

**Cañada College
Program Review for
Disabled Students Programs & Services**



Submitted on April 1, 2009

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Program Review Team Members and Approvals

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Shirley Streifer, Developmental Skills

Katherine Reite, DSPS

Approvals:

Division Dean

Vice President of Student Services

I. Executive Summary

At the conclusion of the accreditation review in 2008, all departments within the Division of Student Services at Cañada College were asked to complete a comprehensive program review. This document is a response to that request by the Disabled Students Programs and Services (DSPS) office. Each section of the program review document covers in detail the mission, programs and services, curricula, staffing, organizational structure, leadership, governance, and the facilities, technical infrastructure and resources of the department. Charts and graphs containing department data are used to support the information provided.

While academic support and alternate media services for students with disabilities are mandated on the post-secondary level by Federal and State laws and regulations, Cañada College's DSPS department exceeds this requirement. The department also offers curricula in adaptive physical education and developmental skills, including learning disability assessments. All support services, alternate media and curricula are individualized for each student according to legal parameters on a case-by-case basis per the student's disability documentation and educational limitations. However, in addition to these legal guidelines is the integration of the knowledge, skills and abilities of the DSPS office faculty and staff who strive to assist each student in meeting his/her educational and personal goals. Care is taken to ensure that students who are registered and enrolled with DSPS are fully engaged in, and integrated with, Student Services programs and departments and the larger campus community.

During the compilation of this program review, goals were determined, challenges identified and recommendations made. All these are governed by the current condition and limits of the State and District budgets. Goals cannot be achieved, challenges surmounted, or changes made without continued financial support and enhancement or the permission to restructure current fiscal expenditures or to optimize the use of personnel. Mandated services cannot be expanded, nor can additional services such as learning disability evaluations be broadened or diversified to include testing for Spanish speaking students. A closer integration of the DSPS Developmental Skills courses with the campus Basic Skills Initiative and Learning Communities could better engage students' learning opportunities. The Adaptive Physical Education courses cannot be placed on campus until there are fiscal resources to renovate Building 1.

Since 2002, the number and diversity of students enrolled in DSPS has grown significantly. The value of the program for these students is reflected in the increased retention, transfer and graduation rates of students with disabilities. However, due to the limitations of the Banner data collection system and the need to maintain the confidentiality of students' names, it is difficult for Institutional Research to capture specific information in these areas. Currently, much of this data is captured by the creation of spreadsheets by DSPS staff each semester. There has also been an increased effort by DSPS personnel to interface with programs and staff in Counseling, Enrollment Services, Financial Aid, and academic support services such as TRIO and MESA. By doing so, the quality of support and instruction that DSPS students need for their academic success, long-term learning and life-enrichment increases. The overall goal of DSPS is for this practice to continue and strengthen so that services for all students continue to improve.

II .Program Overview

A. Mission

The mission of the Cañada College Disabled Students Programs & Services (DSPS) Office is to provide academic support, adaptive physical education and reasonable accommodations for students who have permanent or temporary documented disabilities, as defined by the Americans with Disabilities Act (ADA), Section 508 of the Rehabilitation Act, and Title V so that they can achieve their educational and personal goals of academic success, increase independence and self-advocacy, and their life-long learning. This statement directly integrates with both the College and Student Services mission statements in that:

1. Reasonable accommodations and alternate media services are provided to ensure that student success and educational goals are met in professional/technical programs, basic skills and general education programs (College mission statement)
2. Academic support services are coordinated and implemented with faculty to assess student success in the classroom (Student Services mission statement)
3. Adaptive physical education courses in DSPS support and “foster students’ personal development and.....lifelong enrichment” (College mission statement)
4. DSKL courses in DSPS promote “close teacher to student teaching and learning relationships...and a co-curricular environment that contributes to personal growth and success for students” (College mission statement)
5. “Increased independence and self-advocacy” is achieved by the integration of the DSPS student in other student service departments such as TRIO, EOPS, Financial Aid, and Veterans’ Services (Student Services mission statement)

B. Historical Background

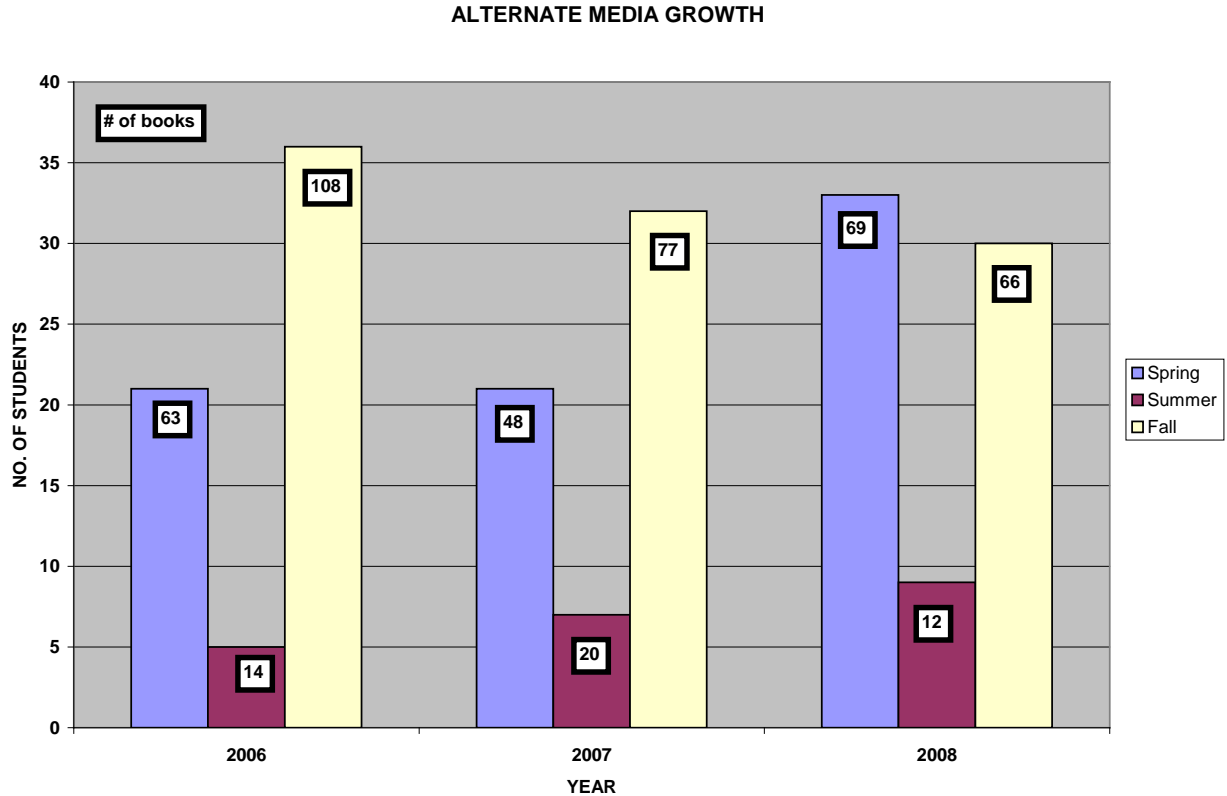
The most recent on-site review by the California Community College Chancellors’ Office was conducted in spring 2000 and the results of that review recommended a restructuring of the Cañada College DSPS office. The Chancellors’ Office review recommended that thirteen critical needs and compliance items be implemented immediately. These areas were summarized in the topic headings of Administration & Leadership, Programs & Services, and Facilities & Physical Plant. <See App. A> In July 2002, a new Director for DSPS was hired and the process of correcting the most serious infractions began. The following three of the most immediate needs were addressed and corrected during the 2002-2003 academic year:

1. Discrimination against students with a documented disability ceased and no complaints or grievances have been filed by DSPS students since spring semester 2002.
2. An ADA file review of all DSPS student records was conducted during summer semester 2002. Since that time, both current and archived student records have been maintained in accordance with federal and state law and regulations

3. A District-wide academic accommodations policy and procedure was written and implemented <See App. B>
4. Outreach to the local high school special education departments was implemented and the new Director began to attend Sequoia and San Mateo teacher in-service meetings and training sessions.

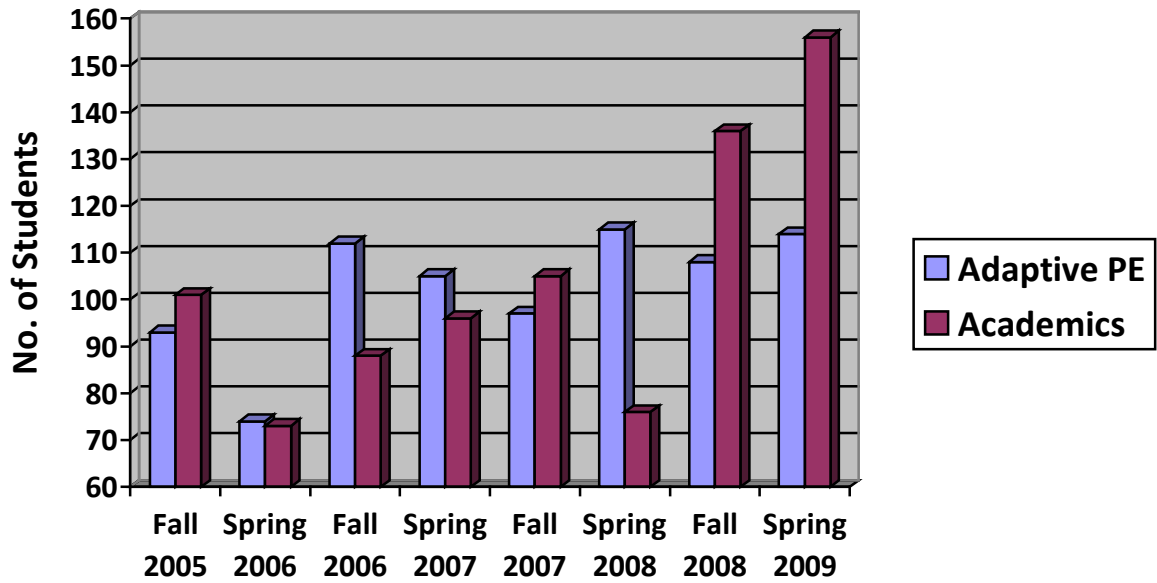
C. Progress Since 2002-2003

A major accomplishment for DSPS in fall 2003 was to hire an Alternate Media Specialist at 0.48 FTE. The earlier lack of this position was noted in the May 2-4, 2000 CCCC site review. Due to budget limitations this position could only be funded to 0.48 with categorical dollars; this was increased a mere .04% to a .52 FTE in 2006. Requests have been made with supporting documentation to expand the alternate media position to a 1.0 FTE, beginning with the annual budget cycle in 2004. For the past 5 budget cycles, this request has been denied. Given the current lack of funds in the California state budget, it is unlikely that additional categorical or general college dollars will be available to support an increase to a full time Classified position. Consequently, DSPS student assistants have been used to supplement the 0.52 FTE professional. While these student assistants are not equivalent in time or service level to a classified staff member, this “work-around” does achieve the minimum mandated 508 service levels. The following chart shows the increase in alternate media services since the 2005-2006 academic year:



Since the last on-site review in 2000, a “desk audit” was conducted by the DSPS System Office in Sacramento during spring semester 2005. Rather than an individual campus-by-campus review, all three colleges in the San Mateo Community College District were reviewed jointly by an independent consultant hired by Sacramento. This consultant, Jan Galvin, recorded the Cañada College improvements made since the 2000 site review. There was no compliance negatives found or recorded. Ms. Galvin’s report encouraged all three DSPS campus offices to continue to work together in the area of writing additional District policy and procedures for reasonable accommodations, and this has taken place. Two accommodation policies and procedures have been written. One procedure addresses the use of personal assistants and the second policy speaks to guide and assistance animals used on campus by a student with a documented disability. Ms. Galvin also recorded the concerns of each DSPS campus office regarding their inability to access the District’s Americans with Disabilities Act (ADA) Transition Plan. The ADA Transition Plan remains on file with the District Office Facilities Planning Department. As recently as April 2008 when the ADA Transition Plan was requested by the Cañada College DSPS Director, the Plan remained “unavailable for review”. Given that the Transition Plan is defined as a public access document in the Federal 1990 Americans with Disabilities Act, there is no legitimate reason that the Cañada College Transition Plan should not be provided within five days of a request.

Another progress benchmark is the dramatic increase in the number of disabled students enrolling and receiving academic accommodations. The number of DSPS students enrolling in adaptive physical education courses has remained fairly constant and this unit remains an area of strength for DSPS. Even though there have been periodic drops in semester enrollment due to the absence of one or more staff members for medical reasons, the following charts shows the dramatic overall growth of DSPS students since 2005 and the student enrollment in DSPS by disability code:



DSPS Student Enrollment Since 2004 By Disability Code

	DB	DD	DH	DL	DM	DO	DP	DS	DV	DN
Fall 2004	40	4	2	41	70	23	11	0	7	2
Spring 2005	40	1	3	44	77	25	13	0	9	0
Fall 2005	37	2	2	54	69	24	11	0	5	0
Spring 2006	39	0	3	54	64	28	9	0	5	0
Fall 2006	36	0	3	66	68	26	18	0	7	0
Spring 2007	33	0	1	71	69	33	22	1	6	0
Fall 2007	31	1	1	69	61	23	11	1	4	0
Spring 2008	32	1	1	55	68	21	9	2	2	0
Fall 2008	32	4	2	77	70	32	20	0	6	0
Spring 2009	27	3	2	39	62	23	11	1	2	0

KEY	DB - Acquired Brain Injury	DD - Developmentally Disabled	DH - Hearing	DL - Learning Disabilities	DM - Mobility	DO - Other Health Issues	DP - Psychological Disabilities	DS - Speech Disability	DV - Visual Disabilities	DN - Not Stated
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D. Current Strengths, Opportunities and Challenges

The current strengths of the Cañada College DSPS Program are in the education, skills, and knowledge of the staff. All faculty and the Director have graduate degrees and one faculty member holds two degrees at the Master’s level. One Classified staff member has a Bachelor’s degree and one Classified staff member has an Associate’s degree. Also, the part-time Classified Alternate Media Specialist was recently awarded his Bachelor’s degree. Several staff, one faculty and the Director maintain affiliations with, and are active in, national, state and/or local professional organizations, attend conferences and workshops (as the budget allows) and take

educational classes. Three members of the office were actively involved in the planning and implementation of the October 2008 state conference of the California Association on Post-Secondary Education and Disability (CAPED) held in San Francisco.

The opportunities and challenges within the DSPS program are directly correlated to budget awards and restrictions. The Fund 3 budget for DSPS is calculated not only by the number of students served annually, it is also allocated by the type of disability served. This translates to a “sliding scale” of reimbursement; e.g., the dollar return from Sacramento is higher for a student with a documented brain injury than it is for a student with a documented psychological disability. The theory behind this practice is that students who have more severe disabilities (e.g., brain injury) will require more services and/or additional staff time to provide for requested accommodations than students with a “lesser” disability (e.g., psychological). However, this is not always the case. Given that the campus and the DSPS office serves students from diverse backgrounds, no two students, even two with the same disability diagnosis, will have equivalent needs or accommodation requests. For example, two students may have a frontal lobe brain injury but will require differing accommodations depending upon the age of the student at disability onset, prior implementation of therapy and remediation techniques, cultural and environmental experiences or deprivation, etc. These factors will enter into how much time staff and faculty must provide to meet the requested reasonable accommodations.

The DSPS System Office requires that each campus provide “college effort” to supplement the Fund 3 budget allocation. This means that Cañada College must provide a portion of Fund 1 dollars to supplement the DSPS budget. Title V regulations require that the college provide “cost sharing” between Fund 3 and Fund 1 for the salary of one DSPS staff position, typically the Director or Coordinator. Currently between 95%-97% of the Fund 3 allocation from Sacramento is spent of DSPS staff position control. Only two Classified positions are funded from non Fund 3 budgets: the Office Assistant II (Fund 1) and the Instructional Aide II in Adaptive Physical Education (Business, Workforce and Physical Education Division). Because the full-time DSPS salary position control is so high, little latitude remains to expand either the current 0.52 FTE Alternate Media Specialist or the 0.27 FTE Learning Disability Specialist to 1.0 FTE. The need for both of these positions has been documented and demonstrated for the past 4 budget cycles. The LD Specialist position has been “back filled” with Fund 1 dollars; the Alternate Media Specialist position has not. There is a demand for LD testing and a need to provide evaluations for students by a Spanish speaking evaluator due the college being a federally designated Hispanic Serving Institution.

III. Review Report

A. Programs and Services

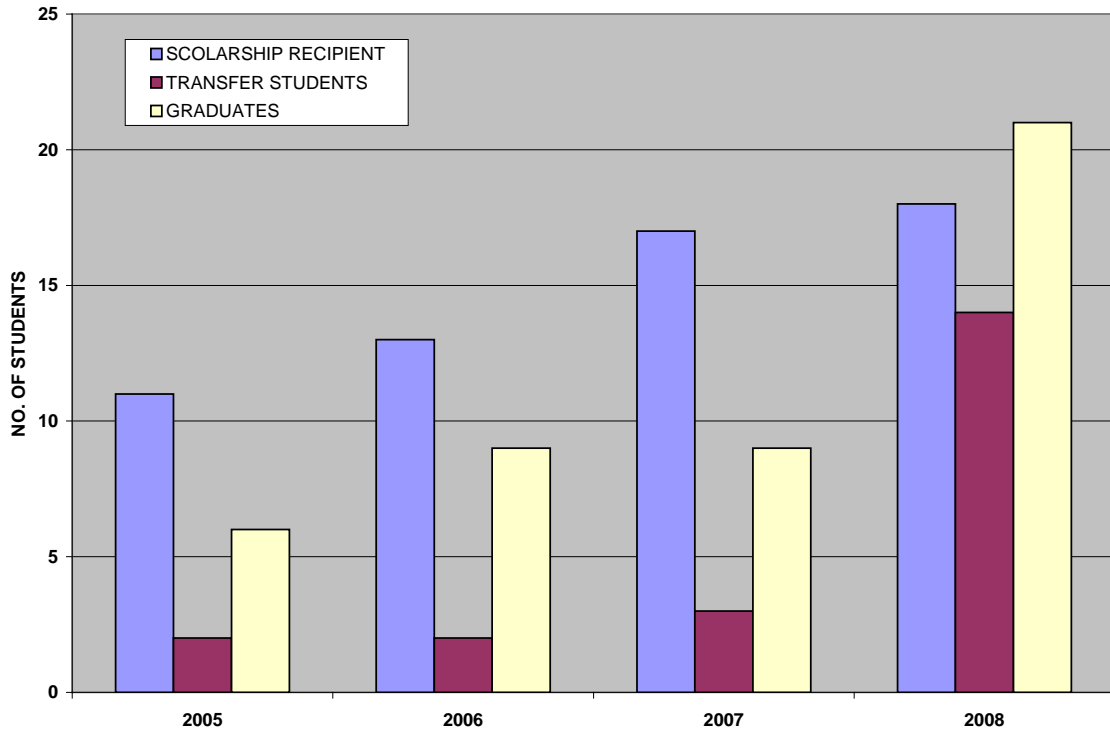
The Cañada College Disabled Students Programs and Services (DSPS) exists to provide reasonable accommodations and alternate media services to students with documented disabilities. This is done in accordance with the Rehabilitation Act of 1973, Sections 504 and 508, and the 1990

Americans with Disabilities Act (ADA). The State of California also mandates services for students with disabilities under its Educational Code statutes. An Advisory Board is required under the parameters of the California Community College Chancellor's Office (CCCCO). This Board composed of DSPS staff, DSPS students and state and local disability agency representatives (e.g. Department of Rehabilitation), primarily functions to ensure that enrolled students are adequately served and accommodations are provided. The Advisory Board may also advocate for the DSPS department with campus administration and other agencies.

A student with a defined and documented disability at the post-secondary educational level is entitled to non-discrimination protection as part of being a member of a "protected class" under Title VII. Other diverse and protected classes of persons included in Title VII civil rights legislation are age, race, religion, gender, ethnicity, and national origin. It is known that disabling conditions may be congenital or acquired later in life. Disabilities also impact people at all socio-economic levels. Students on the Cañada College campus who enroll in DSPS represent all categories of Title VII and differing socio-economic levels. In addition, DSPS students enroll in courses ranging from basic skills to honors courses. DSPS students have educational goals of certificate, transfer or life-long learning curricula. However, with the current limitations of the Banner information system, it is difficult for Institutional Research to provide specific data on the distribution of DSPS students in particular courses, certificate programs, academic majors, or life-long learning curricula.

DSPS students also utilize all of the varied student services support departments: Admissions and Records, Counseling, Financial Aid, EOPS, TRIO, Veterans Services, Psychological Services and the Health Center. These units are strong links with DSPS. Because of this, there has been an increase in the number of DSPS students who are completing Associates' degrees and/or transferring to four-year universities. The following chart, with information taken from the annual Commencement and Transfer ceremonies for students, demonstrates this recent increase:

STUDENT COMPLETION RATE



Some DSPS students receive scholarships from agencies or civic associations external to the campus; many are awarded a Cañada College scholarship. Among the college scholarships are three scholarships which are directly connected to DSPS students and staff. The first scholarship is the Susan Yoshimura Enabler Scholarship which was established in the 1980s in memory of classified staff member Susan Yoshimura. Cañada College students who are challenged by a disability or chronic illness are given priority for this scholarship award. In 1994, several adaptive physical education students established the second DSPS affiliated campus scholarship to honor their instructor, Barbara McCarthy. This scholarship is awarded to a student pursuing a career in Adaptive Physical Education, Kinesiotherapy, or Physical, Occupational or Recreation Therapy. In 2005, the DSPS Director and her brother established a Cañada scholarship in honor of their mother. Expanded in 2007 upon the death of their father, the Kulzer Family/DSPS Scholarship is awarded to one or more continuing DSPS students for the purchase of text books.

B. Student Learning Outcomes

The Student Learning Outcomes (SLO) process and curricula review are recent undertakings for DSPS. The DSKL 810 (Specific Learning Skills), DSKL 813 (Developmental Reading and Thinking), 814 (Developmental Writing), and 816 (Tutoring) courses were updated in 2004 and the courses have been offered each semester with the exception of fall semester 2007. Given the six year college curricula review cycle, these courses are scheduled for review in 2010. The student learning outcomes and measurements for the DSKL courses are listed in the next section of this report. The DSKL 811 Learning Skills Assessment is not a class in the traditional sense. Rather, it is an assessment battery to determine learning styles and academic skill levels and this course may be used to determine eligibility for learning disability services in the California Community College system. Currently, the state eligibility model for LD assessment is under review by the CCCC System Office. At the end of this review, changes to the assessment battery may be recommended and implemented. This will drive a curriculum review of the DSKL 811 course by the Cañada Curriculum Committee in either 2010 or 2011. Concurrent with the assessment battery review, the System Office has also implemented a model whereby the department may use graduate school interns to provide LD evaluations. The Cañada DSPS office is investigating use of this model with bi-lingual service providers as it would provide a cost effective means of increasing the number of students that can be provided with this valuable service. Also, this will expand the bi-lingual services and incorporate a component of the mission that is Cañada College as a designated Hispanic Serving Institution.

During spring semester 2008, DSPS office staff developed a student learning outcome for the alternate media unit of DSPS. A rubric and bi-lingual survey was devised and administered during the same semester. The alternate media SLO survey and reflection upon the returned data are:

DSPS Survey

To help Student Services understand how well we are assisting our students, we would appreciate your completing the information below. **COMPLETE ONLY ONE SURVEY IN EACH AREA.**

- Gender: M F
- My current educational goal is: AA/AS 4 yr. Transfer AA/AS & Transfer
Certificate Other
- I am enrolled in: 1-6 units 7-12 units More than 12 units
- Ethnic Background: _____

B = African American, Non-Hispanic	AC = Chinese	AJ = Japanese
N = American Indian, Alaskan Native	AM = Cambodian	HR = Central American
F = Filipino	PG = Guamanian	PH = Hawaiian
AI = Asian Indian	AK = Korean	AL = Laotian
HM = Mexican	PS = Samoan	HS = South American
AV = Vietnamese	AX = Other Asian	HX = Other Hispanic
W = White, Non-Hispanic	O = Other Non White	P = Pacific Islander
PX = Other Pacific Islander		
- How many of your parents or guardians have completed a 4-year university degree in the US?
_____ none 1 both
- My first language is English. _____ yes _____ no
- I work _____ full time _____ part time _____ don't work.
- I attend school in the _____ day _____ evening _____ both.
- For the following, please fill in the bubble below the statement that you think best describes you.

I don't know about any of the available hardware and software in the Alt Media Lab.	I know about some of the available hardware and software in the Alt Media Lab.	I know about all the available hardware and software in the Alt Media Lab.
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Please drop off your completed form to any of the DSPS support areas. Thank you.

DSPS - Programa De Servicios Para Estudiantes Discapacitados

Con el fin de evaluar la calidad de servicios que Student Services (Servicios Estudiantiles) ofrece a nuestros estudiantes le pedimos que por favor complete esta encuesta
COMPLETE: SOLO UNA ENCUESTA POR DEPARTAMENTO.

- Género: M F
- Min meta académica actual es: AA/AS 4 yr. Transfer AA/AS & Transfer
Certificado Otro
- Estoy matriculado(s) en: 1-6 unidades 7-12 unidades Mas de 12 unidades
- Origen étnico: _____

J= Africanoamericano	AC= Chino	AJ= Japonés
N= Africano, No Hispánico	AM= Camboyano	HR= Centroamericano
F= Filipino	PG= Guamaniano	PH= Hawaiano
AI= Hindi	AK= Coreano	AL= Laotiano
HM= Mexicano	PS= Samoano	HS= Sudamericano
AV= Vietnamita	AX= Otro Asiático, no ciudad.	HX= Otro Hispánico, no chino
W= Blanco, Europeo, No Hispánico	O= Otro no Islámico, no ciudad	P= Isleño del Pacífico
PX= Otro Isleño del Pacífico, no ciudad		
- Cuantos de sus padres o guardianes han completado una licenciatura universitaria en los E.E.U.U?
_____ ninguno _____ 1 _____ ambos
- ¿Mi primer lenguaje es inglés? _____ si _____ no
- ¿Yo trabajo? _____ tiempo completo _____ medio tiempo _____ no trabajo
- ¿Voy a la escuela durante: _____ el día _____ la noche _____ ambos.
- A continuación, por favor llene la burbuja debajo de la casilla que más le describe a usted.

Yo no sé cuáles tecnologías asistivas hay en el laboratorio de medios alternativos.	Yo conozco algunos de los programas y máquinas de tecnología asistiva en el laboratorio de medios alternativos.	Yo sé como usar todos los programas y máquinas de tecnología asistiva en el laboratorio de medios alternativos.
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Por favor, entregue esta forma, una vez completa, en el mostrador principal. Gracias.

**Cañada College Student Learning Outcomes & Assessment Reporting
Form #3: Reflection on Assessment Results**

Complete this form to report results of your reflection on the data reported on Form #2.

A. General Info

Division:	University Center/Academic Support
Program/Department:	Disabled Students Programs & Services (DSPS)
Course #:	n/a
Date:	21 July 2008

B. Student Learning Outcome

Student will recognize assistive technologies available and will evaluate which tools are best suited for his/her needs

C. SLO Type (Check One)

Course Program Certificate Degree

D. What were the most important findings from the data?

20% of DSPS students indicated that they do not have any knowledge of alternate media hardware and software available to them

E. What changes can be made to address these implications (e.g. changes to the program, curriculum, teaching method, etc.)

DSPS can change the methods used for information dissemination and distribution to students--eg. restructuring the DSPS home page; highlighting available alternate media hardware and software during intake interview with students, providing alternate media brochure in a Spanish language version

F. What resources may be needed to make these changes?

Expansion of Alternate Media Specialist's time from PT to FT (salary and benefit dollars) to research, investigate and develop appropriate marketing strategies with the DSPS Director
--

G. Next time this assessment is performed, what changes need to be made to the SLO statement, assessment, rubric, or method to get better results?

Consider distribution of survey via e-mail format to increase the number of completed returns because the last "drop it in the box" paper survey yielded a return of only 14 completed surveys (there are approx. 135-150 students registered with the DSPS office)

H. How does this SLO tie to other SLOs; course, program, certificate or degree?

Alternate media is critical to some DSPS students' success in a course, program, certificate or degree requirement eg.- formatting text books and paper copy handouts into audio via use of Kurzweil software for students with vision and reading disabilities.
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I. What is the projected semester for this assessment to be performed again?

November 2008 or early spring 2009 semester

Revised 3/28/08

While this SLO was under review and discussion during the March 11, 2008 campus FLEX Day activity, DSPS staff wrote another SLO and a plan to gather additional data. The new SLO submitted to the campus SLO Committee reads: "A DSPS student will successfully learn to use alternate media hardware and software appropriate to accommodate his or her disability."

B1. DSPS Curriculum

Curricula offered through the DSPS program include Adaptive Physical Education (ADPE) and Developmental Skills (DSKL). Under the leadership of the Dean of Business, Workforce and Athletics, the ADPE faculty member and instructional aide are assigned to the DSPS program. Students enrolled in ADPE may be acquiring physical education credits to meet either AA/AS or transfer degree requirements, or, engaging in life-long learning and physical education skill enhancement. Student Learning Outcomes (SLO) for DSPS courses follow:

a) Adaptive Physical Education

**Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome**

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	Business, Workforce, and Athletics
Program/Department:	Adaptive Physical Education
Course #:	ADAP 310
Date:	June 4, 2008

B. Student Learning Outcome

#1 Demonstration of skills related to classroom safety
#2 Personal evaluation of benefit of participation

C. SLO Type (Check One)

Course Program Certificate Degree

D. Assessment Instrument or Mechanism

#1 Observation by Instructor
#2 Personal interview with the student by the instructor

E. Timeline for Assessment

Throughout semester

F. Resources Needed for Assessment

Routine equipment within the classroom and assessment log

G. Team Members

Names	Phone Extension	Email Address
Barbara McCarthy	3473	mccarthyb@smccd.edu

H. Additional Comments

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After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. Consult with your Dean before proceeding to the assessment phase. After completing this form, please e-mail to caslo@smccd.edu and your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 310

Course Title (ex: Intermediate Algebra): Adaptive P.E. Fitness Profile

Date Submitted: August 15, 2008

Effective Semester : Fall 2008

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Describe how each SLO will be assessed. *Rubrics or other documents can be identified by SLO number and attached to this form.*

SLO 1: Observation by Instructor

SLO 2: Personal interview with the student by the Instructor

SLO 3: Personal interview with the student by the Instructor (TABLE 1)



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. After completing this form, please e-mail to caansio@smccd.edu and your Division Dean as an attachment. Consult with your Dean before proceeding to the assessment phase.

D. When will you assess each SLO?

October and December 2008

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments:



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions: Complete this form to report results of the assessment reported on Form #1. Use one form for each course. After completing this form, please e-mail it to canslo@smccd.edu and to your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Form #3.*

Division: Business, Workforce, & Athletics
 Discipline/Department: Adaptive Physical Education
 Course Name (ex: MATH 120): ADAP 310
 Course Title (ex: Intermediate Algebra): Adaptive P.E. Fitness Profile
 Date Submitted: August 15, 2008
 Effective Semester: Fall 2008

B. Student Learning Outcomes:

SLO 1: Demonstration of skills related to classroom safety
 SLO 2: Set a reasonable goal based upon individual need
 SLO 3: Personal evaluation of benefit of participation

C. Description of Data: *Write the SLO number in front of each assessment type for which data is submitted.*

<input type="text"/>	Formative Evaluation	<input type="text" value="3"/>	Summative Evaluation
<input type="text" value="3"/>	One-time	<input type="text"/>	Multiple-Step
<input type="text" value="3"/>	Direct Evidence	<input type="text"/>	Indirect Evidence
<input type="text" value="3"/>	Qualitative	<input type="text" value="3"/>	Quantitative

D. Additional Comments: *Please indicate if you need assistance interpreting your data.*



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to cansio@smccd.edu and to your Division Dean as an attachment.

A. General Information:

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 310

Course Title (ex: Intermediate Algebra): Adaptive P.E. Fitness Profile

Date Submitted: August 15, 2008

Effective Semester: Fall 2008

B. Student Learning Outcomes: *Identify which SLO and data you are reflecting upon.*

#3 PERSONAL INTERVIEW WITH EACH STUDENT REGARDING THE BENEFITS TO THEIR OVERALL WELL-BEING AND PROGRESS TOWARD THEIR GOALS

C. What were the most important findings from the data?

ALL STUDENTS FEEL THAT PARTICIPATION IS BENEFICIAL TO THEM IN A MYRIAD OF WAYS.

THE BIGGEST CHALLENGE IS IN THE AREA OF GOAL-SETTING.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

NO CHANGES.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instruction: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to canslo@smccd.edu and your Division Dean as an attachment.

D. Given the results of this assessment, what changes will be made, if any, in the following:

2. Teaching methods

WORKING WITH STUDENTS MUST BE MORE INDIVIDUALIZED TO ALLOW TIME FOR DISCUSSION AND DEVELOPMENT OF THEIR GOALS.

3. Assignments

INSTRUCTOR WILL WORK INDIVIDUALLY WITH STUDENTS ON AN APPOINTMENT BASIS IN LIEU OF CLASSES DURING THE FIRST WEEK OF THE SEMESTER, MID-TERM, FINALS, AND THROUGHOUT THE SEMESTER AS NEEDED.

4. Course evaluation procedures

MORE INDIVIDUAL TIME SPENT WITH EACH STUDENT.

5. SLO

[Empty text box for SLO reflections]

6. Other

ADDITIONAL PAID ASSISTANCE WOULD ENHANCE THIS ENTIRE PROCESS.

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments and request for resources:

[Empty text box for additional comments and resource requests]

Congratulations! You have completed the SLOAC Cycle.



**Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome**

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	Business, Workforce, and Athletics
Program/Department:	Adaptive Physical Education
Course #:	ADAP 320
Date:	June 4, 2008

B. Student Learning Outcome

#1 Demonstration of skills related to classroom safety
#2 Personal evaluation of benefit of participation

C. SLO Type (Check One)

Course Program Certificate Degree

D. Assessment Instrument or Mechanism

#1 Observation by Instructor
#2 Personal interview with the student by the Instructor

E. Timeline for Assessment

Throughout semester

F. Resources Needed for Assessment

Routine equipment within the classroom and assessment log

G. Team Members

Names	Phone Extension	Email Address
Barbara McCarthy	3473	mccarthyb@smccd.edu

H. Additional Comments

--

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. Consult with your Dean before proceeding to the assessment phase. After completing this form, please e-mail to cansio@smccd.edu and your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 320

Course Title (ex: Intermediate Algebra): Adaptive Functional Fitness

Date Submitted: August 15, 2008

Effective Semester : Fall 2008

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Describe how each SLO will be assessed. Rubrics or other documents can be identified by SLO number and attached to this form.

SLO 1: Observation by Instructor

SLO 2: Personal interview with the student by the Instructor

SLO 3: Personal interview with the student by the Instructor (TABLE 1)



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. After completing this form, please e-mail to canslo@smccd.edu and your Division Dean as an attachment. Consult with your Dean before proceeding to the assessment phase.

D. When will you assess each SLO?

October and December 2008

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments:



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions: Complete this form to report results of the assessment reported on Form #1. Use one form for each course. After completing this form, please e-mail it to sansic@smccd.edu and to your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Form #3.*

Division: Business, Workforce, & Athletics
 Discipline/Department: Adaptive Physical Education
 Course Name (ex: MATH 120): ADAP 320
 Course Title (ex: Intermediate Algebra): Adaptive Functional Fitness
 Date Submitted: August 15, 2008
 Effective Semester : Fall 2008

B. Student Learning Outcomes:

SLO 1: Demonstration of skills related to classroom safety
 SLO 2: Set a reasonable goal based upon individual need
 SLO 3: Personal evaluation of benefit of participation

C. Description of Data: *Write the SLO number in front of each assessment type for which data is submitted.*

<input type="text"/> Formative Evaluation	<input type="text" value="3"/> Summative Evaluation
<input type="text" value="3"/> One-time	<input type="text"/> Multiple-Step
<input type="text" value="3"/> Direct Evidence	<input type="text"/> Indirect Evidence
<input type="text" value="3"/> Qualitative	<input type="text" value="3"/> Quantitative

D. Additional Comments: *Please indicate if you need assistance interpreting your data.*



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to canslo@smccd.edu and to your Division Dean as an attachment.

A. General Information:

Division: Business, Workforce, & Athletics
 Discipline/Department: Adaptive Physical Education
 Course Name (ex: MATH 120): ADAP 320
 Course Title (ex: Intermediate Algebra): Adaptive Functional Fitness
 Date Submitted: August 15, 2008
 Effective Semester: Fall 2008

B. Student Learning Outcomes: Identify which SLO and data you are reflecting upon.

#3 PERSONAL INTERVIEW WITH EACH STUDENT REGARDING THE BENEFITS TO THEIR OVERALL WELL-BEING AND PROGRESS TOWARD THEIR GOALS

C. What were the most important findings from the data?

ALL STUDENTS FEEL THAT PARTICIPATION IS BENEFICIAL TO THEM IN A MYRIAD OF WAYS.

THE BIGGEST CHALLENGE IS IN THE AREA OF GOAL-SETTING.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

NO CHANGES.

**Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome**

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	Business, Workforce, and Athletics
Program/Department:	Adaptive Physical Education
Course #:	ADAP 350
Date:	June 4, 2008

B. Student Learning Outcome

#1 Demonstration of skills related to classroom safety
#2 Personal evaluation of benefit of participation

C. SLO Type (Check One)

Course Program Certificate Degree

D. Assessment Instrument or Mechanism

#1 Observation by Instructor
#2 Personal interview with the student by the Instructor

E. Timeline for Assessment

Throughout semester

F. Resources Needed for Assessment

Routine equipment within the classroom and assessment log

G. Team Members

Names	Phone Extension	Email Address
Barbara McCarthy	3473	mccarthyb@smccd.edu

H. Additional Comments

--

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. Consult with your Dean before proceeding to the assessment phase. After completing this form, please e-mail to canslo@smccd.edu and your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 350

Course Title (ex: Intermediate Algebra): Adaptive General Conditioning

Date Submitted: August 15, 2008

Effective Semester : Fall 2008

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Describe how each SLO will be assessed. Rubrics or other documents can be identified by SLO number and attached to this form.

SLO 1: Observation by Instructor

SLO 2: Personal interview with the student by the Instructor

SLO 3: Personal interview with the student by the Instructor (TABLE 1)



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. After completing this form, please e-mail to ca@slo@smccd.edu and your Division Dean as an attachment. Consult with your Dean before proceeding to the assessment phase.

D. When will you assess each SLO?

October and December 2008

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments:



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions: Complete this form to report results of the assessment reported on Form #1. Use one form for each course. After completing this form, please e-mail it to caslo@smccd.edu and to your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Form #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 350

Course Title (ex: Intermediate Algebra): Adaptive General Conditioning

Date Submitted: August 15, 2008

Effective Semester: Fall 2008

B. Student Learning Outcomes:

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Description of Data: *Write the SLO number in front of each assessment type for which data is submitted.*

<input type="text"/> Formative Evaluation	<input type="text" value="3"/> Summative Evaluation
<input type="text" value="3"/> One-time	<input type="text"/> Multiple-Step
<input type="text" value="3"/> Direct Evidence	<input type="text"/> Indirect Evidence
<input type="text" value="3"/> Qualitative	<input type="text" value="3"/> Quantitative

D. Additional Comments: *Please indicate if you need assistance interpreting your data.*



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to canslo@smccd.edu and to your Division Dean as an attachment.

A. General Information:

Division: Business, Workforce, & Athletics
 Discipline/Department: Adaptive Physical Education
 Course Name (ex: MATH 120): ADAP 350
 Course Title (ex: Intermediate Algebra): Adaptive General Conditioning
 Date Submitted: August 15, 2008
 Effective Semester : Fall 2008

B. Student Learning Outcomes: *Identify which SLO and data you are reflecting upon.*

#3 PERSONAL INTERVIEW WITH EACH STUDENT REGARDING THE BENEFITS TO THEIR OVERALL WELL-BEING AND PROGRESS TOWARD THEIR GOALS

C. What were the most important findings from the data?

ALL STUDENTS FEEL THAT PARTICIPATION IS BENEFICIAL TO THEM IN A MYRIAD OF WAYS.

 THE BIGGEST CHALLENGE IS IN THE AREA OF GOAL-SETTING.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

NO CHANGES.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instruction: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to casio@smccd.edu and your Division Dean as an attachment.

D. Given the results of this assessment, what changes will be made, if any, in the following:

2. Teaching methods

WORKING WITH STUDENTS MUST BE MORE INDIVIDUALIZED TO ALLOW TIME FOR DISCUSSION AND DEVELOPMENT OF THEIR GOALS.

3. Assignments

INSTRUCTOR WILL WORK INDIVIDUALLY WITH STUDENTS ON AN APPOINTMENT BASIS IN LIEU OF CLASSES DURING THE FIRST WEEK OF THE SEMESTER, MID-TERM, FINALS, AND THROUGHOUT THE SEMESTER AS NEEDED.

4. Course evaluation procedures

MORE INDIVIDUAL TIME SPENT WITH EACH STUDENT.

5. SLO

[Empty box for SLO reflections]

6. Other

ADDITIONAL PAID ASSISTANCE WOULD ENHANCE THIS ENTIRE PROCESS.

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments and request for resources:

[Empty box for additional comments and resource requests]

Congratulations! You have completed the SLOAC Cycle.

**Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome**

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	Business, Workforce, and Athletics
Program/Department:	Adaptive Physical Education
Course #:	ADAP 351
Date:	June 4, 2008

B. Student Learning Outcome

#1 Demonstration of skills related to classroom safety
#2 Personal evaluation of benefit of participation

C. SLO Type (Check One)

Course Program Certificate Degree

D. Assessment Instrument or Mechanism

#1 Observation by Instructor
#2 Personal interview with the student by the Instructor

E. Timeline for Assessment

Throughout the semester

F. Resources Needed for Assessment

Routine equipment within the classroom and assessment log

G. Team Members

Names	Phone Extension	Email Address
Barbara McCarthy	3473	mccarthyb@smccd.edu

H. Additional Comments

--

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. Consult with your Dean before proceeding to the assessment phase. After completing this form, please e-mail to canslo@smccd.edu and your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 351

Course Title (ex: Intermediate Algebra): Adaptive Strength Training

Date Submitted: August 15, 2008

Effective Semester : Fall 2008

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Describe how each SLO will be assessed. Rubrics or other documents can be identified by SLO number and attached to this form.

SLO 1: Observation by Instructor

SLO 2: Personal interview with the student by the Instructor

SLO 3: Personal interview with the student by the Instructor (TABLE 1)



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. After completing this form, please e-mail to cansio@smccd.edu and your Division Dean as an attachment. Consult with your Dean before proceeding to the assessment phase.

D. When will you assess each SLO?

October and December 2008

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments:



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions: Complete this form to report results of the assessment reported on Form #1. Use one form for each course. After completing this form, please e-mail it to canslo@smccd.edu and to your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Form #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 351

Course Title (ex: Intermediate Algebra): Adaptive Strength Training

Date Submitted: August 15, 2008

Effective Semester: Fall 2008

B. Student Learning Outcomes:

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Description of Data: *Write the SLO number in front of each assessment type for which data is submitted.*

<input type="text"/> Formative Evaluation	<input type="text" value="3"/> Summative Evaluation
<input type="text" value="3"/> One-time	<input type="text"/> Multiple-Step
<input type="text" value="3"/> Direct Evidence	<input type="text"/> Indirect Evidence
<input type="text" value="3"/> Qualitative	<input type="text" value="3"/> Quantitative

D. Additional Comments: *Please indicate if you need assistance interpreting your data.*



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to caslo@smccd.edu and to your Division Dean as an attachment.

A. General Information:

Division: Business, Workforce, & Athletics
Discipline/Department: Adaptive Physical Education
Course Name (ex: MATH 120): ADAP 351
Course Title (ex: Intermediate Algebra): Adaptive Strength Training
Date Submitted: August 15, 2008
Effective Semester : Fall 2008

B. Student Learning Outcomes: *Identify which SLO and data you are reflecting upon.*

#3 PERSONAL INTERVIEW WITH EACH STUDENT REGARDING THE BENEFITS TO THEIR OVERALL WELL-BEING AND PROGRESS TOWARD THEIR GOALS

C. What were the most important findings from the data?

ALL STUDENTS FEEL THAT PARTICIPATION IS BENEFICIAL TO THEM IN A MYRIAD OF WAYS.

THE BIGGEST CHALLENGE IS IN THE AREA OF GOAL-SETTING.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

NO CHANGES.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instruction: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to canslo@smccd.edu and your Division Dean as an attachment.

D. Given the results of this assessment, what changes will be made, if any, in the following:

2. Teaching methods

WORKING WITH STUDENTS MUST BE MORE INDIVIDUALIZED TO ALLOW TIME FOR DISCUSSION AND DEVELOPMENT OF THEIR GOALS.

3. Assignments

INSTRUCTOR WILL WORK INDIVIDUALLY WITH STUDENTS ON AN APPOINTMENT BASIS IN LIEU OF CLASSES DURING THE FIRST WEEK OF THE SEMESTER, MID-TERM, FINALS, AND THROUGHOUT THE SEMESTER AS NEEDED.

4. Course evaluation procedures

MORE INDIVIDUAL TIME SPENT WITH EACH STUDENT.

5. SLO

[Empty box for SLO reflections]

6. Other

ADDITIONAL PAID ASSISTANCE WOULD ENHANCE THIS ENTIRE PROCESS.

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments and request for resources:

[Empty box for additional comments and resource requests]

Congratulations! You have completed the SLOAC Cycle.

**Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome**

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	Business, Workforce, and Athletics
Program/Department:	Adaptive Physical Education
Course #:	ADAP 361
Date:	June 4, 2008

B. Student Learning Outcome

#1 Demonstration of skills related to classroom safety
#2 Personal evaluation of benefit of participation

C. SLO Type (Check One)

Course Program Certificate Degree

D. Assessment Instrument or Mechanism

#1 Observation by Instructor
#2 Personal interview with the student by the Instructor

E. Timeline for Assessment

Throughout the semester

F. Resources Needed for Assessment

Routine equipment within the classroom and assessment log

G. Team Members

Names	Phone Extension	Email Address
Barbara McCarthy	3473	mccarthyb@smccd.edu

H. Additional Comments

--

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. Consult with your Dean before proceeding to the assessment phase. After completing this form, please e-mail to canslo@smccd.edu and your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 361

Course Title (ex: Intermediate Algebra): Balance and Coordination Activities

Date Submitted: August 15, 2008

Effective Semester : Fall 2008

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Describe how each SLO will be assessed. Rubrics or other documents can be identified by SLO number and attached to this form.

SLO 1: Observation by Instructor

SLO 2: Personal interview with the student by the Instructor

SLO 3: Personal interview with the student by the Instructor (TABLE 1)



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. After completing this form, please e-mail to caanslo@smccd.edu and your Division Dean as an attachment. Consult with your Dean before proceeding to the assessment phase.

D. When will you assess each SLO?

October and December 2008

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments:



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions: Complete this form to report results of the assessment reported on Form #1. Use one form for each course. After completing this form, please e-mail it to canslo@smccd.edu and to your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Form #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 361

Course Title (ex: Intermediate Algebra): Balance and Coordination Activities

Date Submitted: August 15, 2008

Effective Semester: Fall 2008

B. Student Learning Outcomes:

SLO 1: Demonstration of skills related to classroom safety
SLO 2: Set a reasonable goal based upon individual need
SLO 3: Personal evaluation of benefit of participation

C. Description of Data: *Write the SLO number in front of each assessment type for which data is submitted.*

<input type="text"/> Formative Evaluation	<input type="text" value="3"/> Summative Evaluation
<input type="text" value="3"/> One-time	<input type="text"/> Multiple-Step
<input type="text" value="3"/> Direct Evidence	<input type="text"/> Indirect Evidence
<input type="text" value="3"/> Qualitative	<input type="text" value="3"/> Quantitative

D. Additional Comments: *Please indicate if you need assistance interpreting your data.*

--



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to caslo@smccc.edu and to your Division Dean as an attachment.

A. General Information:

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 361

Course Title (ex: Intermediate Algebra): Balance and Coordination Activities

Date Submitted: August 15, 2008

Effective Semester: Fall 2008

B. Student Learning Outcomes: *Identify which SLO and data you are reflecting upon.*

#3 PERSONAL INTERVIEW WITH EACH STUDENT REGARDING THE BENEFITS TO THEIR OVERALL WELL-BEING AND PROGRESS TOWARD THEIR GOALS

C. What were the most important findings from the data?

ALL STUDENTS FEEL THAT PARTICIPATION IS BENEFICIAL TO THEM IN A MYRIAD OF WAYS.

THE BIGGEST CHALLENGE IS IN THE AREA OF GOAL-SETTING.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

NO CHANGES.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instruction: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to caslo@smccd.edu and your Division Dean as an attachment.

D. Given the results of this assessment, what changes will be made, if any, in the following:

2. Teaching methods

WORKING WITH STUDENTS MUST BE MORE INDIVIDUALIZED TO ALLOW TIME FOR DISCUSSION AND DEVELOPMENT OF THEIR GOALS.

3. Assignments

INSTRUCTOR WILL WORK INDIVIDUALLY WITH STUDENTS ON AN APPOINTMENT BASIS IN LIEU OF CLASSES DURING THE FIRST WEEK OF THE SEMESTER, MID-TERM, FINALS, AND THROUGHOUT THE SEMESTER AS NEEDED.

4. Course evaluation procedures

MORE INDIVIDUAL TIME SPENT WITH EACH STUDENT.

5. SLO

[Empty box for SLO]

6. Other

ADDITIONAL PAID ASSISTANCE WOULD ENHANCE THIS ENTIRE PROCESS.

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments and request for resources:

[Empty box for Additional Comments and request for resources]

Congratulations! You have completed the SLOAC Cycle.

**Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome**

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	Business, Workforce, and Athletics
Program/Department:	Adaptive Physical Education
Course #:	ADAP 362
Date:	June 4, 2008

B. Student Learning Outcome

#1 Demonstration of skills related to classroom safety
#2 Personal evaluation of benefit of participation

C. SLO Type (Check One)

Course Program Certificate Degree

D. Assessment Instrument or Mechanism

#1 Observation by Instructor
#2 Personal interview with the student by the instructor

E. Timeline for Assessment

Throughout semester

F. Resources Needed for Assessment

Routine equipment within the classroom and assessment log

G. Team Members

Names	Phone Extension	Email Address
Barbara McCarthy	3473	mccarthyb@smccd.edu

H. Additional Comments

--

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. Consult with your Dean before proceeding to the assessment phase. After completing this form, please e-mail to casio@smccd.edu and your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 362

Course Title (ex: Intermediate Algebra): Adaptive Lifelong Wellness

Date Submitted: August 15, 2008

Effective Semester : Fall 2008

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Describe how each SLO will be assessed. Rubrics or other documents can be identified by SLO number and attached to this form.

SLO 1: Observation by Instructor

SLO 2: Personal interview with the student by the Instructor

SLO 3: Personal interview with the student by the Instructor (TABLE 1)



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions: Complete this form when developing an SLO and accompanying assessment instrument or rubric. Use one form for each course. After completing this form, please e-mail to ca.nsjio@smccd.edu and your Division Dean as an attachment. Consult with your Dean before proceeding to the assessment phase.

D. When will you assess each SLO?

October and December 2008

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments:



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions: Complete this form to report results of the assessment reported on Form #1. Use one form for each course. After completing this form, please e-mail it to casilo@smccd.edu and to your Division Dean as an attachment.

A. General Information: *This section will be repopulated on Form #3.*

Division: Business, Workforce, & Athletics

Discipline/Department: Adaptive Physical Education

Course Name (ex: MATH 120): ADAP 362

Course Title (ex: Intermediate Algebra): Adaptive Lifelong Wellness

Date Submitted: August 15, 2008

Effective Semester: Fall 2008

B. Student Learning Outcomes:

SLO 1: Demonstration of skills related to classroom safety

SLO 2: Set a reasonable goal based upon individual need

SLO 3: Personal evaluation of benefit of participation

C. Description of Data: *Write the SLO number in front of each assessment type for which data is submitted.*

<input type="text"/> Formative Evaluation	<input type="text" value="3"/> Summative Evaluation
<input type="text" value="3"/> One-time	<input type="text"/> Multiple-Step
<input type="text" value="3"/> Direct Evidence	<input type="text"/> Indirect Evidence
<input type="text" value="3"/> Qualitative	<input type="text" value="3"/> Quantitative

D. Additional Comments: *Please indicate if you need assistance interpreting your data.*



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to caslo@smcccd.edu and to your Division Dean as an attachment.

A. General Information:

Division: Business, Workforce, & Athletics
Discipline/Department: Adaptive Physical Education
Course Name (ex: MATH 120): ADAP 362
Course Title (ex: Intermediate Algebra): Adaptive Lifelong Wellness
Date Submitted: August 15, 2008
Effective Semester: Fall 2008

B. Student Learning Outcomes: *Identify which SLO and data you are reflecting upon.*

#3 PERSONAL INTERVIEW WITH EACH STUDENT REGARDING THE BENEFITS TO THEIR OVERALL WELL-BEING AND PROGRESS TOWARD THEIR GOALS

C. What were the most important findings from the data?

ALL STUDENTS FEEL THAT PARTICIPATION IS BENEFICIAL TO THEM IN A MYRIAD OF WAYS.
THE BIGGEST CHALLENGE IS IN THE AREA OF GOAL-SETTING.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

NO CHANGES.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instruction: Complete this form to report results of your reflection on the data reported on Form #2. Use one form for each course. After completing this form, please e-mail to gansio@smccd.edu and your Division Dean as an attachment.

D. Given the results of this assessment, what changes will be made, if any, in the following:

2. Teaching methods

WORKING WITH STUDENTS MUST BE MORE INDIVIDUALIZED TO ALLOW TIME FOR DISCUSSION AND DEVELOPMENT OF THEIR GOALS.

3. Assignments

INSTRUCTOR WILL WORK INDIVIDUALLY WITH STUDENTS ON AN APPOINTMENT BASIS IN LIEU OF CLASSES DURING THE FIRST WEEK OF THE SEMESTER, MID-TERM, FINALS, AND THROUGHOUT THE SEMESTER AS NEEDED.

4. Course evaluation procedures

MORE INDIVIDUAL TIME SPENT WITH EACH STUDENT.

5. SLO

[Empty box for SLO]

6. Other

ADDITIONAL PAID ASSISTANCE WOULD ENHANCE THIS ENTIRE PROCESS.

E. Names of SLO Team Participants:

Barbara McCarthy

F. Additional Comments and request for resources:

[Empty box for additional comments and request for resources]

Congratulations! You have completed the SLOAC Cycle.

b) ADPE Recommendations

For all Adaptive Physical Education courses, continued review, assessment, reflection and refinement of student learning outcomes will continue on an annual basis.

c) Alternate Media SLO:

A DSPTS student will learn to use alternate media services' hardware and software that is appropriate to his/her disability.

d) Alt. Media Recommendations

For the revised student learning outcome in alternate media services, there will be assessment and reflection activities in spring 2008 and fall semesters 2009. If needed, the student learning outcome for this area will be refined further.

e) Developmental Skills 810 and 816 Student Learning Outcomes and measurements are:



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions:

- Complete this form when developing an SLO and accompanying assessment instrument or rubric.
- **Use one (1) form for each course.**
- Consult with your Division Dean before proceeding to the assessment phase.
- After completion, please e-mail this form and any supporting documents to canslo@smccd.edu and your Division Dean as an attachment.
- To ensure proper filing of your SLO forms, please adhere to the following when submitting your forms: Name your files by Course Name-Effective Semester such as **"PLSC 150-Fall 2008"**. Name your attachment by Course Name-Effective Semester-Name of the File-Attachment #1 such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: (Select from this list) _____

Discipline/Department:

Course Name (ex: MATH 120):

Course Title (ex: Intermediate Algebra):

Date Submitted:

Effective Semester :

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

The student will be able to self assess his or her strengths and weaknesses based on previous LD assessment.

The student will be able to recommend accommodations and modifications based on their LD assessment and research.

The student will be able to compensate for their LD based on their self assessment report required for DSKL 810, using appropriate learning strategies and study skills.TH

Form #1 Assessment Development for a Student Learning Outcomes

C. Describe how each SLO listed will be assessed. Rubrics or other documents can be identified by SLO number and send as an attachment in your e-mail message.

The student will implement the self assessment plan in their academic courses and report back to DSP&S and instructor, using appropriate services. Grades and progress will be monitored by both.

The student will report back and modify accommodations and services on a need basis and monitor academic success in classes with feedback from DSP&S instructor, academic instructor and DSP&S.

The student will implement learning strategies and organizational skills by improving study techniques. Feedback will come from student, DSP&S instructor, academic instructor and DSP&S.

D. When will you assess each SLO?

The DSP&S instructor will assess each SLO.

E. Names of SLO Team Participants:

DSP&S instructor, DSP&S and academic instructor.

F. Additional Comments:

The DSP&S instructor will continue to modify and refine self assessment model for students, getting feedback from students, additional learning materials and new research into learning disabilities and learning styles and neurological research.

This is the end of Form #1.

Save or print this form for you will need it to complete Forms #2 and #3. After completion, e-mail this form and any attachment to canslo@smccd.edu and your Division Dean. To ensure proper filing of you SLO forms, please adhere to the following when submitting your forms: Name your file Course Name-Effective Semester such as "PLSC 150-Fall 2008" and attachments by Course Name-Effective Semester-Name of the File-Attachment # such as "PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1".



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions:

- Complete this form to report the assessment results on Form #1.
- **Use one (1) form for each course.**
- Consult with your Dean before proceeding to the assessment phase.
- After completion, please e-mail this form and any supporting documents to canslo@smccd.edu and your Division Dean as an attachment.
- To ensure proper filing of your SLO forms, please adhere to the following when submitting your forms: Name your files by Course Name-Effective Semester such as **"PLSC 150-Fall 2008"**. Name your attachment by Course Name-Effective Semester-Name of the File-Attachment #1 such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.

A. General Information: *This section was populated from Form #1.*

Division: (Select from this list) _____

Discipline/Department:

Course Name (ex: MATH 120):

Course Title (ex: Intermediate Algebra):

Date Submitted:

Effective Semester :

B. Student Learning Outcomes: *This section was repopulated from Form #1.*

The student will be able to self assess his or her strengths and weaknesses based on previous LD assessment.

The student will be able to recommend accommodations and modifications based on their LD assessment and research.

The student will be able to compensate for their LD based on their self assessment report required for DSKL 810, using appropriate learning strategies and study skills.TH

Form #2 Data Submission Report

C. Description of Data: Write the SLO number next to each assessment type for which data is submitted.

_____	Formative Evaluation	1,2,3	_____	Summative Evaluation
_____	One-time		_____	Multiple-Step
1,2,3	Direct Evidence	1,2,3	_____	Indirect Evidence
1,2,3	Qualitative		_____	Quantitative

D. Additional Comments: Please indicate if you need assistance interpreting your data.

No, I don't need any assistance.

This is the end of Form #2.

Save or print this form for you will need it to complete Forms #2 and #3. After completion, e-mail this form and any attachment to canslo@smccd.edu and your Division Dean. To ensure proper filing of you SLO forms, please adhere to the following when submitting your forms: Name your file Course Name-Effective Semester such as "PLSC 150-Fall 2008" and attachments by Course Name-Effective Semester-Name of the File-Attachment # such as "PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1".



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions:

- Complete this form to report your reflection results on the data reported on Form #2.
- Use **one (1) form for each course.**
- After completion, please e-mail this form and any supporting documents to canslo@smccd.edu and your Division Dean as an attachment.
- To ensure proper filing of your SLO forms, please adhere to the following when submitting your forms: Name your files by Course Name-Effective Semester such as **"PLSC 150-Fall 2008"**. Name your attachment by Course Name-Effective Semester-Name of the File-Attachment #1 such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.

A. General Information: *This section was populated from Form #1.*

Division: (Select from this list) _____

Discipline/Department:

Course Name (ex: MATH 120):

Course Title (ex: Intermediate Algebra):

Date Submitted:

Effective Semester :

B. Student Learning Outcomes: *This section was populated from Form #1.*

The student will be able to self assess his or her strengths and weaknesses based on previous LD assessment.

The student will be able to recommend accommodations and modifications based on their LD assessment and research.

The student will be able to compensate for their LD based on their self assessment report required for DSKL 810, using appropriate learning strategies and study skills.TH

Form #3 Reflection on Assessment Results

C. What were the most important findings from the data?

I have found that students benefit from doing their own self assessment, using their LD assessment and information re. LD from the DSP&S instructor. Writing their own assessment makes them think about appropriate accommodations and services and gives them a pro-active approach to owning his or her own learning.

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

None.

2. Teaching methods

Online materials, websites, lecture, research on online, handouts, materials from instructor and consultation.

3. Assignments

The assignment is to complete the self assessment plan by the end of the semester and consult with instructor and then implement in their classes.

Form #3 Reflection on Assessment Results

4. Course evaluation procedures

Evaluating self assessment and implementation of plan

5. SLO

I think the SLO's are very good and appropriate.

6. Other

none

E. Names of SLO Team Participants:

DSP&S instructor, DSP&S counselor and academic instructors.

F. Additional comments and request for resources:

No.

This is the end of Form #3. You have completed SLOAC.

Save or print this form for you will need it to complete Forms #2 and #3. After completion, e-mail this form and any attachment to canslo@smccd.edu and your Division Dean. To ensure proper filing of you SLO forms, please adhere to the following when submitting your forms: Name your file Course Name-Effective Semester such as "PLSC 150-Fall 2008" and attachments by Course Name-Effective Semester-Name of the File-Attachment # such as "PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1".



Cañada College
 Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcomes

Instructions:

- Complete this form when developing an SLO and accompanying assessment instrument or rubric.
- **Use one (1) form for each course.**
- Consult with your Division Dean before proceeding to the assessment phase.
- After completion, please e-mail this form and any supporting documents to canslo@smccd.edu and your Division Dean as an attachment.
- To ensure proper filing of your SLO forms, please adhere to the following when submitting your forms:
 Name your files by Course Name-Effective Semester such as **"PLSC 150-Fall 2008"**. Name your attachment by Course Name-Effective Semester-Name of the File-Attachment #1 such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.

A. General Information: *This section will be repopulated on Forms #2 and #3.*

Division: Office of the Vice President, Student Services

Discipline/Department: DSP and S

Course Name (ex: MATH 120): DSKL 816

Course Title (ex: Intermediate Algebra): Tutorial Class

Date Submitted: March 4, 2009

Effective Semester : now

B. Student Learning Outcomes: *Please specify at least three SLOs and identify them by number e.g.: SLO 1, SLO 2, SLO 3. This section will be repopulated on Forms #2 and #3.*

The student will develop and maintain a time management system/notebook to effectively complete homework assignments for mainstreamed classes.

The student will apply SQ3R to written material, including coursework and newspapers.

The student will take appropriate Learning Center workshop classes as needed.

Form #1 Assessment Development for a Student Learning Outcomes

C. Describe how each SLO listed will be assessed. Rubrics or other documents can be identified by SLO number and send as an attachment in your e-mail message.
<p>The instructor will check the notebook at the beginning of the semester, midpoint and at the end of the semester.</p> <p>The instructor will engage and monitor SQ3R by having students assessed through reading newspapers and books throughout the semester.</p> <p>The instructor will check workshop materials and have the students apply their knowledge to mainstreamed courses by asking them questions and applying to those classes—testing them on knowledge/PowerPoint materials from LC workshops.</p>

D. When will you assess each SLO?
At the beginning, midpoint and end of the semester.

E. Names of SLO Team Participants:
Instructor

F. Additional Comments:
NA

This is the end of Form #1.

Save or print this form for you will need it to complete Forms #2 and #3. After completion, e-mail this form and any attachment to caslo@smccd.edu and your Division Dean. To ensure proper filing of you SLO forms, please adhere to the following when submitting your forms: Name your file Course Name-Effective Semester such as **"PLSC 150-Fall 2008"** and attachments by Course Name-Effective Semester-Name of the File-Attachment # such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #2 Data Submission Report

Instructions:

- Complete this form to report the assessment results on Form #1.
- **Use one (1) form for each course.**
- Consult with your Dean before proceeding to the assessment phase.
- After completion, please e-mail this form and any supporting documents to canslo@smccd.edu and your Division Dean as an attachment.
- To ensure proper filing of your SLO forms, please adhere to the following when submitting your forms: Name your files by Course Name-Effective Semester such as **"PLSC 150-Fall 2008"**. Name your attachment by Course Name-Effective Semester-Name of the File-Attachment #1 such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.

A. General Information: This section was populated from Form #1.	
Division:	Office of the Vice President, Student Services
Discipline/Department:	DSP and S
Course Name (ex: MATH 120):	DSKL 816
Course Title (ex: Intermediate Algebra):	Tutorial Class
Date Submitted:	March 4, 2009
Effective Semester :	now

B. Student Learning Outcomes: This section was repopulated from Form #1.
<p>The student will develop and maintain a time management system/notebook to effectively complete homework assignments for mainstreamed classes.</p> <p>The student will apply SQ3R to written material, including coursework and newspapers.</p> <p>The student will take appropriate Learning Center workshop classes as needed.</p>

Form #2 Data Submission Report

C. Description of Data: Write the SLO number next to each assessment type for which data is submitted.

1,2 and 3	Formative Evaluation	1,2 and 3	Summative Evaluation
	One-time		Multiple-Step
1,2 and 3	Direct Evidence		Indirect Evidence
1,2 and 3	Qualitative		Quantitative

D. Additional Comments: Please indicate if you need assistance interpreting your data.

No

This is the end of Form #2.

Save or print this form for you will need it to complete Forms #2 and #3. After completion, e-mail this form and any attachment to cansio@smccd.edu and your Division Dean. To ensure proper filing of you SLO forms, please adhere to the following when submitting your forms: Name your file Course Name-Effective Semester such as "PLSC 150-Fall 2008" and attachments by Course Name-Effective Semester-Name of the File-Attachment # such as "PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1".



Cañada College
Student Learning Outcomes & Assessment Reporting
Form #3 Reflection on Assessment Results

Instructions:

- Complete this form to report your reflection results on the data reported on Form #2.
- Use one (1) form for each course.
- After completion, please e-mail this form and any supporting documents to caslo@smccd.edu and your Division Dean as an attachment.
- To ensure proper filing of your SLO forms, please adhere to the following when submitting your forms: Name your files by Course Name-Effective Semester such as **"PLSC 150-Fall 2008"**. Name your attachment by Course Name-Effective Semester-Name of the File-Attachment #1 such as **"PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1"**.

A. General Information: This section was populated from Form #1.

Division: Office of the Vice President, Student Services

Discipline/Department: DSP and S

Course Name (ex: MATH 120): DSKL 816

Course Title (ex: Intermediate Algebra): Tutorial Class

Date Submitted: March 4, 2009

Effective Semester : now

B. Student Learning Outcomes: This section was populated from Form #1.

The student will develop and maintain a time management system/notebook to effectively complete homework assignments for mainstreamed classes.

The student will apply SQ3R to written material, including coursework and newspapers.

The student will take appropriate Learning Center workshop classes as needed.

Form #3 Reflection on Assessment Results

C. What were the most important findings from the data?

--

D. Given the results of this assessment, what changes will be made, if any, in the following:

1. Content

--

2. Teaching methods

--

3. Assignments

--

Form #3 Reflection on Assessment Results

4. Course evaluation procedures

--

5. SLO

--

6. Other

--

E. Names of SLO Team Participants:

--

F. Additional comments and request for resources:

--

This is the end of Form #3. You have completed SLOAC.

Save or print this form for you will need it to complete Forms #2 and #3. After completion, e-mail this form and any attachment to canslo@smccd.edu and your Division Dean. To ensure proper filing of you SLO forms, please adhere to the following when submitting your forms: Name your file Course Name-Effective Semester such as "PLSC 150-Fall 2008" and attachments by Course Name-Effective Semester-Name of the File-Attachment # such as "PLSC 150-Fall 2008-Current Event Guide Theory-Attachment #1".

f) DSKL Recommendations

Continued measurement and reflection for the DSKL 810 and 816 classes will continue in 2009. Revision of these student learning outcomes will take place if needed. For the DSKL 813 and 814 classes, student learning outcomes will be developed in 2009 and the SLO measurement and reflection cycle will commence in fall semester.

g) Developmental Skills 811 Student Learning Outcome follows:

**Disabled Student Program and Services
Student Learning Outcomes
Canada College**

At the conclusion of a comprehensive psycho-educational assessment, the student will be able to:

Learning style

- 1) define his/her learning style, (emerging)
- 2) apply that learning style for optimum student success, (in practice)
- 3) develop strategies for full inclusion of that learning style, (mastery).

Academic strengths, weaknesses

- 1) name academic achievement and cognitive processing areas of strengths and weakness, (emerging).
- 2) choose courses that complement strengths, (in practice).
- 3) design a program utilizing academic and processing strengths for accomplishing educational goals, (mastery).

Educational Limitations and Strategies

- 1) identify personal functional limitations, (emerging).
- 2) utilize compensatory strategies, (in practice).
- 3) interface with staff and instructors on a continuing basis, (mastery).

Technology Accommodations

- 1) name the technologies needed to accomplish educational goals, (emerging).
- 2) demonstrate the use of appropriate technologies, (in practice).
- 3) independently customize his/her program, (mastery).

h) DSKL 811 Recommendations

The measurement and reflection component of this student learning outcome will commence in spring semester 2009 and the information stated above will be transferred to the SLO forms currently in use. If needed, the SLO will be revised in fall semester 2009 and this will be measured again.

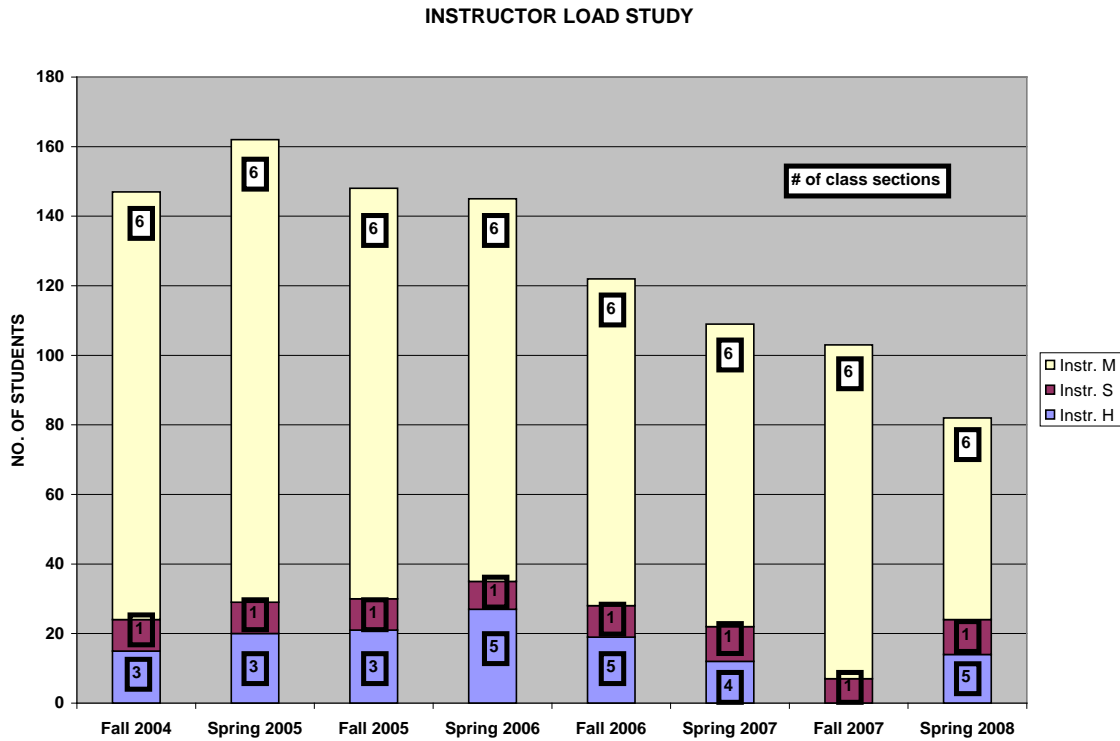
C. Staffing and Organizational Structure

1. Overview

The 2000 site review by the CCCO System Office recommended that DSPS staffing patterns be reviewed to provide appropriate and additional coverage for off-site campuses and alternate media services. This has been implemented. At the conclusion of the 2008 accreditation review, it was recommended that all student service areas be reviewed and a master staffing plan be devised. The DSPS program is to be included in this master plan. The need for the expansion of the alternate media and learning disability evaluator have been addressed in a previous section of this report.

Since the hire of a DSPS Director in 2002, that position has had combined administrative and counseling duties for the DSPS office and students. The Director also interfaces on a regular basis with the off-site campus programs and provides evening hours for DSPS students at least one day each week. The Alternate Media Specialist is also available until 8:00 p.m. Monday through Thursdays. In 2005 the former DSPS Coordinator was assigned responsibility as an instructor for the DSKL 810, 813, 814, and 816 classes and this teaching assignment continues. The Adaptive Physical Education (ADPE) component of DSPS is taught by a tenured professor with the assistance of a 1.0 FTE Instructional Aide. Both of these positions are within the Division of Business, Workforce and Athletics and are supervised by that Dean. However, because these two positions are assigned to DSPS and the curricula and student enrollment fall under the Title V regulations, responsibility for the budget and curricula is shared between two different campus Divisions and Deans. With the pending abolishment of the Academic Support Services Division and Dean's position, the DSPS program will report directly to the Vice President of Student Services in lieu of the Dean. The adaptive physical education personnel will remain reporting to the Business Division Dean. Each separate Division and Dean has responsibility for DSPS related curricula and course load. The following chart displays the distribution of the number of courses and student enrollment for both the ADPE and DSKL courses which are taught by two full time and one part time faculty member. The data for course enrollment and instructor load is provided by the Vice President of Instruction's Office each year and included in the DSPS Annual

Report which is submitted to the System Office in Sacramento. When graphed, the data demonstrates:



In 2004-2005 the DSPS Director was assigned supervision of the Scholarship and Campus Outreach offices. The supervisory positions for these offices were filled in fall 2005 and the DSPS Director was relieved of these supervisory duties. During the spring semesters of 2005 and 2006 the DSPs Director was asked to plan, coordinate and carry out the duties and responsibilities of the Cañada Commencement ceremony. In 2007, responsibility for the ceremony returned to the Student Activities position. With the resignation of the Vice President of Student Services, coordination of the 2009 Commencement ceremony will be shared between DSPS and Student Activities offices.

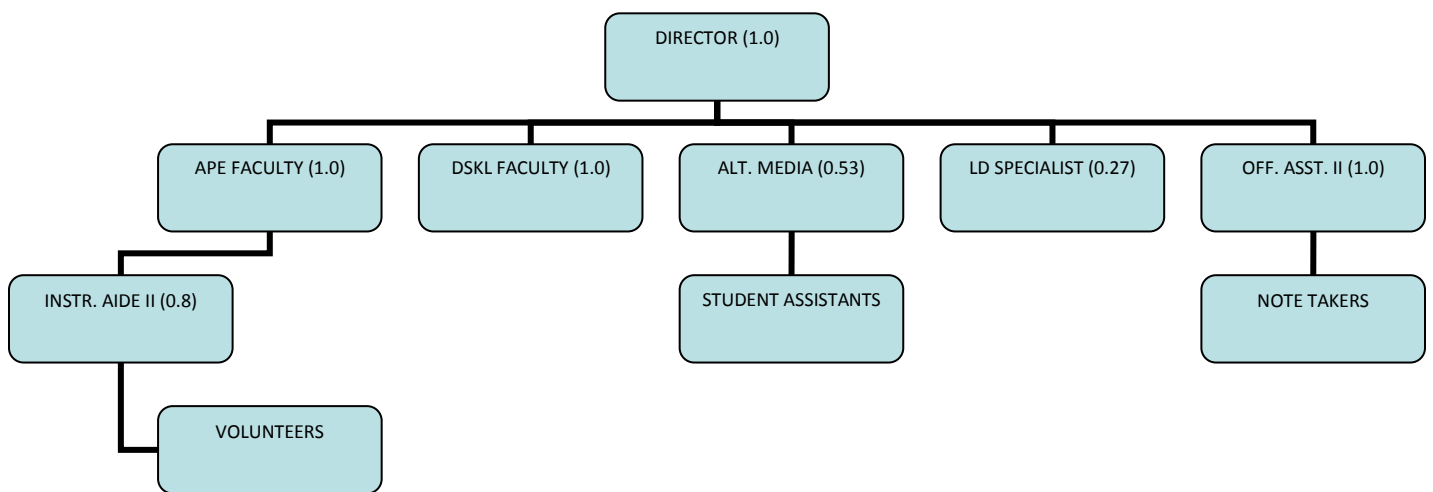
In the 2002-2003 academic year, there were two part time Learning Disability Specialists in DSPS. Because of budget constraints, one part time position was eliminated in spring 2004. Since 2007, there has only been funding to allow for 8 hours per week of assessments by one Learning Disability Specialist and the assessments are conducted only in English. Certainly this is not adequate to meet the requests and needs of the DSPS and the bi-lingual campus populations.

Periodically there has been a vacancy in the Office Assistant II position. When vacant, the duties of the office assistant were facilitated by either a part time student assistant or the DSPS Director herself. Prior to, and during the 2000-2003 academic semesters, the office assistant was a part

time position at .48 FTE. In 2004 the position was abolished during managed hiring budget cuts. In spring 2005 the previous office assistant returned to DSPS, again on a half time basis, when her managed-hiring job position was eliminated. The campus switchboard and its duties were then added to the responsibilities and duties of the DSPS office assistant. In July 2007, the OA II incumbent was again moved, along with the campus switchboard, this time to the Information Desk in the new Student Services Building. The OA II incumbent's DSPS duties returned part time (0.50) to DSPS in fall 2008. In January 2009, in response to a personnel matter, the office assistant position was expanded to full time in DSPS. The incumbent also provides clerical support and assistance to the Psychological Services Coordinator and interns and the College Nurse.

Beginning in 2005, the DSPS Director has also provided intermittent supervision and guidance to the Psychological Services interns. This has been necessary because the Psychological Services Coordinator position is funded at a maximum of 15 hours per week with general college funds. The DSPS Director does not provide or participate in therapeutic sessions between students and interns due to California license regulations. Having psychological services interns on campus when a licensed professional is not present is a tenuous legal situation for the campus and this should be remedied either by expanding the Psychological Services Coordinator's hours or adding a second part time Coordinator. As with the time periods when the DSPS Director supervised units and personnel outside of DSPS, providing daily assistance to Psychological Services reduces the time that can be allocated to the DSPS Director's principal duties and responsibilities.

Currently, the organization and structure of the Disabled Students Program and Services Office is as follows:



2. Recommendations

As noted previously, fiscal limitations have capped the expansion of personnel within DSPS, and will continue to do so. Given the recent DSPS student growth, both the alternate media and learning disability assessment positions need to be increased to 1.0 FTE. With the projected increase of campus and DSPS student enrollments due to published enrollment caps by the California State and University of California systems, it is anticipated that a 0.50 counselor position will be needed in the next two years to adequately facilitate DSPS information requests and reasonable academic accommodations for enrolled students. Funding for mandated academic support services such as student note takers will need to continue and be increased as the DSPS population grows. Recognizing that the enrollments of the DSKL courses other than DSKL 811 are low and are projected to remain so, it is recommended that the salary dollars dedicated to this position be reallocated to provide funding for the needed increase in FTE for the Learning Disability and Alternate Media Specialist positions.

D. Leadership and Governance

1. Overview

Various members of the DSPS staff participate in shared governance activities on campus. Currently, the Office Assistant is a member of the Classified Senate and serves as its Co-coordinator of Activities. Until the reorganization of the College Council in fall 2008, the Office Assistant was a member of that planning body as a Classified staff representative. Other Classified staff members, i.e., the current and past Alternate Media Specialists, have participated with campus hiring committees and Classified Senate activities. The previous Alternate Media Specialist received a state award for his web design work with the Classified Senate.

The Adaptive Physical Education faculty member is Chair of the Cañada College Faculty Professional Development Committee and serves on tenure review and hiring committees. She also participates as a reviewer/reader for Cañada student scholarships and each year presents the scholarship award established in her honor. Her leadership activities external to Cañada include the California Association for Post-secondary Education and Disability (CAPED), the American Kinesiotherapy Association (AKTA), the International Council on Active Aging, the Fitness Educators of Active Adults and the Lifelong Fitness Alliance. She also is a liaison with the County Senior Center staff for their accreditation process and their Ombudsman Program, the Stanford University "Farewell to Falls" Program and the Center for Independence of the Disabled.

The Adaptive Physical Education Instructional Aide has also served on campus hiring committees and as a campus scholarship reader in addition to being an annual volunteer at

the Cañada Arts & Olive Festival. Leadership activities external to the college for this employee include participation with the Ronald MacDonald House in Palo Alto, the Stanford University Health Library and the International Council on Active Aging.

As the Region 3 DSPS Coordinator for the community colleges in the San Francisco Bay area, the Cañada College DSPS Director is the liaison between the CCCC DSPS System Office and her DSPS counterparts in the ten region 3 campuses. She is also the recorder/note taker for these state regional meetings. Regional meetings are held at least once each semester in Sacramento at the System office. Region 3 meetings for DSPS Directors are held once per semester in downtown San Francisco in space donated by a hotel or an international law firm. The DSPS Director also holds professional affiliations with the national disability education advocacy association, the Association on Higher Education and Disability (AHEAD), and the state disability advocacy association CAPED. During 2008, the DSPS Director served as a Chairperson with the annual CAPED Conference held October 20-28 in San Francisco. On campus, the DSPS Director has served on hiring committees and is a member of the District Matriculation and EEOC Committees. She also attends San Mateo County community mental health advocacy organization meetings and is a liaison with the local case managers for the Department of Rehabilitation.

The two remaining faculty members in DSPS are not involved in either on-campus or external-agency leadership or governance positions.

2. Recommendations

Professional development opportunities, possible release time and funding should be provided to all DSPS faculty and staff so that they may begin, or continue with, involvement with community or national disability related organizations of their choice.

E. Facilities, Technical Infrastructure and Resources

1. Overview

Facility space for the Cañada College DSPS program is located in three separate and distinct areas. Two areas, alternate media and the DSPS “central” office, are located on the main college campus. The Adaptive Physical Education unit is located off-campus at the County Wellness Center on 711 Nevada Street in Redwood City. The DSPS Office has been housed on the top floor of Building 5 for at least ten years. Building 5 is one of the older buildings on campus and it also previously housed the Library on the first floor and the Learning Center on the middle floor. It is constructed of cement block and has single pane windows that are not energy efficient. Because the campus is located on a former olive grove, the campus has a variety of steep grades and terraced levels. Due to this, the top floor of Building 5 is at ground level at the east end while the bottom floor at the west end of the building is two stories lower. Outside of the northeast entrance to Building 5 is an ADA compliant elevator which is used to access buildings on the next

terraced level of ground. Also at the northern side of the ADA elevator is a long ramp which may also be used to access Building 5. A second ramp provides an ADA access path from Parking Lot 5 into the south side of Building 5. However, one needs to travel from the end of this ramp through the Cafeteria and into Building 5 to gain access to the DSPS office or Health Center. Prior to being located in Building 5, DSPS was located in Building 3. There was limited disabled access into Building 3 until ADA renovations took place in 2008.

The current DSPS office location is adjacent to the “Club Room” used by the Associated Students of Cañada College (ASCC) and the Cafeteria. Occasionally the ASCC room is also used to hold larger classes or social events for campus faculty or student organizations. The walls between this room and DSPS are not sound proof. On the opposite side of the large ASCC Club Room is a separate room which DSPS or Psychological Services uses for small meetings or alternate academic test accommodations. One computer is located in this room and it has Kurzweil and other alternate media software installed on it for students’ use. Soundproofing between this room and the ASCC room is much better. At the opposite end of a long hallway from the DSPS office suite is the Health Center, men’s and women’s restrooms, and connecting double doors into the Administration Offices in Building 8. Within the Health Center space a small private office is used for learning disability assessments. While this space is not ideal, it does provide a more quiet and confidential location in which to administer the evaluations. The remaining DSKL classes are held in Bldg 22. This building was built in 2005 and it is air-conditioned and ADA accessible with restrooms located close by.

The DSPS office suite’s physical space is shared with the Psychological Services staff. The office’s physical space consists of two offices that are ADA compliant and have doors which lock. A third, smaller office that is not ADA accessible was formed from an alcove in 2002 when the current DSPS Director was hired. While this tiny office does have a door which locks, the wall which was added in 2002 to create this office does not extend all the way to the ceiling. This small area is currently used by Psychological Services as a therapy room. An alternate use for this space is for DSPS students to take extended time academic exams. However, because of the way the additional wall was constructed in 2002, this space is not soundproof. Voices and other distracting noises easily travel from one room to the next. This room does not allow for either confidential conversations for therapy sessions or a distraction reduced setting in which a student can take an alternate academic exam. The air return for the entire office suite is housed in this small office but it does not have an independent heating vent. Heat for this space needs to be provided by a portable unit. None of the offices in DSPS or within the Health Center are air-conditioned.

Remaining space in the DSPS office suite in Building 5 is divided into 4 cubicles. One cubicle is used as an office area by the Psychological Services interns and one is used as a

reception/clerical space by the office assistant. The DSPS office TTY/TDD is located in the reception cubicle. The remaining two cubicles are used by DSPS students as study/homework space or as a place for alternate academic testing to occur. While it is easy for DSPS staff to observe and proctor students who are taking tests in the cubicles, the fact that these are not enclosed spaces does not provide either a distraction reduced setting in which to take an exam, or for the Psychological Services interns to place or receive confidential telephone calls. Because of this the Psychological Services Coordinator has put forth a request for the department to be relocated to the Health Center. All offices have personal computers which are six years old and there is one five year old laptop with wireless connectivity for student use. There are three different models of printers; two are five years old and one is two years old. No printer is connected to the Kurzweil computer which is inconvenient. All work done on this PC needs to be saved to disk and then printed from another computer in the adjacent office suite. There is also a fax/copy machine that is 2 years old. Due to the age of the computers and fax machine, all of them do not meet current District Information Technology standards for the college and should be replaced.

During the architectural design phase of the Student Resource Center (Building 9), the DSPS academic and alternate media units were to be located on the first level. While this space was convenient to the exterior elevator and ADA accessible restrooms, the planned reception space was not designed to provide a confidential "waiting room" for DSPS and Psychological Services students. Alternate media services were designed to be housed in the Learning Center on the second floor of the Student Services Building. This shared space, along with the shared DSPS alternate media/LC instructional assistant position has worked well. The alternate media lab and alternate media staff member will remain in this location for an indefinite period of time.

Prior to Building 9's completion, it was decided that for the interim, both DSPS and Psychological Services should remain in Building 5. Financed by state bond revenue, renovations were designed and construction was to commence in 2009. With the sudden decline of the state economy, the renovations have been delayed for an indefinite period of time. The result of this renovation delay, combined with outdated computer equipment and the financial limitations described above is that the provision of quality services to DSPS academic students is compromised. The area needs a good cleaning and the walls should be painted.

Building 1 is another campus building constructed in the early 1970s. This building houses the campus Facilities Department and most of the physical education, athletics and fitness classrooms and offices. The physical education component not located in Building 1 is the DSPS adaptive physical education (ADPE) classes. Because of the growth of student enrollment in athletics and physical education in the 1980s, there has not been enough space available in Bldg. 1 for the placement and use of the necessary adaptive

physical education equipment. As a result of this, the ADPE unit has been located off campus. It is housed in space that was formerly used by the San Francisco 49ers professional football team as a training facility and which is now part of the Redwood City Senior Center. The ADPE space is located in a single story building which is served by public transit. Disabled parking spaces are directly outside of the entrance which has an automatic door opener and accessible restrooms are located within the dedicated ADPE classroom. A small office and equipment room each have doors which lock and each area has a personal computer and locking file cabinet. One negative of this arrangement is that the Instructional Aide does not have a dedicated office; her computer and desk are located inside the equipment room. Because the ADPE classes are held off campus, it is necessary to have a DSL computer line for ADPE so that it has networking capability to the Cañada campus. However, this does not allow access to the campus Banner information system. Thus, the ADPE instructor and instructional aide have to come to campus two afternoons each week so that they can complete confidential data entry of student records. For these reasons, and to better integrate the ADPE unit with the other DSPS staff and campus community, the 2000 site review conducted by the DSPS System Office recommended that adaptive physical education be located on campus. This recommendation was scheduled to be implemented once renovations to Building 1 were completed. However, because this renovation has been delayed indefinitely, it is not possible to implement this CCCO recommendation. This requires the ADPE classes and staff to remain in the Redwood City Senior Center at 711 Nevada Street.

2. Recommendations

At least one section of adaptive physical education should be moved on campus as soon as possible. Once the state budget is again operating in the black, renovations for DSPS and Psychological Services should begin. Until then, the office should have a thorough cleaning and painting. Should DSPS and Psychological Services continue to share office space, a review of cost effective methods of soundproofing should be investigated and implemented to increase privacy within the separate offices. A separate office with a locking door should be provided or constructed for the use of the interns working with Psychological Services.

Section IV. Appendices

A. California Community Colleges Chancellors Office DSPS Review, May 2-4, 2000

Canada College Review, May 2-4, 2000

COMPLIANCE ISSUES:

Administration/Leadership

1. The College must ensure immediately that there is no discrimination against any student with a disability on campus.
2. The team recommended a review of DSP&S Program staffing patterns to ensure that there can be appropriate coverage for the off-site campuses.
3. The team recommended a review of DSP&S Program staffing patterns to look at available time and expertise of present staff in regards to assistive technology and to determine funding sources to hire additional staff with the necessary expertise.
4. The team recommended that the College work with the District to develop a district-wide academic accommodations policy.

Programs/Services

1. The team recommended all student files in the DSP&S Program be reviewed for compliance and in-service be provided to staff on appropriate documentation.
2. The team recommended a review of DSP&S Program staffing to ensure appropriate coverage during summer and evening.
3. The team recommended the development of a policy for student rights and responsibilities.
4. The team recommended that the College work with the DSP&S Program to formulate an Advisory Board that meets Title 5 requirements.
5. The team recommended that the DSP&S Program receive training on appropriate accommodations that are available for classroom studies.

Facilities/Physical Plant

1. The College should develop a plan and process for the speedy repair of the aging elevators that continually break down.
2. The College should review and update its ADA Transition Plan to ensure all bathrooms, ramps and elevators come into compliance in a timely manner.
3. Signage should be improved on campus. As part of the Transition Plan, the College should implement a process for upgrading campus signage to comply with the ADA.
4. The College should purchase TDDs and provide training for communication access.

B. SMCCCD Policy and Procedure for Academic Adjustments

San Mateo County Community College District

Policy and Procedures for Providing Academic Adjustments for Students with Disabilities

POLICY

Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The District is thus responsible to make modifications to academic requirements and practices as necessary—without any fundamental alteration of academic standards, courses, educational programs or degrees—to ensure that it does not discriminate against qualified students with disabilities. In addition, each district is required to have a policy and procedure for responding to students with verified disabilities who request academic adjustments.

Background

This policy is based on federal and state legislation, which requires community college districts receiving funding to establish programmatic access as well as physical access to its academic offerings. Two of these regulations are:

1. 34 Code of Federal Regulations 104.44 implementing Section 504 of 1973 Rehabilitation Act:

“(a) Academic requirements. A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.”

2. 5 California Code of Regulations 56027:

“Each community college district receiving funding pursuant to this subchapter shall . . . establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.”

ACCOMMODATIONS

Accommodations of three levels are available. Accommodations may be made 1) in the manner of presentation of the course to permit the student to complete the required course; 2) by substitutions of another course for the required course or 3) through waiver of the course requirement.

Academic requirements that the college can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements will not be regarded as discriminatory. 34 C.F.R. 104.44

Level I Special Course Accommodations: San Mateo County Community College District intends all of its graduates to master the competencies required by Title 5 of the California Education Code. The course requirements are established to meet that requirement and students should, where possible, complete the courses required for graduation. The District recognizes that most disabilities that preclude a student

from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations, e.g., facilitation of tutorial assistance, in-class support services, auxiliary aids, test accommodations, a slower paced version of the course, advisement to complete lower level or developmental courses in a sequence. Therefore, for most students with documented disabilities, the first level of accommodation will involve an attempt to complete the course with additional assistance or altered means of delivery.

Level II Course Substitution: Course substitution will be considered for those students with a verified disability in two circumstances:

1. When the student has attempted and exhausted Level I accommodations and for whom Level I accommodations are not adequate to enable them to complete the course; and
2. When the student can show that his/her disability is of a type or magnitude that any attempt at completing the course would be futile.

The absence of a substitute course does not automatically establish grounds for Level III accommodation, course waiver.

Level III Course Waiver: Course waiver will be considered on a case-by-case basis and will be granted only when:

1. there is evidence that the student has met all the requirements noted above for substitution, and
2. the Academic Standards Committee has determined there are not viable alternative courses.

A waiver of the course requirement will not be considered a waiver of the student's responsibility to complete the minimum number of units required by the institution for completion of the course of study.

Note: Any Course substitution or waiver granted by San Mateo County Community College District is for the purpose of the District's requirements only, and may not be recognized by a subsequent educational institution and/or licensing board.

PROCEDURE

Note: By law, a student is not required to go through DSPS to receive academic adjustments and auxiliary aids. Separate procedures are noted below for students exercising this option at Level I, II, or III. Recent verification of the disability and special educational limitations is required whether or not a student chooses to use DSPS services.

Verification of the Disability

1. Where the nature or extent of the disability is not apparent, the student bears the responsibility of presenting recent professional documentation of specific educational limitations to the college before an academic accommodation will be granted.
2. If the student does not have appropriate verification of a disability, the student may request an assessment or verification from Disabled Students Programs and Services (DSPS) to determine and document the disability if it is within the scope of services provided by DSPS. Where possible, DSPS may provide referrals for assessment or documentation of those disabilities beyond the scope of services provided by the college.

Level I Course Accommodation Procedures for Students Using DSPS Services

1. Requests for course accommodation should be presented to the DSPS specialist.
2. The student, in collaboration with the DSPS professional staff, will determine a reasonable and

appropriate accommodation(s) based upon his/her educational limitation(s). The student will submit to his/her instructors the accommodations authorization forms completed by the DSPTS professional.

3. If the student disagrees with the academic accommodations authorized by the DSPTS professional staff, he/she should discuss his/her concern with the professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his/her concern with the appropriate immediate supervisor of DSPTS. Every attempt should be made to resolve the disagreement with the immediate supervisor. If the disagreement continues to be unresolved, the student's next step is to contact the 504 Coordinator as outlined below.
4. If the instructor has questions about an accommodation requested by a student with a verified disability, the instructor should promptly contact the DSPTS professional who authorized the accommodation(s).
5. Meetings and discussion among the instructor, Division Dean or designee, the student, the appropriate members of DSPTS and/or other appropriate members of the college community are essential at the outset, and will be completed within five (5) instructional days following the request for the accommodation.
6. If no resolution can be found within five (5) working days and the accommodation is not allowed, the DSPTS professional, student or the instructor will refer the matter to the 504 Coordinator as soon as possible for review. The 504 Coordinator will make a decision regarding the accommodation within five (5) instructional days of having received the matter.
7. If either the instructor or the student disagrees with the decision by the 504 Coordinator, either of them needs to notify the 504 Coordinator in writing within ten (10) instructional days. The 504 Coordinator will then proceed to the next level administrator or committee.
8. The accommodation originally authorized by DSPTS will be allowed for a maximum of three (3) instructional weeks during which time a resolution will be achieved. If the reviewing administrator's decision is that the accommodation is not reasonable, then the accommodation will either be modified or rescinded.

Level II and III - Course Substitution or Waiver

1. Requests for Course substitution or waiver shall be submitted by the student to the immediate supervisor of DSPTS. Course substitutions or waivers shall be determined by the Academic Standards Committee. The Academic Standards Committee shall review cases under any of the following conditions:
 - a. The student, having made a good-faith effort to complete the required course in question by availing themselves of the accommodations recommended by DSPTS professional staff, has been unable to satisfactorily complete the required course.
 - b. The student and the DSPTS professional staff member agree that, due to the nature of the disability, even beginning the course with Level I accommodations is futile.
 - c. The student desires to appeal a DSPTS professional staff member's assessment that the educational implications of their disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.
2. First, the Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study

and to protect the student's best interest in pursuing that program. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.

3. If no appropriate substitution course can be found, or in the most extreme cases, if the Committee concludes that a substitute course is inappropriate due to the nature of the disability, a waiver may be granted.
4. The Committee's decision will be determined by the simple majority vote. The Committee will forward its decision, in writing, to the student and immediate supervisor of DSPTS within ten (10) instructional days.
5. An exception to the above timeline will be made should the Chair of the Academic Standards Committee receive the petition so late in the semester that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, II or III.
2. During this appeal process, the 504 Coordinator may make an interim decision on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

504 Campus Coordinators:

Cañada College: Dr. Denise Swett, Vice President of Student Services

College of San Mateo: Dr. Patricia Griffin, Vice President of Student Services

Skyline College: Rosemary Ybarra-Garcia, Vice President of Student Services

Level I Course Accommodation Procedures for Students Not Using DSPTS Services

1. Requests for course accommodation should be presented to the instructor of the course. The instructor is encouraged to consult with a DSPTS counselor/specialist regarding the procedure for verifying the disability.
2. The student, in collaboration with the instructor will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The instructor is encouraged to consult with a DSPTS counselor/specialist regarding ways in which to implement academic adjustments and/or auxiliary aids
3. If the student disagrees with the academic accommodations authorized by the instructor or the instructor does not allow an accommodation, the student or instructor should contact the 504 Coordinator.

4. The 504 Coordinator will make a decision regarding the accommodation within five (5) instructional days of having received the matter.
5. If either the instructor or the student disagrees with the decision by the 504 Coordinator, either of them needs to notify the 504 Coordinator in writing within ten (10) instructional days. The 504 Coordinator will then proceed to the next level administrator or committee.
6. The accommodation originally requested will be allowed for a maximum of three (3) instructional weeks during which time a resolution will be achieved. If the reviewing administrator's decision is that the accommodation is not reasonable, then the accommodation will either be modified or rescinded.

Level II and III - Course Substitution or Waiver for Students Not Using DSPS Services

1. Requests for Course substitution or waiver shall be submitted by the student to the Academic Standards Committee. The Academic Standards Committee shall review cases under any of the following conditions:
 - a. The student, having made a good-faith effort to complete the required course in question by availing themselves of accommodations has been unable to satisfactorily complete the required course.
 - b. The student and the 504 Coordinator agree that, due to the nature of the disability, even beginning the course with Level I accommodations is futile.
 - c. The student desires to appeal the 504 Coordinator's assessment that the educational implications of their disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.
2. First, the Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.
3. If no appropriate substitution course can be found, or in the most extreme cases, if the Committee concludes that a substitute course is inappropriate due to the nature of the disability, a waiver may be granted.
4. The Committee's decision will be determined by the simple majority vote. The Committee will forward its decision, in writing, to the student and 504 Coordinator within ten (10) instructional days.
5. An exception to the above timeline will be made should the Chair of the Academic Standards Committee receive the petition so late in the semester that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, II or III.

2. During this appeal process, the 504 Coordinator may make an interim decision on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

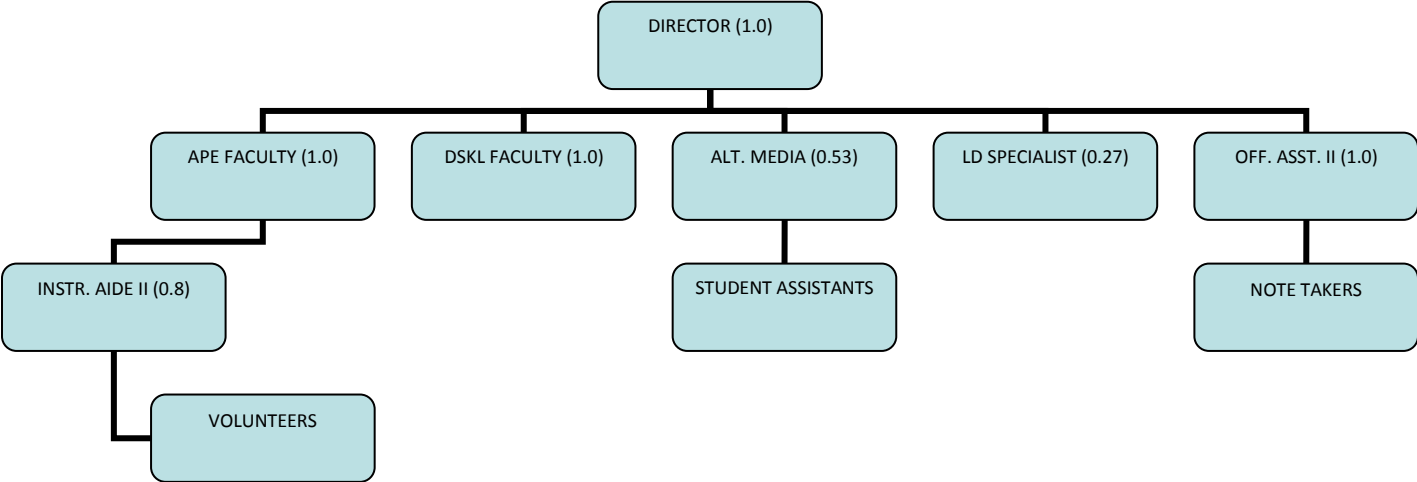
504 Campus Coordinators:

Cañada College: Dr. Denise Swett, Vice President of Student Services

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C. Department Organizational Chart



D. Five-year Program Planning Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005	2006	2007	2008	2009	
Administration	1	1	1	1	1	0
Bargaining Classified Staff FT	0	0	0	0	1	100
Bargaining Classified Staff PT	2	2	1	1	1	-50
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers	17	21	23	28	12	n/a
Faculty FT	2	2	2	2	2	0
Faculty PT	1	1	1	1	1	0

E.DSPS Goals and Objectives

During spring semester 2009 all six DSPS staff members were asked to independently complete two questionnaires. Similar in content to questionnaires used by other departments in Student Services, the questionnaires were designed to solicit feedback and information about the individual's views of his/her specific area or unit within DSPS as well as the entire office. Of the six surveys returned, four contained specific goals and objectives which DSPS should strive to achieve for 2009-2011. A common goal among these four respondents was the desire to meet regularly with their counterparts at Skyline College and the College of San Mateo. Additional goals and objectives are:

- 1) Change the physical location of the DSPS office and provide a central location for faculty/staff offices and service provision areas in a central location

- 2) Increase the frequency of staff meetings to discuss student matters, equipment needs and budget limitations
- 3) Explore new hardware and software applications to improve services to students
- 4) Continue to expand curricula offerings to reflect the current needs of students
- 5) Schedule the DSPS Advisory Committee to meet quarterly
- 6) Update the DSPS and individual unit websites to include more graphics and student success stories

F. Resource Needs Summary Table

	Needs	Justification
Personnel	<p>1. Increase alternate media specialist to 1.0 FTE</p> <p>2. Full time (1.0) bi-lingual LD Specialist</p> <p>3. Half time (.50) counselor</p> <p>4. Full time (1.0) Program Assistant in ADPE</p>	<p>1. Current number of DSPS students and total number of volumes formatted for each student exceeds the 19.7 hours/week the .52 permits</p> <p>2. Current wait list and continued referrals from professors warrant increase. As a designated HIS, having a bi-lingual evaluator would provide a service to ESL and Spanish speaking students</p> <p>3. Current and anticipated growth of DSPS academic students due to enrollment caps in CSU and UC.</p> <p>4. Current and projected growth in ADPE courses require smaller student/professional ratio for individual student safety</p>
Equipment	<p>1. Kurzweil, Dragon and JAWS site licenses</p> <p>2. Seven (7) personal computers</p> <p>3. Five (5) laptop computers</p> <p>4. Twenty(20) digital recorders</p>	<p>1. Annual update and renewal required</p> <p>2. All PCs for DSPS staff and student use do not meet current District standards</p> <p>3. Student wait list for loan of alternate media exceeds current supply</p> <p>4. Student wait list for loan of recorders exceeds current supply; cost savings to use recorders in lieu of student note takers</p>
Facilities	<p>1. Renovation of DSPS office suite; inclusion of LD testing space within suite</p> <p>2. Adaptive PE classroom in Bldg. 1</p> <p>3. Confidentiality for Alt. Media Specialist</p>	<p>1. Plans for renovation are on file and waiting for bond dollars to finance construction</p> <p>2. Recommendation from May 2000 CCCC System Office</p> <p>3. Confidentiality for students required by federal and state statute and regulation</p>

G. 2008 Alternate Media Student Learning Outcome Survey Response Data

Disabled Student Program & Services

14 Completed Surveys

92.9% English
7.1% Spanish

Gender

42.9% Male
57.1% Female

My current educational goal is:

28.6% AA/AS
28.6% Transfer to a 4 year
35.7% AA/AS and Transfer to a 4 year
7.1% Certificate
14.3% Other

I am enrolled in

35.7% 1-6 units
35.7% 7-12 units
21.4% More than 12 units

Ethnic Background:

7.1% Asian
7.1% Black
35.7% Hispanic
7.1% Native American
0.0% Other
42.9% White

How many of your parents have completed a 4 year university degree in the US?

57.1% None (First Generation)
7.1% One
35.7% Two

My first language is:

71.4% English
28.6% Other

I work:

7.1% Full time
42.9% Part time
50.0% Don't work

I attend school in the:

50.0% Day
21.4% Evening
28.6% Both

Student Learning Outcome(s):

21.4% I don't know about any of the available hardware and software in the Alt Media Lab.

57.1% I know about some of the available hardware and software in the Alt Media Lab.

28.6% I know about all of the available hardware and software in the Alt Media Lab.

I. DSPS Approved Special Classes

<i>Table 3: Approved Special Classes</i>					
Course Title	Course #	Sections	Credit Status	Venue	Active or Non-active
Adaptive PE Fitness Profile	ADAP 310	1	CR	CF	A
Adaptive Functional Fitness	ADAP 320	1	CR	CF	A
Adaptive General Conditioning	ADAP 350	1	CR	CF	A
Adaptive Strength Training	ADAP 351	1	CR	CF	A
Balance & Coordination Activities	ADAP 361	1	CR	CF	A
Adaptive Lifelong Wellness	ADAP 362	1	CR	CF	A
Developmental Learning Skills	DSKL 810	1	CR	CF	A
Specific Skills Assessment	DSKL 811	1	CR	CF	A
Developmental Reading & Thinking	DSKL 813	1	CR	CF	A
Developmental Writing	DSKL 814	1	CR	CF	A
Tutoring	DSKL 816	2	CR	CF	A

Abbreviation Key – Credit status

- CR = Credit
- NC = Non-Credit
- CD/CP = Career development & College prep
- O= Other

Venue

- C= Campus
- DE = Distance Ed
- CC = College Center

CAÑADA COLLEGE EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete this evaluation.

Program Name: Disabled Students Programs & Services (DSPS)

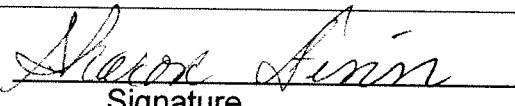
1. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
The handbook was easy to follow though the multiple revisions to the handbook (November, December and January editions) became confusing.
2. Were the questions relevant? If not, please explain and offer specific suggestions.
The questions as stated were specific to the services and curricula within the DSPS program. However, there was not a section or questions relevant to the review of the faculty and staff. This is as important as reviewing the other components contained in the Review Handbook.
3. What value did you find in the Program Review process?
The value was in gathering documentation into one document for future update and site review purposes. It also engaged the other staff members in the process.
4. What improvements would you make concerning the process of performing Comprehensive Program Review?
It is suggested that programs which are to undergo a site review by the state be allowed to use one template (whichever one provides for greater depth and data collection) for both the comprehensive and state reviews.
5. Was the data you requested the appropriate data? Was the data you received complete and presented in a clear format? What additional data would you like to use?
Most of the data collection was cumbersome and needed to be done manually. This is due to the confidential nature of DSPS student records and limited “filtering” properties of the Banner system.
6. How can this process be more effectively integrated into the College’s planning cycle?
This will probably be better defined and known after one or two annual planning cycles have taken place and the integrated method can be effectively evaluated.

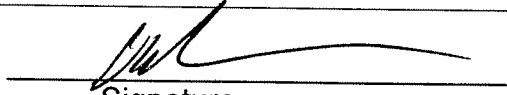
CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: **Disabled Students Programs & Services**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	_____
	Signature
Comments:	

#2. Curriculum Committee Chair Sharon Finn	 _____
	Signature
Comments:	

#3. College Vice President Peter Barbatis	 _____
	Signature
Comments:	