

STUDENT SERVICES PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: **Adapted Physical Education (APE)**

NAME AND TITLE OF PREPARER: Jim Haynes, APE - Exec. Head

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

The Mission of Adapted Physical Education (APE) is to challenge students with disabilities to:

- Acquire knowledge of health and physical fitness as it relates to their physical abilities,
- Develop a positive attitude towards living an active and healthy lifestyle,
- Develop their personal abilities and skills related to the successful participation in physical activities,
- Achieve their fitness and educational goals, and
- Become more independent in performing exercises and activities of daily living.

To accomplish this mission the APE program provides a quality-learning environment by offering educationally sound physical education courses and services designed for individuals with disabilities. In order to be successful in physical education, the APE program is organized, prepared, staffed, and equipped to provide reasonable educational accommodations for students with disabilities consistent with state and federal mandates.

II. Retention and growth.

- A. How has the program responded to the institutional goal of increased access, growth and retention?

Access:

Facilities: Through Measure E and District construction projects, the APE facilities are becoming more accessible and attractive to students with disabilities. Automatic doors make it easier for students in wheelchairs to access the APE classroom. New staircases to the pool deck make access easier and safer.

Specialized Equipment: Through Instructional and Non-Instructional equipment funds, donations, and fund raising efforts, the APE program has purchased state-of-art, universal designed, exercise equipment. This new equipment gives students with disabilities greater access and options to aerobic and endurance exercise programs. Non-Instructional equipment has greatly

improved the APE program support services like registration and material distribution. The recent purchase of a wheelchair accessible van will expand field trip opportunities for students in power wheelchairs.

Registration Assistance: APE provides all continuing students on-site registration assistance. This process is much more practical and convenient for students with disabilities and has transferred considerable workload away from the Disability Support Services Office allowing them to better serve new and continuing academic students.

State mandated accountability and compliance: The APE program administers all repeatability checks and BOG Waiver applications for qualified continuing students every year. This APE services has greatly transferred workload away from the Disability Support Services Office and the Financial Aid Office allowing them to better serve new and continuing academic students.

Growth: The APE program seems to have recovered from a downward trend in WSCH that resulted from severe budget cuts in 2003. (High of 6681 WSCH in 2002-03 to Low of 5334 Total WSCH in 2006-07 to 6236 WSCH in 2007-08) Enrollments seem to have stabilized and efforts are underway to increase outreach efforts. While retention rates remain very high, the challenge now is to attract and safely serve new students with disabilities.

(Information downloaded from:

<http://www.research.fhda.edu/factbook/WSCH/wschofcontentsdanza.htm>)

Retention: APE students consistently have high success and retention rates, 96% and 98% respectively. APE believes this is due to the long-standing practice of personalized instruction and service. Each APE student is registered, tracked, programmed, instructed, and assessed based solely on his/her individual circumstances and needs. By design, and in practice, there is no standard student-learning outcome that applies to all registered students in any APE course. APE faculty never evaluate a student's performance or progress based on a comparison to other students. Likewise, APE students never earn a grade based on an average or curve.

- B. How has the program responded to the institutional goal of increased access, growth, and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

Equitable access to the APE program is a complicated issue related to cultural and social attitudes towards disabilities, higher education, and special education in general. The APE program strives to create a welcoming environment that is sensitive to the cultural and social needs of its students. APE outreach efforts have centered on efforts to reach disability groups and not necessarily ethnic or cultural groups of potential students. From 2005-06 to 2007-08 the number of Filipino and African Ancestry students has declined from 24 to 18 (-25%) and 31 to 20 (-29%) respectively. In the same time period, Hispanic students have increased from 111 to 154 (+40%)

(Information downloaded from Prog_rvw_da_PhysEdAdapt.pdf under Special Education - Physical Education – Adaptive at:
http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm)

- III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

The foundation of APE is personalized instruction and academic accommodation. Student equity has never been an issue in the program. Statistics have consistently demonstrated that all APE students, no matter how identified and categorized, have comparable access, success (96%), and retention (98%) rates. Any difference in student success rates between ethnic groups is difficult to assess by percentage because the sample groups are so small. For instance, in 2007-08 the success rate for Native American students in APE classes was 87% (the lowest of any ethnic group) because over the entire year one student dropped and one failed.

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- IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

The APE primary focus is personalized instruction and this is in large part responsible for the high retention rate (98%). Although enrollment is good, the APE program continues to participate in outreach efforts to disability groups, i.e. Peninsula Stroke

Association, Parkinson's Support Group, Valley Medical Center Spinal Cord Support group, etc.

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V. **Budget limitations.** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

- The APE program offers five classes in the pool in each of the three quarters and an 8-week summer session. The instructor has no consistent classroom support for the more than the 100 students with disabilities that regularly enroll in Adapted Aquatic Exercise (PEA 5X). This creates a difficult and unsafe classroom environment for both the students and the instructor. The APE program needs the resources to hire a part-time classified Instructional Associate dedicated to working with the APE instructor at the pool.
- With the great influx of new exercise equipment in 2007-08 and 2008-09 resources are needed to maintain and repair exercise equipment as needed.

B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

The APE program exists for students with disabilities that need specific accommodations to successfully participate in physical education coursework. Such accommodations include (but are not limited to):

- A knowledgeable and well trained faculty and staff,
- Personalized instruction,
- Providing a safe, non-judgmental, and non-prejudicial learning environment,
- Accessible facilities,
- Specialized, modified and/or universal-design exercise equipment, and
- Exercise assistance.

If APE did not exist, the Physical Education Division would have to make these same accommodations available on an individual basis. To ignore or to refuse not to make reasonable accommodations exposes the college to discrimination complaints from students to the Office of Civil Rights (OCR) and lawsuits under the Americans with Disabilities Act (ADA).

- VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

At this time the APE program is assessed for student success and retention in the same way as all other programs on campus. Faculty and staff are regularly evaluated for their teaching skills and/or professionalism. Faculty are also periodically evaluated by students. The program will periodically conduct student satisfaction surveys in conjunction with other DSP&S programs. In addition, the APE program participates in Program Planning and Program Reviews as mandated by the State Chancellor's Office as a DSP&S program within the Special Education Division.

The APE program is currently in the process of developing and assessing course and program level Student Learning Outcomes.

- VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

The APE program has very close ties with the Physical Education and Athletics Division. Physical Education is the parent educational discipline. APE regularly cooperates and collaborates with PE/ATH on facilities and curriculum to better serve APE students. For example: when an APE student needs to access a specific piece of equipment that APE doesn't have, arrangements are made where the student may access the college's Fitness Center or weight room to use that piece of equipment.

- **State and Federal mandates.** What State or Federal mandates impact the work you do?
Title 5 regulations for DSP&S, Rehabilitation Act and the 504 regulations, and the ADA. DSP&S funding regulations provide additional funding for special education needs. This additional funding allows the APE program to

personalize instruction through hiring exercise assistants and providing specialized exercise equipment.

It makes little sense to cut programs that generate additional funds for the college, even if those funds must be spent in special education. The college needs to take steps to maximize DSP&S funding.

- **Trends.** Describe any positive and/or negative trends in the program.

Opportunities and interest in Adapted Outdoor Education and adventure experiences for students with disabilities are growing across the state. With the new wheelchair accessible van and new curriculum (Fall 2009) APE hopes to teach more students with disabilities how to access recreational and leisure opportunities in the community and around the state.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

The De Anza College APE program is one of the oldest, largest, and most respected programs in the state. The faculty and staff are regularly engaged in professional development opportunities, including presenting at state and national conferences. Faculty and staff in APE regularly take leadership roles in the state in such capacities as regional representative or Board member of the California Association for Disability and Education (CAPED) and Community College representative or Chair of the State Council on Adapted Physical Education (SCAPE).

VIII. **Program strengths/areas for improvement.**

- A. Provide a summary of the program's main strengths.

The APE program's greatest strength is its faculty and staff and their commitment to providing the best-personalized instruction and services possible. It is this approach that consistently results in high student retention, success, and persistence. Faculty and staff in APE regularly take leadership roles within the college serving in such capacities as president of the Academic Senate, president of the Classified Senate, Professional Growth Award Committee, FA Executive Council/Conciliator, SEUI negotiations, Facilities Committee, numerous hiring and tenure review committees, Coordinator of Student Services Student Learning Outcome project, and more.

The APE program operates one of the state's largest; best equipped, and staffed classrooms dedicated to physical education instruction for students with disabilities.

The APE program provides excellent extracurricular experiences such as Kayak Trips, Camping Trips, Museum Trips, State and National Parks trips, etc. The APE program also hosts a number of social events for students with disabilities like the annual Holiday Party, quarterly volleyball tournaments for seniors with disabilities, and the End-of-the Year Bar-B-Q.

B. Provide a summary of the program's main areas for improvement.

Building on our strengths of providing personalized instruction the APE program needs to hire another part-time classified instructional associate to assist the instructor at the pool. The adapted aquatics classes typically have the highest enrollments but the fewest exercise assistants in the APE program. The instructor needs a permanent part-time classified instructional associate to provide consistency of service and safety for the APE students with disabilities.

With the purchase of new instructional and non-instructional equipment in 2007-08 and 2008-09 there is a greater need for funds to maintain and repair exercise and office equipment.

The APE program will need more time and resources to fully implement the Student Learning outcomes (SLO) and Services Area Outcomes (SAO) processes into the institutional decision-making and resource allocation process.

IX. Suggestions for campus-wide change.

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

Program cuts should be equitable across the College but should keep in mind the impact on our most vulnerable groups of students. People with disabilities already constituted the largest unemployed group in the state and nation even before the current recession. Students with disabilities are

already economically disadvantaged and are facing severe reductions in state support from Sacramento.

Administrative or reporting functions that are common at both campuses could be handled at the District. Keep services for students as close to the students as possible.

- B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

Greater control of the classroom physical environment could produce greater energy saving. Too often the classroom temperature is controlled from a central location and cannot be shut down when no classes are in session. Often the room is too warm but we can't turn down the temperature. Too often the blower is on when it could be off.

APE needs the pool at a minimum of 82-84 degrees to have a viable classroom. Reducing the pool temperature is not an option. The pool should be covered at night to save on energy costs. It makes no sense, particularly in the winter months, to leave the pool uncovered at night when the cost savings could easily cover the cost for someone to put the covers on at night and take them off in the morning, and still realize an overall cost savings.