dedicated classroom space and state-of-the-art adapted exercise equipment. The APE faculty and staff are experienced, well educated, and well trained and are often recognized as discipline leaders at the state level.</p> <p>There have been many changes in the budget and state regulations over the past five years, but APE enrollment has remained relatively steady. Only in the last year has APE experienced a drop in enrollment mostly due to increased fees, greater restrictions on course repeatability, and slowed outreach efforts due to program uncertainties.</p> <p>2013-14 is a transition year for APE with retirements and new regulation implementations. As the state and college picture comes more into focus, so does the future of APE.</p> <p>As the state and the college implement the Student Success Act regulations it will be harder and harder for credit APE, as we have known it for 40 years, to survive. The future of APE appears to require the transition from a credit program to a non-credit program. Strangely enough, this transition will have little affect on</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:</p> <ol style="list-style-type: none"> 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).

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	<p>the students who typically enroll in APE credit courses. In fact, the typical APE student will enjoy the smaller fees (and reduced need for BOGWF) and the ability to repeat the non-credit courses without the current petition process.</p> <p>The staff will also not be severely affected because there will still be the need to accommodate students with disabilities in the APE or PE setting.</p> <p>The faculty will be the most affected. The part-time faculty will be paid less per class in accordance to the non-credit pay scale. The full-time faculty loads will need to be custom designed. Perhaps a percentage of load teaching non-credit APE, a percentage teaching credit PE courses and a percentage of time spent arranging accommodations for students enrolled in credit PE courses.</p>	
Part 16 -	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
16a) Name of the Division and the names of the programs.	DSP&S division: Disability Support Services (DSS) Educational Diagnostic Center (EDC) Adapted Physical Education (APE) HOPE – DE Anza (Alfred St. and Whittier sites)	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?	Jim Haynes – DSP&S Coordinator	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.	<p>In the coming years, there will be a greater emphasis on the services and courses for 3SP students in DSS and EDC. This will require an examination of workload adjustments as the Student Education Plan development and tracking is added on to the primary responsibilities to provide students with disabilities reasonable accommodations through the Student Education Contract (SEC) process.</p> <p>The APE and HOPE programs whose students are not 3SP eligible will most likely transition to non-credit offerings starting as early as 2015-16.</p>	Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.

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	<p>The Division will also be exploring new avenues to serve emerging student populations like intellectual disability and autism. There is also an effort to begin a Workability III program in conjunction with the OTI program.</p> <p>The Division will also need to incorporate the new Title 5 DSP&S regulations into its policies and procedures. The Division will also be converting to a digital database management system – ClockWorks – over the next two to three years.</p> <p>Replacement faculty and staff will be hired for 2014-15, however, there will be staffing challenges over the next five years as at least three or more retirements are expected.</p> <p>Facilities continue to be a Division-wide issue. Although we have a central Division Office in the ATC, the DSS program is located in the SCC building, the EDC is located in the LCW, APE is located in the PE Quad, and HOPE runs programs at two off-campus sites. There is an ongoing shortage of adequate test accommodation space. During peak testing periods the EDC proctor a lot of exams/tests, disrupting the service delivery to its own students.</p> <p>Along with Foothill, the De Anza DSP&S programs are waiting for the new Title 5 regulations. Both colleges built their DSP&S programs on the laws and regulations of the late 1970s. An overarching review needs to be conducted on this model in light of the new regulations and the fiscal realities of 2015 and beyond.</p>	
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