El Camino Community College

PROGRAM REVIEW 2018

Health Sciences and Athletics

Special Resource Center
Educational Development/Adapted Physical Education

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SECTION 1
Overview of the Program

A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The **Special Resource Center** was established in 1972 to assist students with disabilities. The mission of the SRC is to facilitate academic success for students with diverse needs by providing equal access to educational opportunities in an integrated campus setting. The SRC currently serves approximately 1,000 students each semester and provides services and accommodations that include access technologies and equipment in the following component areas: Counseling, Deaf and Hard of Hearing (DHH), Learning Disabilities, Physically Disabled, Visually Impaired, High Tech Center (HTC), Low Vision Center, and Alternative Media Services.

Some of the students served by Special Resource Center have been disabled for many years; others may have just recently become disabled and may therefore be in the throes of disability integration. Many students have more than one disability. In addition to the student's services to help promote student success provided by the SRC, two academic programs are a part of the SRC. The Adapted Physical Education and Educational Development Programs are the focus of this program review, while the SRC submits a separate Student Services program review.

The **Adapted Physical Education** program has an enrollment of between 175-200 (183 in Spring 2018) and offers 12-14 sections each semester. The program provides personalized instruction in fitness and physical skills. The exercise routines are designed to accommodate the needs and interests of each student. Courses include Adapted Fitness, Adapted Strength Training, Adapted Cardiovascular Fitness, Adapted Swimming and Hydroexercise, Adapted Bowling, and Adapted Yoga. The goal of the Adapted Physical Education program is to provide students with disabilities the knowledge, skills, and an opportunity to engage in exercise activities to improve their fitness and quality of life.

To continue to provide accessible and safe exercise opportunities for students with a wide variety of disabilities, it is critical that the current equipment be replaced and upgraded on a regular cycle. To insure safety and student success it is imperative that the current allocation of funds that provides paid student assistants is maintained. The assistants assist with range of motion, set up, documentation and other areas and are critical for student success. The Kinesiology program offers an "Introduction to Adapted Physical Education" course that repeatedly fills beyond capacity. The students enrolled in the course are Kinesiology or health care related majors. As part of the curriculum, the students assist in the Adapted Physical Education courses assisting students with disabilities with their exercise routines. This aspect is a great learning experience as the students work hands on with students with a variety of disabilities, and the students with disabilities receive added help and guidance.

The responses from the student surveys overwhelmingly demonstrates the importance of the physical activity opportunities and participation that improves the quality of life for the students in the program. There are many success stories of students with disabilities who started in the Adapted Physical Education program and have moved

on to taking other courses, completed degrees, certificates, and transfer, and ultimately entered the workforce having a positive effect on their life. Physical activity enhances independence, provides a foundation and vehicle for community, social, and personal growth, and increases the likelihood of vocational success. The Adapted Physical Education has improved the quality of life and academic success for many of the students and the benefits go beyond the individual to include a positive influence on the families, campus community, and society.

The **Educational Development Program,** Serves approximately 200 students each semester (209 Fall 2016), and offers up to fifteen courses. These courses are designed to empower students with disabilities to integrate as fully as possible into the campus by increasing the likelihood of successful course completion and by encouraging students to use appropriate campus and SRC services and activities in support of their educational, vocational, and personal goals. Some Educational Development courses are CSU-transferable; others are Non-Degree Applicable. The content of certain Educational Development courses is discipline-specific, such as E.D. 35: Reading Skills, E.D. 36: Writing Skills, E.D. 37: English Support Lab, E.D. 38: Math Support Lab, E.D. 121: Career Preparation, E.D. 140: Assisted Computer Literacy, and E.D. 41: Assisted Computer Technology. Other Educational Development courses may offer cross-curricular skills including strategies for effective disability-management, such as E.D. 32: Psychology of Affective Learning, E.D. 33: Learning Strategies, E.D. 29: Individualized Assessment of Learning, and E.D. 122: Personal Assessment. Although all Educational Development classes are open to both hearing and hard of hearing students, designated courses and/or sections are offered in American Sign Language to address the specific educational needs of students who are deaf or hard of hearing, "DHH."

The El Camino College Educational Development Program was recognized by the Academic Senate of the California Community Colleges (ASCCC) in the 2016-2017 academic year. Specifically, the award was "Exemplary Program: Honorable Mention," based on the criteria of contextualized learning and innovative solutions. The award was received on January 18, 2017, in Sacramento, in the presence of the CCC Chancellor, Eloy Ortiz Oakley. Professor Julie C. Land accepted the award on behalf of the SRC.

The Educational Development Program serves as an "equalizer" in that the courses offered address diverse needs and learning styles in a supportive, collaborative atmosphere. The underlying psycho-educational goals of demystification, automaticity, self-motivation, effective communication, the ability to question, self-advocacy skills, initiation of tasks, self-monitoring, etc., are relevant and useful to students at unequal levels of college readiness, i.e., to students with disparate college experience who may present with a wide variety of age-related or cultural backgrounds, educational goals, and academic abilities.

The Educational Development classes need a regularly assigned computer lab for at least one class meeting per week. As an example, E.D. 38 supports SRC students taking ECC Math classes, most of which have on-line assignments, only, i.e., little or no hard copy work. For E.D. 37, which supports SRC students taking ECC English classes, the computer lab should be equipped with Inspiration Software in support of both reading and writing success. The computer lab must provide software for the blind, such as "JAWS." Instead, the current situation finds E.D. classes searching for labs each semester through other Divisions, which understandably must fill their own needs, first. This may

result in a "back and forth" scenario, in which a class meets in one lab location for a few weeks and then in another for a few weeks. Typically, the labs are not furnished with the instructional or assistive software needed. What's more, an E.D. class may forfeit its lab if the hosting Division receives an unexpected request from one of its own instructors. This arrangement can be unsettling to both E.D. students and their instructors, who must search for lab availability and then be sure to let students and the SRC Office know about any week-to-week changes in lab locations. Although the E.D. Program is very grateful to other Divisions, it absolutely must have its own dedicated, equipped, and completely accessible computer lab. This has been advocated for close to fifteen years! The access to computer labs is a reasonable accommodation to "even the playing field" for students with a variety of disabilities and is mandated by law (Title V). No one seems to understand that when we teach ED 38 Math Support, which typically means three fully enrolled sections plus a waitlist, students come to class rightfully expecting that there will be computers available for them to do their Math class assignments, via Pearson's My Math Lab or a similar online venue. Few if any ECC Math instructors assign pencil /paper homework anymore. In ED 37 English Support, which is also offered in three sections, our Reading students MUST have computers for their Townsend Press and "Reading for Understanding" online assignments; Writing students NEED MS Word, Inspiration, etc., for their essays and research papers. In either or both classes, assistive technology may be needed for access. There were two blind students in one instructor's Sp 18 classes, one in 37 and the other in 38. Despite **multiple** requests to IT, these students were **never** accommodated. Other EDEV classes which clearly need computer labs are our 35 (three unit Reading Skills) and 36 (three unit Writing Skills), not to mention ED 140, Assisted Computer Literacy.

B) Describe the degrees and/or certificates offered by the program.

The Educational Development and Adapted Physical Education programs do not offer degree or certificates.

C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

STRATEGIC INITIATIVES

1. **Student Learning:**
   Adapted Physical Education and the Educational Development programs
   utilize a variety of methods to assist in providing students from diverse backgrounds the tools needed to improve student success. Lecture materials are presented in paper, verbal, electronic, and alternative media modalities. The use of various software (Exercise Pro, Jaws) helps to insure that students are receiving instruction in a modality that is appropriate for each as an individual.

2. **Student Success and Support:**
   The EDEV faculty and staff work closely with faculty throughout campus to ensure that students are receiving reasonable accommodations to improve student success. The Math and English support courses are designed to facilitate student success for students with disabilities in their Math and English courses. Both the EDEV and APE faculty promote student success by providing ongoing individualized instruction and exercise programming for students. While additional support is provided when required, students are encouraged and given opportunities for self-advocacy in requesting services. The FDLA (Future Disabled Leaders Association) is a student led campus club that organizes periodically and gives students leadership and organizational opportunities. Teaching modalities are adapted for individual students to meet their needs that include specialized computer software, larger print, closed captioning, interpreters, note takers, tutors, and individualized instruction.

3. **Collaboration:**
   The faculty members of the EDEV and APE programs meet monthly with other Special Resource (SRC) faculty and staff to discuss various items to assist in improving the processes at the SRC and ultimately enhance student success. The EDEV and APE faculty work closely with the counselors to assist students with scheduling and enrollment in appropriate courses that will assist students to be successful.

   Educational Development and Adapted Physical Education faculty are involved in a number of committees both campus and statewide. Faculty are members of and participate in functions of CAPED and the statewide Academic Senate. The campus committee involvement includes active participation in Accreditation, Curriculum, Academic Senate, Learning Outcomes, Program Review, Division Council, and others. Faculty members have facilitated workshops on SLO assessments, Program Planning, and Program Review. Professional Development presentations have included ILO Assessment Results, Trac Dat training.

   The EDEV faculty are in constant collaboration with faculty members across campus. Faculty have presented to Humanities Division and may respond or initiate contact with instructors to check on student progress. Faculty periodically present at CAPED conferences most recently presenting on assistive technology.

4. **Community Responsiveness:**
   The EDEV and APE programs have collaborated with outside agencies to provide information for students on programs outside the campus community. Full time faculty (Julie Land) is a long time member of the Foster Kinship Care Advisory and recently the Guardian Scholars' Advisory, which includes members from LAUSD, Probation, CSUDH, County Department of Child/Family Services, the Court, and others. The California Department of Rehabilitation comes to campus to see students, and in the Spring a work panel event for the ED 121 Career Preparation course was held that included groups such as Social Security, Department. of Rehab, Independent Livings Centers etc.

5. **Institutional Effectiveness:**
   The APE and EDEV programs utilize the SLO/PLO process to improve instruction through improved instructional strategies, procurement of resources, curriculum development, and improvement in the assessment process. The cycle of assessments has been met and results utilized to improve student success in teaching strategies, curriculum development and with recommendations for staff and resources that are in Program Review and Program Planning.

6. **Modernization:**
   For Educational Development to modernize, it must keep pace with the demands that our students are facing in their ECC classes, especially in their Math and English courses. EDEV must also rise to meet the anticipated demands of AB 705, as in fewer pre-degree courses being offered by the Math and English Departments. Over the past 12-15 years, the ECC Math Department has moved towards a model of instruction which requires students to submit homework assignments online rather than in hard copy. For some time now, the English Department has required students to use online platforms such as Townsend Press and TurnItIn.com to complete assignments and/or tests. When students enroll in EDEV courses, such as our EDEV 35 (Reading, three units), EDEV 36 (Writing Skills, three units), EDEV 37 (English, one unit) and EDEV 38 (Math, one unit), they expect and deserve to find an environment conducive to their academic success, i.e., an appropriately equipped computer lab. The same is true for students taking our computer-related courses, EDEV 140 and EDEV 41. The phrase, "appropriately equipped" includes any needed assistive technology, such as ZoomText or "JAWS" for students with visual impairments, along with "Read and Write Gold" and "Inspiration," a software package for the executive processes needed in reading comprehension and essay organization.

   As of now, Educational Development has been severely hindered from "modernizing." EDEV lab classes have had to rely on the kind hospitality of two or three other ECC Divisions, which have generously shared their labs when possible. These shared labs have typically provided computers, only, i.e., little or no assistive software. Educational Development must modernize to live up to its mandate to create an environment where achievement of course SLOs may become more feasible for students with disabilities. For this reason, the SRC has been advocating a dedicated, appropriately furnished, computer lab / classroom for fifteen years. Currently, the SRC has specifically requested that the institution provide us with lab style EDEV classroom with 30 computer stations, equipped with needed assistive software and peripherals as described above, in our new and soon forthcoming SRC location. This request is critical to maximizing our students' potential for academic success towards the achievement of their educational goals..

   The APE program has been in an ongoing improvement mode as new and innovative equipment specially designed for students with disabilities allows students to experience success in ways that are specific to them and their limitations. Exercise Pro software allow instructors to create individualized programs for classroom and home use to

provide a well-rounded and easy to understand instructional and supplemental exercise program for individual students. A new facility is being constructed that will have a state of the art pool facility with much needed dressing facilities and pools with improved accessibility. The facility will also have a new Adapted Fitness and office space for faculty.

D) Discuss the status of recommendations from your previous program review.

EDEV

1. **Recommendation:** Collaborate with math and other discipline faculty to better understand core competencies for quantitative reasoning, course options for general education or transferable courses in math competency and establish course substitution options for quantitative reasoning for students whose educational limitations impact successful completion of general education requirements for degree and transfer
   Status: Active
   Notes/Comments: Ongoing with more dialogue needed in light of new changes to Math 73, as set forth by the CSU system, and in light of AB 705, as well.

2. **Recommendation:** Provide recommendations to facilities planning to promote universal design for accessibility and usability of all college capital projects.
   Status: On Hold
   Notes/Comments: Many labs in Hum and NATS lack software for the blind; SRC's requests go unheeded.

   3. **Recommendation:** Four Full-Time Classified Staff - To provide and coordinate services for alternate media, interpreting, student services, projects, instructional support in the EDEV courses, assist with scheduling responsibilities, and cross-train staff in different areas.(note: 3 of these positions are current vacancies)
   Status: On Hold
   Notes/Comments: EDEV & LD Assessment need at least one FT classified for publicity, interface with I.T., getting lab sites, keeping assessment appointments / records up to date, etc.

4. **Recommendation:** The SRC will develop a course to address the needs of students with developmental delays/intellectual disabilities who typically do not succeed nor benefit from the Educational Development courses which require cognitive and executive functioning skills that may be beyond the student's ability. Such a course would, among other things, facilitate/liaison students with community resources which may better meet the students' needs
   Status: Active
   Notes/Comments: Example: new vocational program for high-functioning students with Autism Spectrum Disorder

5. **Recommendation:** Implement a traceable method of distributing or providing download site for Read &Write Gold, a screen reading and study skills software. The

department currently has the license and permission; need a workable method for students to retrieve the software for use at home.
Status: Completed
Notes/Comments:

6. **Recommendation:** Computer replacement for out of warranty staff and High Tech Center machines including a printer for the LD component and an additional printer for the Test Accommodations Component.
Status: On Hold

   Notes/Comments: Printer is still needed for Testing Accommodations Component.

7. **Recommendation:** Have accessible SMART-stations in the classrooms for ease of instructor access. Continually look for opportunities for inclusion of ideas that will go into action as institutional base standards for classrooms, technology, etc.
Status: On Hold
Notes/Comments: Instructor computer stations in EDEV classes iffy at best: unreliable, disparate in age, features, P.A. system.

8. **Recommendation:** Explore and revise EDEV 41 course to provide sequential courses for advancement of technical skills or utilization of assistive technology relative to an academic environment.
Status: On Hold
Notes/Comments: Good idea, yet this would depend on student interest; perhaps learning modules?

9. **Recommendation:** Split EDEV 31 into separate courses for writing and math support.
Status: Completed
Notes/Comments: now EDEV 37 & 38.

10. **Recommendation:** One Full-Time Tenure Faculty Disability Specialist - To review disability documentation, approve provision of accommodations, and teach EDEV classes.
Status: On Hold
Notes/Comments: Note: a Disability Specialist is different from an L.D. specialist. Only the LDS can assess students. but what's more urgent is another Learning Disabilities Specialist; there is a <u>significant</u> difference

11. **Recommendation:** Continue exploration of offering sections of APE and EDEV courses during Summer sessions and special topics to meet student needs; evaluate demand and effectiveness of such courses.
Status: Active
Notes/Comments: Note: a Disability Specialist is different from an L.D. Specialist. Only the LDS can assess students, so what's more urgent than a general Disability Specialist is another Learning Disabilities Specialist; there is a <u>significant</u> difference.

Recommendation: Collaborative participation of divisions, SRC and facilities to address classroom facility and equipment needs.

        Status: On Hold
        Notes/Comments: EDEV classes **MUST** have computers!

12. **Recommendation:** Continue to benchmark on the institutional technology plan and any other plans the need for all institutional computer access be fully accessible and 508 compliant. All ECC labs must be pre-loaded with JAWS for the blind and other assistive technology
    Status: On Hold
    Notes/Comments:

13. **Recommendation:** Budget for change with the increase of computer literate students (on contemporary technology including, but not limited to IPADS, CCTV's, etc.) utilizing technology for all aspects of their student life including use in testing situations when an accommodation for disability related educational limitations.
    Status: On Hold
   Notes/Comments: What's absolutely urgent <u>FIRST</u> is a regular classroom for EDEV

   with computers and assistive technology—no more begging from other Divisions!

14. **Recommendation:** One Full-Time Faculty Coordinator - To coordinate and work with curriculum reviews, updates, reports, and liaison with SRC staff and other campus instructors regarding universal design of curriculum, equitable treatment of student standards, etc.
    Status: On Hold
    Notes/Comments: This recommendation speaks to the need for Universal Design.

15. **Recommendation:** Develop a Disability Management course to benefit students' understanding of themselves in relation to their disability. The course would cover integration of limitations, an overview of the grief process related to the disability, appropriate self-advocacy and decision-making, self-regulation and social issues.
    Status: On Hold
    Notes/Comments: These topics are covered in a number of existing EDEV classes, although a course entitled Disability Management might attract more students.

16. **Recommendation:** Work with faculty on website, portal access, use of electronic devices as study tools and for test taking.
    Status: Active
    Notes/Comments: Faculty Workshops by SRC

17. **Recommendation:** Sufficient ventilation system to regulate air flow throughout the office. Although Facilities has addressed air flow/ HVAC concerns via work order, consistent temperature and flow are impeded by the structure of the office and existing air handler system. Thus, seasonally some offices continue to receive little or no air while others are irregularly cold or have too much air pressure. This pressure impacts adequate closure and security of the back door.
    Status: On Hold
    Notes/Comments: Yes, this is crucial for the health of faculty / staff in our offices! Right now, we are putting up with a stench in the SRC due to a burst pipe in SSVC.

Temperatures are uneven; in offices; some air flow is too strong. Hopefully, our new building will be more healthful.

18. **Recommendation:** Campus involvement in the integration of students with disabilities into the campus community.
    Status: Active
    Notes/Comments: Continue to offer Faculty Workshops / Flex Events re; the SRC.

19. **Recommendation:** Space is needed for testing requiring computer use, and supports such as readers and transcribers and private settings for reduced distraction
    Status: On Hold
    Notes/Comments: T.A. scrambles for space, especially during finals week.

20. **Recommendation:** Staff restrooms to include an accessible private room for individual use with a sofa to accommodate staff with disabilities.
    Status: On Hold
    Notes/Comments: This would be very helpful

Adapted Physical Education

21. **Recommendation:** Participate in the facilities planning process for the replacement of the Student Services building and APE facilities to ensure space (i.e. male/female accessible dressing rooms, expansion of the Adapted Fitness Lab, storage (i.e. student file storage, improved APE storage in pool area) and equipment needs for accessibility are addressed
    Status: Active
    Notes/Comments: New facility is under construction and the dressing facilities, Fitness Lab, storage area, and equipment needs have been included in the plan.

22. **Recommendation:** Maintain and replace equipment (i.e. new pool lift, upgrade equipment in Fitness Lab, new standing frame, aerobic equipment, and weight training equipment), software and technology as needed in APE labs, classrooms and SRC to meet the needs of students and safety.
    Status: Active
    Notes/Comments: Maintenance and upgrading of equipment are ongoing and included in annual program planning, justified in various areas of this program review, and have been implemented in the plan for the new facility.

23. **Recommendation:** Twenty Casual/Student Employees - To provide direct in-class services for students on an as-needed basis. With hiring restrictions in place need to have a pool of staff ready to work as-needed
    Status: Active
    Notes/Comments: The continued employment of student assistants allows for class safety and helps to ensure student success. While one-on-one assistant is not a guarantee for students, the allotment of 2 assistants per course has been sufficient and needs to continue.

24. **Recommendation:** Maintain and replace equipment (i.e. new pool lift, upgrade equipment in Fitness Lab, new standing frame, aerobic equipment, and weight training equipment), software and technology as needed in APE labs, classrooms and SRC to meet the needs of students and safety.
    Status: Active

Notes/Comments: The annual updating of equipment and software has been sufficient and needs to continue. Treadmills and other equipment need to be replaced periodically, and new state of the art adaptive exercise equipment purchased to replace old and outdated equipment.

25. **Recommendation:** Continue to advocate for accessible exercise equipment in the ECC Fitness Center
Status: Active
Notes/Comments: The new facility will include a fitness center that should have universally designed exercise equipment to meet ADA requirements.

26. **Recommendation:** Renumber all of the 400 series of Adapted Physical Education courses to numbers less than 300 which are typically assigned for lower division coursework
Status: Abandoned
Notes/Comments: The inventory for curriculum does not have 10 course numbers that would allow the proposed curriculum change.

27. **Recommendation:** Include repeatability of special classes (i.e. APE) policy and procedures in school catalog, schedule of classes, SRC handbook, official outlines and syllabi, and website. Curriculum is being updated, discussion and a process for repetition clearance has been devised in compliance with Title 5. Information is not available in all public places.
Status: On Hold
Notes/Comments: Have not made any progress here other than updating curriculum.

28. **Recommendation:** Ground floor DSPS offices and Adapted PE classrooms with adjacent offices.
Status: Active
Notes/Comments: In the plan for the new facility

29. **Recommendation:** Unisex or single staff accessible restrooms for student use to accommodate students with personal attendants, transgender, nursing moms, etc.
Status: Active
Notes/Comments: In the plan for the new facility

SECTION 2
Analysis of Research Data

Grade Distribution, Success, and Retention

Educational Development

Fall

										Preliminary Success Standard	70.0%
										5 year Success Average	71.3%
										5 year Success Minimum	68.7%

Year	COURSE	Method	Weeks	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2013	EDEV-11ABCD	Lecture	16	–	–	–	3	–	–	3	–	–	–	2	8	####	75.0%
	EDEV-22	Lecture	16	3	1	4	–	1	3	–	–	–	–	5	17	####	70.6%
	EDEV-29	Lecture	8	–	–	–	20	–	–	1	–	–	–	–	21	95.2%	100.0%
	EDEV-31ABCD	Laboratory	16	–	–	–	48	–	–	3	–	–	–	1	52	92.3%	98.1%
	EDEV-32AB	Lecture	16	–	–	–	19	–	–	5	–	–	–	4	28	####	85.7%
	EDEV-33AB	Lecture	16	–	–	–	45	–	–	7	–	–	–	4	56	80.4%	92.9%
	EDEV-35AB	Lecture	16	–	–	–	45	–	–	12	–	–	–	10	67	####	85.1%
	EDEV-36AB	Lecture	16	–	–	–	13	–	–	14	–	–	–	2	29	####	93.1%
	EDEV-40	Lecture	16	4	1	2	–	1	1	–	–	–	–	1	10	70.0%	90.0%
	EDEV-41ABCD	Laboratory	16	–	–	–	15	–	–	2	–	–	–	2	19	78.9%	89.5%
	EDEV-8AB	Lecture	16	–	–	–	1	–	–	1	–	–	–	1	3	####	66.7%
	EDEV-9AB	Lecture	16	–	–	–	3	–	–	–	–	–	–	–	3	#####	100.0%
2013 Total				7	2	6	212	2	4	48	–	–	–	32	##	72.5%	89.8%
2014	EDEV-122	Lecture	16	3	–	5	–	–	2	–	–	–	–	2	12	####	83.3%
	EDEV-140	Lecture	16	3	3	2	–	3	3	–	–	–	–	2	16	####	87.5%
	EDEV-29	Lecture	8	–	–	–	9	–	–	–	–	–	–	–	9	#####	100.0%
	EDEV-31	Laboratory	16	–	–	–	58	–	–	3	–	–	–	8	69	84.1%	88.4%
	EDEV-32	Lecture	16	–	–	–	18	–	–	6	–	–	–	3	27	####	88.9%
	EDEV-33	Lecture	16	–	–	–	41	–	–	2	–	–	–	8	51	80.4%	84.3%
	EDEV-35	Lecture	16	–	–	–	36	–	–	15	–	–	–	5	56	####	91.1%
	EDEV-36	Lecture	16	–	–	–	30	–	–	1	–	–	–	5	36	83.3%	86.1%
	EDEV-41	Laboratory	16	–	–	–	14	–	–	–	–	–	–	2	16	87.5%	87.5%
2014 Total				6	3	7	206	3	5	27	–	–	–	35	##	76.0%	88.0%
2015	EDEV-11	Lecture	16	–	–	–	3	–	–	2	–	–	–	2	7	42.9%	71.4%
	EDEV-122	Lecture	16	2	3	1	–	1	–	–	–	–	–	3	10	60.0%	70.0%
	EDEV-140	Lecture	16	4	3	3	–	–	2	–	–	–	–	–	12	83.3%	100.0%
	EDEV-29	Lecture	8	–	–	–	14	–	–	1	–	–	–	4	19	73.7%	78.9%
	EDEV-31	Laboratory	16	–	–	–	66	–	–	3	–	–	–	14	83	79.5%	83.1%
	EDEV-32	Lecture	16	–	–	–	23	–	–	3	–	–	–	6	32	71.9%	81.3%
	EDEV-33	Lecture	16	–	–	–	17	–	–	8	–	–	–	3	28	60.7%	89.3%
	EDEV-35	Lecture	16	–	–	–	39	–	–	7	–	–	–	8	54	72.2%	85.2%
	EDEV-41	Laboratory	16	–	–	–	17	–	–	2	–	–	–	4	23	73.9%	82.6%
2015 Total				6	6	4	179	1	2	26	–	–	–	44	##	72.8%	83.6%
2016	EDEV-11	Lecture	16	–	–	–	4	–	–	4	–	–	–	1	9	44.4%	88.9%
	EDEV-140	Lecture	16	2	1	2	–	3	4	–	–	–	–	4	16	31.3%	75.0%
	EDEV-29	Lecture	8	–	–	–	10	–	–	2	–	–	–	–	12	83.3%	100.0%
	EDEV-32	Lecture	16	–	–	–	14	–	–	4	–	–	–	1	19	73.7%	94.7%
	EDEV-33	Lecture	16	–	–	–	27	–	–	14	–	–	–	4	45	60.0%	91.1%
	EDEV-35	Lecture	16	–	–	–	37	–	–	6	–	–	–	9	52	71.2%	82.7%
	EDEV-36	Lecture	16	–	–	–	34	–	–	4	–	–	–	2	40	85.0%	95.0%
	EDEV-41	Laboratory	16	–	–	–	12	–	–	2	–	–	–	2	16	75.0%	87.5%
2016 Total				2	1	2	138	3	4	36	–	–	–	23	##	68.4%	89.0%

Demographic and Enrollment Characteristics
Educational Development
Fall

			Fall Term				ECC Student Population Fall 2016	District Boundary Population 2010 Census
			2013	2014	2015	2016		
		Term Headcount	224	214	215	145	24,000	556,400
		65+	1.8%	1.4%	1.4%	1.4%	0.6%	10.6%
Class Load		Full-time	16.5%	22.0%	16.7%	28.3%	32.8%	
		Part-time	88.4%	82.7%	82.8%	118.6%	66.3%	
Academic Level		College degree	6.3%	3.3%	2.8%	4.8%	11.8%	
		HS Grad	90.2%	93.9%	89.8%	128.3%	82.8%	
		Not a HS Grad	3.1%	0.0%	0.5%	0.7%	0.5%	
		K-12 Special Admit	1.8%	2.8%	2.8%	4.1%	2.4%	
		Unknown	3.6%	4.7%	3.7%	10.3%	4.1%	
Educational Goal		Intend to Transfer	25.4%	19.2%	21.4%	62.1%	42.4%	
		Degree/Certificate Only	8.5%	8.4%	4.2%	11.0%	4.6%	
		Retrain/recertif.	3.6%	4.7%	1.4%	6.9%	3.8%	
		Basic Skills/GED	2.7%	4.7%	5.6%	2.8%	5.7%	
		Enrichment	4.0%	1.9%	3.7%	5.5%	2.4%	
		Undecided	18.3%	14.0%	15.8%	22.8%	17.0%	
		Unstated	0.0%	0.0%	0.0%	0.0%	24.1%	

Program Participation (4-year Trend)
Educational Development
Years: 2013-14 to 2016-17

	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	555	571	477	377	495

Annual Program Participation

Fall Section Fill Rates
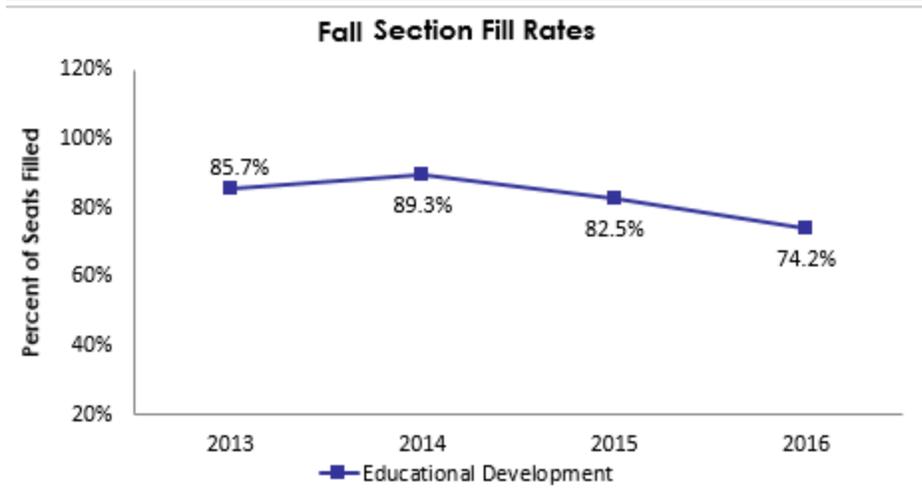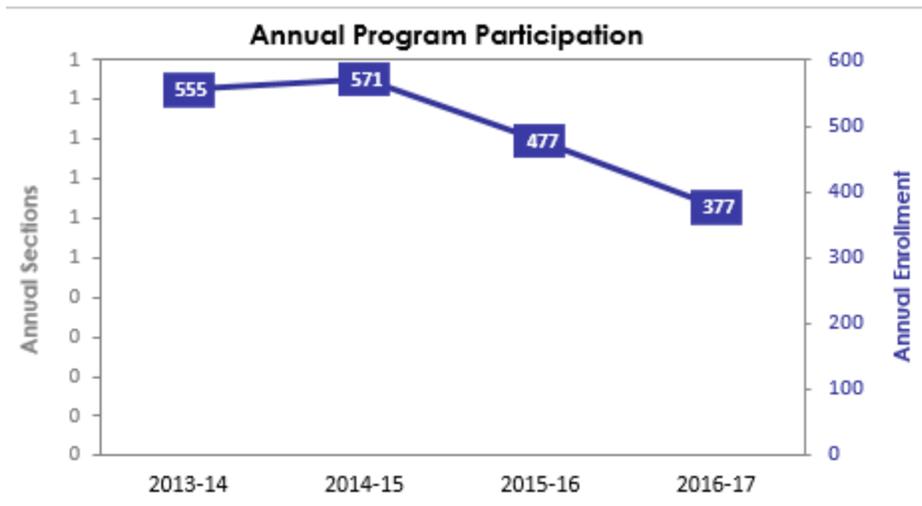
Enrollment by Time of Day

Fall Term	2013	2014	2015	2016
Day	92.8%	93.6%	91.0%	91.9%
Night	0.0%	0.0%	0.0%	0.0%
Weekend/Unknown	7.2%	6.4%	9.0%	8.1%

Demographic Success Characteristics
Educational Development
Fall: 2013-2016

		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	70.1%	134	69.8%	96	69.3%	75	52.2%	67
	Amer. Ind. or Alask. Native	0.0%	-	50.0%	-	100.0%	-	0.0%	-
	Asian	71.4%	21	95.2%	21	72.7%	11	80.0%	-
	Latino	75.4%	114	78.1%	137	71.5%	137	74.4%	117
	Pacific Islander	0.0%	-	0.0%	-	100.0%	-	0.0%	-
	Two or More	83.3%	-	63.6%	11	83.3%	-	50.0%	-
	Unknown or Decline	57.1%	-	0.0%	-	100.0%	-	100.0%	-
	White	74.2%	31	80.0%	25	80.0%	35	91.7%	12
Gender	M	71.4%	154	78.3%	161	66.1%	127	63.0%	119
	F	73.6%	159	73.3%	131	78.7%	141	75.6%	90
	X	0.0%	-	0.0%	-	0.0%	-	0.0%	-
Age Group	19 or less	72.0%	125	78.2%	133	71.7%	120	72.6%	117
	20 to 24	76.9%	108	70.6%	85	77.1%	70	60.8%	51
	25 to 49	61.7%	60	81.1%	53	64.9%	57	74.1%	27
	Over 49	85.0%	20	71.4%	21	85.7%	21	50.0%	14

Counts are suppressed for groups with less than 10 students.
Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.
Reference groups are White, male, and 20 to 24 years old.

A) **Head count of students in the program**
The above statistics are a little outdated. ED 37 and ED 38 now have three sections each that have replaced two sections of EDEV 31 for Writing and one section of EDEV 31 for Math. Although class size is 18 students, there are typically 20-24 students in each section.

B) **Course grade distribution**
The EDEV courses vary in terms of the distribution of grades. Some classes are graded P/NP. Others involve a letter grade, especially if transferable. Some courses have fairly easy homework assignments, and others have major assignments and tests. There is no one set of grading criteria for EDEV classes, given the wide range of course content and disparate levels of rigor.

C) **Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)**

There has not been a set of specific criteria that identifies demographic success characteristics. Given the factors discussed in "B," above, a uniform standard is not appropriate or feasible.
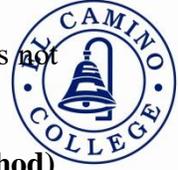
D) Retention rates (if applicable, include retention based on placement method)
Not applicable. There is no data based on a particular student populations.

E) A comparison of success and retention rates in face-to-face classes with distance education classes
No Distance Education Offerings

F) Enrollment statistics with section and seat counts and fill rates
Current enrollment statistics have indicated a high fill rate for specific Educational Development Courses, i.e., EDEV 35, 36, 37, and 38. Recently, additional sections of each course have been added to meet the need / demand of students.

G) Scheduling of courses (day vs. night, days offered, and sequence)
The number of students attending in the day is higher than at night. We offer only one section at night, and it fills but there are no plans or needs for more evening classes.

H) Improvement Rates (Course success by placement method, if applicable)
NA

Adapted Physical Education

Grade Distribution, Success, and Retention

DSPS

Fall

																Preliminary Success Standard	**90.2%**
																5 year Success Average	**90.6%**
																5 year Success Minimum	**89.8%**

Year	COURSE	Method	Weeks	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2013	PE-400ABCD	Laboratory	16	34	11	10	4	2	1	-	-	-	-	2	64	92.2%	96.9%
	PE-401ABCD	Laboratory	16	39	13	12	4	2	1	-	-	-	-	3	74	91.9%	95.9%
	PE-402ABCD	Laboratory	16	22	13	9	4	-	3	-	-	-	-	4	55	87.3%	92.7%
	PE-404ABCD	Laboratory	16	10	7	4	1	1	-	-	-	-	-	1	24	91.7%	95.8%
	PE-407ABCD	Laboratory	16	22	6	2	-	-	-	-	-	-	-	-	30	100.0%	100.0%
	PE-409ABCD	Laboratory	16	14	-	-	-	-	1	-	-	-	-	2	17	82.4%	88.2%
2013 Total				141	50	37	13	5	6	-	-	-	-	12	264	91.3%	95.5%
2014	PE-400	Laboratory	16	37	23	2	4	-	-	-	-	-	-	6	72	91.7%	91.7%
	PE-401	Laboratory	16	45	14	4	4	2	-	2	1	-	-	2	74	91.9%	97.3%
	PE-402	Laboratory	16	25	8	9	4	-	-	-	-	-	-	2	48	95.8%	95.8%
	PE-404	Laboratory	16	6	10	4	-	-	-	-	-	-	-	2	22	90.9%	90.9%
	PE-407	Laboratory	16	23	3	-	-	-	-	-	-	-	-	1	27	96.3%	96.3%
2014 Total				136	58	19	12	2	-	2	1	-	-	13	243	93.0%	94.7%
2015	PE-400	Laboratory	16	32	20	15	3	3	1	-	-	-	-	1	75	93.3%	98.7%
	PE-401	Laboratory	16	39	11	11	4	1	1	1	-	-	-	6	74	87.8%	91.9%
	PE-402	Laboratory	16	31	5	3	6	3	-	2	-	-	-	2	52	86.5%	96.2%
	PE-404	Laboratory	16	6	8	-	2	-	-	-	-	-	-	2	18	88.9%	88.9%
	PE-407	Laboratory	16	28	1	1	2	-	-	-	-	-	-	-	32	100.0%	100.0%
	PE-409	Laboratory	16	18	-	-	-	-	1	-	-	-	-	2	21	85.7%	90.5%
2015 Total				154	45	30	17	7	3	3	-	-	-	13	272	90.4%	95.2%
2016	PE-400	Laboratory	16	40	14	5	7	1	-	-	-	-	-	3	70	94.3%	95.7%
	PE-401	Laboratory	16	30	5	8	13	2	2	2	-	-	-	2	64	87.5%	96.9%
	PE-402	Laboratory	16	26	8	4	6	-	2	-	-	-	-	2	48	91.7%	95.8%
	PE-404	Laboratory	16	10	12	2	-	-	-	-	-	-	-	1	25	96.0%	96.0%
	PE-407	Laboratory	14	24	2	-	-	-	-	-	-	-	-	1	27	96.3%	96.3%
	PE-409	Laboratory	16	17	1	-	-	-	-	-	-	-	-	2	20	90.0%	90.0%
2016 Total				147	42	19	26	3	4	2	-	-	-	11	254	92.1%	95.7%

Demographic and Enrollment Characteristics
DSPS
Fall

		2013	2014	2015	2016	ECC Student Population Fall 2016	District Boundary Population 2010 Census
			Fall Term				
	Term Headcount	205	197	211	194	*24,000*	*556,400*
Gender	F	64.9%	56.9%	49.8%	60.3%	*51.6%*	*51.0%*
	M	47.8%	47.2%	43.6%	48.5%	*48.4%*	*49.0%*
Ethnicity	African-American	21.5%	24.9%	20.9%	29.4%	*14.6%*	*15.1%*
	Amer. Ind. or Alask. Native	1.5%	1.0%	0.5%	1.0%	*0.2%*	*0.2%*
	Asian	14.6%	16.8%	14.7%	11.9%	*14.8%*	*13.6%*
	Latino	17.6%	16.8%	19.9%	20.1%	*51.5%*	*34.5%*
	Pacific Islander	0.5%	0.0%	0.5%	0.5%	*0.6%*	*0.5%*
	White	46.8%	35.0%	30.3%	37.1%	*13.3%*	*32.8%*
	Two or More	1.0%	2.5%	2.4%	3.6%	*4.6%*	*2.9%*
	Unknown or Decline	9.3%	7.1%	4.3%	5.2%	*0.5%*	*0.4%*
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	*1.7%*	*24.2%*
	17	0.0%	0.0%	0.0%	0.5%	*2.2%*	
	18	0.5%	2.0%	0.9%	1.5%	*12.5%*	*2.5%*
	19	2.9%	2.5%	4.3%	3.1%	*14.8%*	
	20	5.4%	1.0%	1.9%	4.1%	*12.4%*	*1.2%*
	21	2.4%	4.1%	2.8%	2.1%	*9.8%*	*1.2%*
	22	1.5%	3.6%	0.9%	1.0%	*7.5%*	
	23	0.5%	2.0%	1.9%	1.5%	*5.9%*	*3.9%*
	24	1.0%	1.0%	0.9%	2.6%	*4.4%*	
	25-29	9.3%	11.2%	8.1%	11.9%	*13.2%*	*7.4%*
	30-39	8.8%	11.7%	14.2%	17.0%	*8.7%*	*14.9%*
	40-49	10.7%	8.6%	8.5%	10.3%	*3.5%*	*15.9%*
	50-64	26.3%	28.4%	22.7%	25.8%	*2.8%*	*18.1%*
	65+	43.4%	27.9%	26.1%	27.3%	*0.6%*	*10.6%*
Class Load	Full-time	3.9%	7.1%	2.8%	6.2%	*32.8%*	
	Part-time	108.3%	97.0%	90.5%	102.6%	*66.3%*	
Academic Level	College degree	28.8%	24.9%	22.3%	24.7%	*11.8%*	
	HS Grad	70.7%	65.5%	56.9%	68.0%	*82.8%*	
	Not a HS Grad	3.4%	2.0%	1.4%	1.5%	*0.5%*	
	K-12 Special Admit	6.8%	3.6%	5.2%	6.7%	*2.4%*	
	Unknown	2.9%	8.1%	7.6%	7.7%	*4.1%*	
Educational Goal	Intend to Transfer	7.3%	10.2%	10.4%	16.0%	*42.4%*	
	Degree/Certificate Only	5.4%	5.6%	4.7%	5.7%	*4.6%*	
	Retrain/recertif.	9.3%	7.6%	6.2%	9.3%	*3.8%*	
	Basic Skills/GED	5.9%	5.6%	6.2%	7.7%	*5.7%*	
	Enrichment	12.7%	13.2%	12.3%	10.8%	*2.4%*	
	Undecided	41.5%	30.5%	28.4%	31.4%	*17.0%*	
	Unstated	0.0%	0.0%	0.0%	0.0%	*24.1%*	

Program Participation (4-year Trend)
DSPS
Years: 2013-14 to 2016-17

	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	569	570	579	635	588

Annual Program Participation

Fall Section Fill Rates
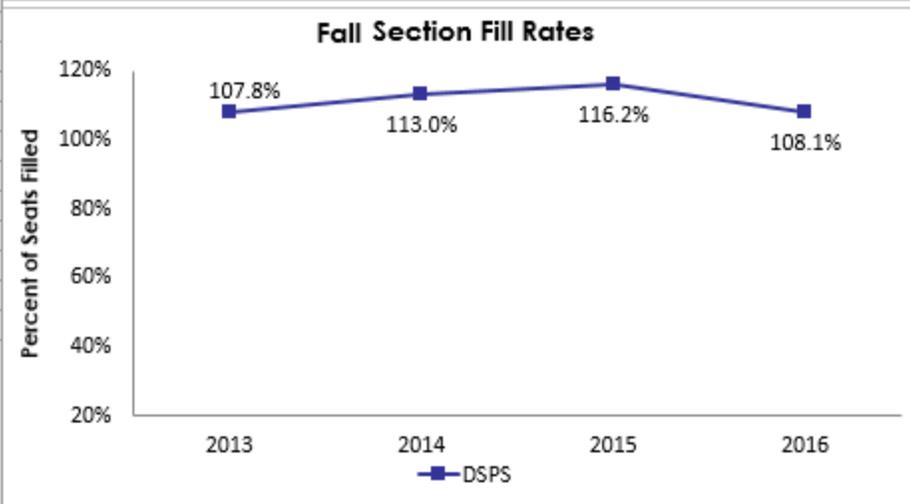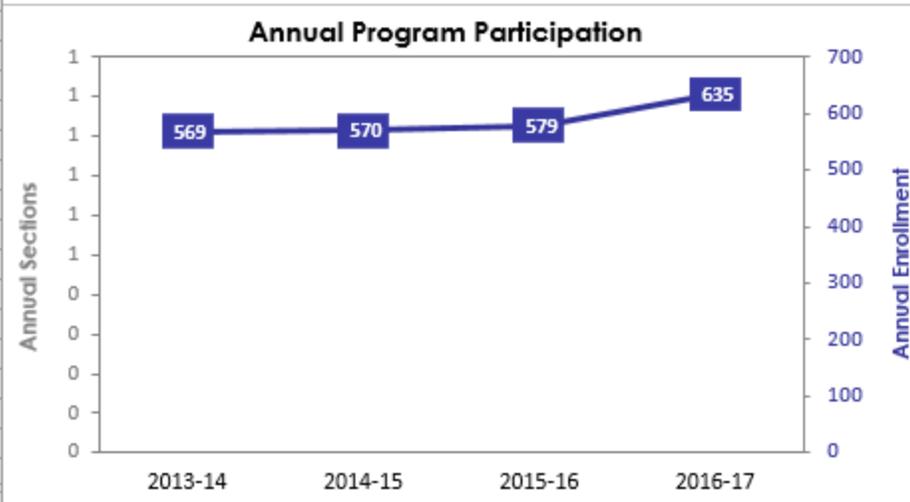
Enrollment by Time of Day

Fall Term	2013	2014	2015	2016
Day	93.6%	94.2%	94.9%	94.1%
Night	6.4%	5.8%	5.1%	5.9%
Weekend/Unknown	0.0%	0.0%	0.0%	0.0%

Demographic Success Characteristics
DSPS
Fall: 2013-2016

		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	90.3%	62	92.7%	55	86.3%	73	90.7%	54
	Amer. Ind. or Alask. Native	100.0%	-	100.0%	-	100.0%	-	100.0%	-
	Asian	94.9%	39	97.1%	35	88.9%	27	94.4%	36
	Latino	92.5%	40	95.7%	47	96.4%	55	91.7%	60
	Pacific Islander	0.0%	-	100.0%	-	100.0%	-	0.0%	-
	Two or More	85.7%	-	100.0%	-	100.0%	-	100.0%	-
	Unknown or Decline	95.5%	22	73.3%	15	93.8%	16	90.0%	-
	White	89.1%	92	92.8%	83	88.9%	90	91.6%	83
Gender	M	91.5%	129	92.6%	121	89.0%	127	92.0%	113
	F	91.1%	135	93.4%	122	91.7%	145	92.2%	141
	X	0.0%	-	0.0%	-	0.0%	-	0.0%	-
Age Group	19 or less	88.9%	-	100.0%	11	60.0%	-	100.0%	-
	20 to 24	76.9%	26	83.3%	18	91.7%	24	87.5%	24
	25 to 49	92.2%	77	97.5%	79	94.1%	101	92.3%	91
	Over 49	93.4%	152	91.1%	135	89.8%	137	92.2%	129

Counts are suppressed for groups with less than 10 students.
Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.
Reference groups are White, male, and 20 to 24 years old.

I) **Head count of students in the program**

    The courses consistently have fill rates above 100%. The number of students in the program is consistent and remains at high levels for courses offered. There are some discrepancies in the numbers reported (i.e. number of students in the program vs grade distribution totals) because some students take more than one section of Adapted Physical Education.

J) **Course grade distribution**

    Grade distribution is consistent with a large amount of students earning an A or B with a few lower grades. The classes are activity classes with a cognitive component. A large percentage of points are given for participation.

K) **Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)**

    Success rates are consistent and the areas that fall below 80% are rare occurrences or due to the fact that there are no students from that group in the program. Success standard for the program will continue to be 80% or above the reference group.

L) **Retention rates (if applicable, include retention based on placement method)**

    Retention rates are consistently above 90%.

I) Additional data compiled by faculty.

Additional data collected by faculty includes:

- DSPS Students taking EDEV or Adapted Physical Education
- Time taken for DSPS students to earn a degree, certificate, or transfer
- Success rates of DSPS students who enroll in EDEV compared to those students who do not.

DSPS Students in
Adaptive PE & Educational Development

Fall 2012 DSPS Students	#	%
Total	1,519	
Enrolled in a PE 400 series course	346	22.8
Enrolled in a EDEV course	653	43.0
Earned a Degree	245	16.1
Earned a Certificate	99	6.5
Transferred to 4 year University	100	6.6

Fall 2013 DSPS Students	#	%
Total	1,554	
Enrolled in a PE 400 series course	318	20.9
Enrolled in a EDEV course	637	41.9
Earned a Degree	242	15.9
Earned a Certificate	91	6.0
Transferred to 4 year University	148	9.7

Fall 2014 DSPS Students	#	%
Total	1,359	
Enrolled in a PE 400 series course	306	22.5
Enrolled in a EDEV course	587	43.2
Earned a Degree	183	13.5
Earned a Certificate	67	4.9
Transferred to 4 year University	90	6.6

Fall 2015 DSPS Students	#	%
Total	**1,540**	
Enrolled in a PE 400 series course	303	22.3
Enrolled in a EDEV course	614	45.2
Earned a Degree	170	12.5
Earned a Certificate	61	4.5
Transferred to 4 year University	93	6.8

Fall 2016 DSPS Students	#	%
Total	**1,066**	
Enrolled in a PE 400 series course	246	23.1
Enrolled in a EDEV course	464	43.5
Earned a Degree	106	9.9
Earned a Certificate	55	5.2
Transferred to 4 year University	36	3.4

- This data set shows the number of DSPS and the number of these students who enroll in the Adapted Physical Education and Educational Development courses. It also shows the number that earn degrees, certificates or transfer. The continued availability of a well-rounded and supportive curriculum that includes special classes for the population of students with disabilities is important for their success.

El Camino College
DSPS Students
Time to Degree
Fall 2012-Fall 2016

Fall 2012 DSPS Students	#	Median Years	ECC Median Years
Total	1,519		
Earned a Degree	245*	5.0	4.0
Earned a Certificate	99**	6.0	4.0

*47 earned degree prior to Fall 2012   **28 earned certificate prior to Fall 2012

Fall 2013 DSPS Students	#	Median Years	ECC Median Years
Total	1,554		
Earned a Degree	242*	5.0	4.4
Earned a Certificate	91**	7.5	4.5

*42 earned degree prior to Fall 2013   **40 earned certificate prior to Fall 2013

Fall 2014 DSPS Students	#	Median Years	ECC Median Years
Total	1,359		
Earned a Degree	183*	5.0	3.5
Earned a Certificate	67**	7.0	3.5

*39 earned degree prior Fall 2014   **27 earned certificate prior to Fall 2014

Fall 2015 DSPS Students	#	Median Years	ECC Median Years
Total	1,540		
Earned a Degree	170*	5.0	4.6
Earned a Certificate	61**	6.2	4.5

*32 earned degree prior to Fall 2015   **27 earned certificate prior to Fall 2015

Fall 2016 DSPS Students	#	Median Years	ECC Median Years
Total	1,066		
Earned a Degree	106*	5.0	3.8
Earned a Certificate	55**	4.8	3.8

*13 earned degree prior to Fall 2015   **27 earned certificate prior to Fall 2016

- DSPS students consistently take longer to achieve degrees and certificates. Students are allowed to repeat Adapted Physical Education and Educational Development courses. This accommodation not only adheres to Title V regulations, but is also vital for the continued success of this student population. The continued and ongoing support that these courses provide for students with disabilities often assists them in achieving their educational goals.

El Camino College
Educational Development
Success Rate in Math Courses
Fall 2016-Fall 2017

Success Rates* for DSPS Students in Math Courses

Term	Edu Dev 38 Students	Non Edu Dev 38 Students
Fall 2016	60.0%	47.0%
Fall 2017	61.1%	45.4%

*Success Rate= percent of students who received an A, B, C or Pass as a final course grade out of all students enrolled.

- For both F'16 and F'17, SRC students taking Math **without** EDEV 38 had a less than 50% pass rate, i.e., close to 45%. Students taking EDEV 38 had a 60% or better pass rate for their Math class. This is all the more impressive because EDEV 38 enrollment has included more and more students at higher levels of Math, such as 150, 180 and 190. In earlier years, the highest level seen in EDEV 38 was Math 40.

- Future studies should ideally compare pass rates in terms of specific Math course levels, especially now that El Camino College offers compressed, multi-level Math classes like Math 37 and 67, which are slated to continue even in the AB 705 environment. For now, though, the SRC, the HSA Division, the EDEV 38 Instructors and Instructional Assistants feel proud of the above-reported results. A fourth section of EDEV 38 is advocated, given the demand and the anticipated impact of AB 705.

J) List any related recommendations.

1. Computer lab with adaptive software for EDEV courses
2. Portable computer cart with laptops and appropriate software
3. Add a fourth section of ED 38
4. Continue to provide student assistance to ensure student success
5. Purchase a 3D printer for tactile graphics, especially for students with vision loss and/or head injuries (Acquired Brain Injury or "ABI"), such as wounded Veterans.
6. Purchase the Woodcock-Johnson Tests of Cognitive Abilities--IV for more specific identification of the learning challenges experienced by students with head injuries, such as wounded Veterans.

SECTI0N 3
Curriculum
EDEV

Educational Development (EDEV) Curriculum Overview:

The instructional component of the programs seeks to meet the varied educational needs of the students with disabilities through 13 EDEV courses. Although these courses are open to all students, some are specifically designed for the Deaf and Hard-of-Hearing populations that are taught in American Sign Language. All courses are credit, non degree applicable except for EDEV 121, 122, and 140, which are credit, degree applicable and transferable to the CSU educational systems.

Course Overview:

EDEV 10*, 11*, 35 and 36 provide instruction in remedial/basic English and Math skills. Note: Course number with an asterisk here are designed for students who are Deaf or Hard-of-Hearing.

EDEV 29 introduces the role of the Special Resource Center (SRC) and the concepts of disability management in the college setting. This 8-week course supports students with learning disabilities. Individual assessments of learning strengths and weaknesses may determine eligibility for accommodation through the Special Resource Center.

EDEV 32 and 33 assist students with analyzing and applying appropriate learning strategies, such as time-management, self-regulation, and self-advocacy skills

EDEV 37 and 38 give students the opportunity for collaborative group learning related to English or Math assignments from regular classes. There has been a significant increase in section offerings in these two courses. Four sections of EDEV 37 and three sections of EDEV 38 were offered during each of the semester terms for the 2017/18 academic year. Special course repeat petition is commonplace for these two courses (especially EDEV 38) as statistics have shown that these support classes help students complete their English and Math classes successfully while creating an atmosphere of a community of scholars.

EDEV 41 is designed to assist students with computer access, terminology and usage with emphasis on assistive technologies and adapted equipment.

EDEV 121, 122, and 140 provide career preparation, personal assessment or using assistive computer technologies to increase computer literacy.

Special Course Repeat Petition:

All our Educational Development (EDEV) courses are recognized by the California Community College Chancellor's Office under Title 5, Sections 55040(a), 56028, and 56029 as "special courses" or "Educational Assistance Courses,"and students with disabilities are eligible for "special course repeat petitions" in any of the following circumstances:

1.) the student's success in other classes (general or special) is dependent upon additional repetition of the special class,
2.) the student's need to enroll again in the special class to be prepared for enrollment in regular or special classes, or
3.) the student's educational contract specifies a goal in which additional enrollments in the special class will help further that goal.
4.) Current Course Offerings: (Data from 2016-17 Schedule of Classes)

Item	Course Number	Units	Descriptive Title of Course	# of Sections in 2016-17year			
				Sm	F	W	Sp
1	EDEV 10	2	English Grammar for Deaf and Hard-of-Hearing Students	0	0	0	1
2	EDEV 11	2	Writing and Reading for Deaf and Hard-of-Hearing Students	0	1	0	0
3	EDEV 29	1	Individualized Assessment of Learning	1	2	1	2
4	EDEV 32	3	Psychology of Affective Learning	0	1	0	1
5	EDEV 33	3	Specific Learning Strategies	0	2	0	2
6	EDEV 35	3	Reading Skills for Students with Learning Differences	0	2	0	1
7	EDEV 36	3	Writing Skills for Students with Learning Differences	0	1	0	1
8	EDEV 37	1	Increased Learning Performance: English	0	4	0	4
9	EDEV 38	1	Increased Learning Performance: Mathematics	0	3	0	3
10	EDEV 41	1	Assistive Computer Technology Laboratory	0	1	1	1
11	EDEV 121	2	Career Preparation	0	0	0	1
12	EDEV 122	2	Personal Assessment	0	1	0	0
13	EDEV 140	2	Assisted Computer Literacy	0	1	1	1
			Totals of Sections per Term	*1*	*19*	*3*	*18*

Although not in our EDEV curriculum, there are a few courses in Human Development department that have a specific section designed for students in the Special Resource Center.

Courses in Human Development that have a section designed for SRC students

Item	Course Number	Unit	Descriptive Title of Course
1	HDEV 101	1	Orientation to College and Education Planning
2	HDEV 105	1	Career and Life Planning
3	HDEV 110	3	Strategies for Creating Success in College and in Life

Review and discuss the curriculum work done in the program during the past four years, including the following:

A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
Appendix C

B) Explain any course additions to current course offerings.
Ed Dev Courses: 37 & 38 were added in Fall 2016, due to the high demand. Previously, 121, 122, 140, were made into transferable classes approximately two years ago.

C) Explain any course deletions and inactivations from current course offerings.
Ed Dev 31 had been eliminated. Ed Dev 8 for the Deaf and Hard of Hearing had been inactivated due to low enrollment.

D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
Not Applicable

E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.
  1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
The Educational Development Program does offer a course cycle. Educational Development Program does not offer degrees or certificates.

  2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?
Not Applicable

  3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
Not Applicable

  4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
Not Applicable

F) List any related recommendations.
   1. Continue contact/meeting with Advisory Council to identify needs in improving curriculum for the target student population.
   2. Develop new curriculum to be included in the Career Technical Education Programs/Vocational programs with a focus on work readiness/preparedness.
   3. Work more closely with the English and Math Departments in ensuring preparation and seamless transition from the Educational Development to the GE requirements, and in keeping with AB705 Compliance.
   4. Continue to develop and refine marketing to showcase the Educational Development Program for transitional and high school students as well as for students who are served by the CA Department of Vocational Rehabilitation.

Curriculum
Adapted Physical Education

Course Overview:

The Adapted Physical Education program provide six courses related to fitness, swimming, yoga and bowling. All are 1-unit activity exercise courses. Exercise programs are self-paced, personalized and are designed for students with disabilities. Courses provide students with an opportunity to improve their level of fitness, health, and quality of life. Students also improve their sport and recreational skills. All courses are credit, degree applicable and are transferable to California State Universities (CSU) and some of the University of California (UC) educational systems.

Of the 12 sections of course offerings during the fall and spring terms, 8 > 12 are related to fitness and are housed in our designated fitness room - KIN Modular 100. This fitness room is accessible and includes universal design exercise equipment, which provides access for students using wheelchairs and for those who do not. Exercise equipment includes treadmills; arm cycles; recumbent/upright leg cycles; recumbent steppers; flexiciser; standing frame; multi-station resistance exercise pulley machines; free weights including dumbbells, cuff-weights, and medicine balls; theraband/sport cords; gymnastic balls and foam rolls. Exercise floor mats and accessible tables are useful sites for recumbent exercise, range of motion, and stretching activities.

PE 400 is our Adapted Fitness course, which provides an overview of the basic components of physical fitness including body composition, cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength.

PE 401 is our Adapted Strength Training course, which identifies the benefits of resistive exercise and discusses strategies and training principles for proper and effective weight lifting. Major muscle groups and associated resistive exercises are identified.

PE 404 is our Adapted Cardiovascular Fitness course, which provides knowledge and application of aerobic and anaerobic exercise training to enhance stamina and overall fitness.

Note: Courses noted above - PE 400, PE 401, and PE 404 comprise of 75% of our curriculum section offerings. Although course content is specific to the course descriptive titles, students participate in personalized exercise programs that meets the interests and abilities of each student.

PE 402 is our Adapted Swimming and Hydroexercise course, which provides the opportunity for fitness and aquatic skill improvement. Our indoor heated pool consists of six deep lanes and four shallow lanes, which are 25 yards long. Access lifts are available for students who need assistance entering and exiting the pool. A variety of buoyancy and water resistance devices are used during swimming, hydro-exercise and when acquiring aquatic skills. Students learn the concepts of buoyancy and are introduced to basic swimming skills.

PE 407 is our Adapted Bowling course offered off-campus at the Gable House Bowl located in Torrance, CA. Students pay a $7 user fee, which includes the use of a house ball and bowling shoes. Bowling ball ramps are available for students unable to perform a pendulum type delivery. Students learn a base of knowledge and develop bowling skills that promote lifetime participation in leisure, recreational and competitive league activities.

PE 409 is our Adapted Yoga course, which provides a personalized exercise fitness option focusing on various yoga, poses while incorporating breathing and relaxation skills.

Special Course Repeat Petition:

All our Adapted Physical Education activity courses (PE 400 - 409) are recognized by the California Community College Chancellor's Office under Title 5, Sections 55040(a), 56028, and 56029 as "special courses" and students with disabilities are eligible for "special course repeat petitions" in any of the following circumstances:

1.) the student's success I other classes (general or special) is dependent upon additional repetition of the special class,
2.) the student's need to enroll again in the special class to be prepared for enrollment in regular or special classes, or
3.) the student's educational contract specifies a goal in which additional enrollments in the special class will help further that goal.
4.) Current Course Offerings: (Data from 2016-17 Schedule of Classes)

Item	Course Number	Units	Descriptive Title of Course	# of Sections in 2016-17 Year			
				Sm	F	W	Sp
1	PE 400	1	Adapted Fitness	2	3	2	4
2	PE 401	1	Adapted Strength Training	0	4	0	3
3	PE 402	1	Adapted Swimming and Hydroexercise	1	2	0	2
4	PE 404	1	Adapted Cardiovascular Exercise	0	1	0	1
5	PE 407	1	Adapted Bowling	0	1	0	1
6	PE 409	1	Adapted Yoga	0	1	0	1
			Totals of Sections per Term	*3*	*12*	*2*	*12*

Review and discuss the curriculum work done in the program during the past four years, including the following:

A) **Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.**
Appendix C

B) **Explain any course additions to current course offerings.**
None

C) **Explain any course deletions and inactivations from current course offerings.**
None

D) **Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)**
Not Applicable

E) **Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**
Not Applicable

1. **Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
Not applicable

2. **Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**
Not applicable

3. **How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**
Not applicable

4. **Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**
None

5. **List any related recommendations.**

1. Reactivate PE405 – Adapted Aqua aerobics
2. Add a late starting class 8 week ½ unit course
3. Develop or add narrative in schedule for an Adapted Seated Yoga class
4. Consider developing a 0 unit APE course

SECTION 4
EDEV
Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

A) **Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.)**
See Appendix A

B) **Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.)**
See Appendix B

C) **State the percent of course and program SLO statements that have been assessed.**
All of the EDEV (100%) courses have been assessed except for new courses, which are scheduled to be assessed once a year as, noted on the timelines.

D) **Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

The collaboration between faculty both adjunct and full-time has enhanced the SLO/PLO assessments process. A consistent action is the highly stressed need for a regularly available computer lab. In addition, as assessments actions have stressed, a portable computer cart is necessary for providing the needed computers with software when classes overlap to ensure success for all students. Sharing of the lab is often not possible. Many students would still not have access to the technology necessary for student success. Actions also mention the need for a supplemental computer lab (computer cart) for additional practice and homework completion.

A number of teaching strategies have been recommended and have led to improved student success and include more one-on-one assistance, improved reading materials, improved testing methods and revising of test questions. Timing of topic presentation and testing has also been recommended

E) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
Faculty have collaborated in refining PLO statements for the EDEV program. Collaboration on teaching strategies has led to some improvements for faculty effectiveness and improved student success.

F) List any related recommendations.
1. Designated computer lab
2. Portable computer cart
3. Necessary software and licensing

SECTION 4
Adapted Physical Education
Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.)
See Appendix A

B) Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.)
See Appendix B

C) State the percent of course and program SLO statements that have been assessed.
100% of SLOs and PLOs have been assessed.

D) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
A great deal of collaboration among instructors has led to Actions that have improved student success. Heart rate monitors were recommended, and purchased. The utilization of the monitors improved monitoring of exercise heart rate and strategies to maintain appropriate exercise heart rates during exercise. Exercise Pro software was used to enhance

handouts. A number of teaching strategies have been incorporated that improved student success which include more one on one tutoring for students with Intellectual Disabilities.

E) **Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

Consistent and ongoing dialogue and collaboration have led to revising and improving SLO/PLO statements and assessments. Faulty have discussed results, and have teamed in multiple section assessments with actions that include more one-on –one instruction for the Intellectual Disabled population.

F) **List any related recommendations.**

1. Continue to maintain and replace modern exercise equipment with capability to collect data.
2. Maintain current level of student workers to facilitate student success and continued safety ($21,000)
3. Purchase license for Exercise Pro software. ($600 per year)
4. Purchase posters for improved teaching of cognitive concepts ($200)

SECTION 5
Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

Adapted Physical Education Student Survey

Instructors in this program have helped me achieve my goals relative to fitness- health- and sport/recreational activities.

Response	Frequency	Percent	
Strongly Agree	101	72.14	
Agree	36	25.71	
Neither Agree nor Disagree	3	2.14	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

I have felt a sense of community within this program.

Response	Frequency	Percent	
Strongly Agree	90	66.67	
Agree	31	22.96	
Neither Agree nor Disagree	10	7.41	
Disagree	4	2.96	
Strongly Disagree	0	0.00	

There is an appropriate range of courses offered in this program.

Response	Frequency	Percent	
Strongly Agree	75	53.96	
Agree	50	35.97	
Neither Agree nor Disagree	9	6.47	
Disagree	4	2.88	
Strongly Disagree	1	0.72	

Courses were scheduled on days and times that were convenient to me.

Response	Frequency	Percent	
Strongly Agree	85	59.86	
Agree	48	33.80	
Neither Agree nor Disagree	6	4.23	
Disagree	3	2.11	
Strongly Disagree	0	0.00	

Registration for classes using MyECC on our ECC website is easy for me.

Response	Frequency	Percent	
Strongly Agree	56	40.58	
Agree	41	29.71	
Neither Agree nor Disagree	19	13.77	
Disagree	13	9.42	
Strongly Disagree	9	6.52	

I am familiar with the 'special course' repeat petition process

Response	Frequency	Percent	
Strongly Agree	69	49.64	
Agree	51	36.69	
Neither Agree nor Disagree	10	7.19	
Disagree	6	4.32	
Strongly Disagree	3	2.16	

The buildings and classrooms used by this program are satisfactory.

Response	Frequency	Percent	
Strongly Agree	56	39.16	
Agree	64	44.76	
Neither Agree nor Disagree	14	9.79	
Disagree	6	4.20	
Strongly Disagree	3	2.10	

The exercise equipment used by this program is satisfactory.

Response	Frequency	Percent	
Strongly Agree	55	38.73	
Agree	67	47.18	
Neither Agree nor Disagree	10	7.04	
Disagree	9	6.34	
Strongly Disagree	1	0.70	

The bathroom and locker room facilities are satisfactory.

Response	Frequency	Percent	
Strongly Agree	40	27.97	
Agree	50	34.97	
Neither Agree nor Disagree	32	22.38	
Disagree	17	11.89	
Strongly Disagree	4	2.80	

I am aware of the course objectives and student learning outcomes [SLO] for my courses.

Response	Frequency	Percent	
Strongly Agree	81	56.64	
Agree	50	34.97	
Neither Agree nor Disagree	6	4.20	
Disagree	5	3.50	
Strongly Disagree	1	0.70	

I am aware of non-Adapted Physical Education exercise options at ECC or within the community.

Response	Frequency	Percent	
Strongly Agree	69	48.59	
Agree	46	32.39	
Neither Agree nor Disagree	16	11.27	
Disagree	9	6.34	
Strongly Disagree	2	1.41	

Participation in the Adapted Physical Education program has improved my quality of life

Response	Frequency	Percent	
Strongly Agree	110	77.46	
Agree	24	16.90	
Neither Agree nor Disagree	6	4.23	
Disagree	1	0.70	
Strongly Disagree	1	0.70	

A) Describe the results of the student survey in each of the following areas:

1. **Student Support**
   While there were no questions that directly asked about students support, the survey results indicate that the instructors are effective in helping students reach their goal and that a strong sense of community exists in the program. Over 94% of the students agree or strongly agree that participation in the program has improved their quality of life!.

2. **Curriculum**
   Over 90% of students in the program agree or strongly agree that there are sufficient course offerings that are scheduled at appropriate times.

3. **Facilities, Equipment, and technology**
   The facilities and equipment are considered satisfactory by close to 85% of the students in the program. The bathroom and locker room facilities were areas where improvement is recommended, but these areas still generated favorable responses from approximately over 60% of students. The new facilities will include new bathroom and locker room facilities that will be much improved. The equipment used by students had favorable responses of agree or strongly agree by 85% of students. There were no questions directly related to technology, and the use of technology in the classes is limited. The continued use of Exercise Pro is useful in programming and explaining cognitive concepts.

4. **Program Objectives**
   The objective of providing individualized accessible exercise option for students with disabilities is being met, with improvements in facilities and an ongoing sustainable upkeep and purchase of state of the art equipment. The continued funding and use of student assistants is critical for improving student success and safety.

B) Discuss the implications of the survey results for the program.
Results from the surveys have implications for future student success. Facilities will be upgraded in the new building. Equipment needs to continually be upgraded and maintained, Course offerings need be continued with perhaps a late starting class added, and the funding for student assistants maintained for continued student success and ensured safety for both students, staff, and faculty.

C) Discuss the results of other relevant surveys.
No other surveys

D) List any related recommendations.
1. Continued upgrade, replacement, and maintenance of modern equipment is critical
2. Continued funding of student assistants is also critical ($21,000 per year)
3.

Educational Development Student Survey- All Classes

The Educational Development course I'm taking is helping me achieve my educational goals.

Response	Frequency	Percent	
1 Disagree Strongly	1	0.56	
2	3	1.68	
3	22	12.29	
4	42	23.46	
5 Agree Strongly	111	62.01	

The Educational Development instructor understands my needs as a student.

Response	Frequency	Percent	
1 Disagree Strongly	0	0.00	
2	1	0.56	
3	22	12.36	
4	43	24.16	
5 Agree Strongly	112	62.92	

The Educational Development course I am taking provides the opportunity for students to participate actively in class.

Response	Frequency	Percent	
1 Disagree Strongly	2	1.12	
2	6	3.35	
3	14	7.82	
4	60	33.52	
5 Agree Strongly	97	54.19	

In my Educational Development class- the instructor values student input.

Response	Frequency	Percent	
1 Disagree Strongly	2	1.11	
2	5	2.78	
3	15	8.33	
4	47	26.11	
5 Agree Strongly	111	61.67	

I am satisfied with the variety of Educational Development courses offered.

Response	Frequency	Percent	
1 Disagree Strongly	1	0.56	
2	6	3.35	
3	25	13.97	
4	56	31.28	
5 Agree Strongly	91	50.84	

The Educational Development course I needed most was scheduled on a convenient day/time for me this semester.

Response	Frequency	Percent	
1 Disagree Strongly	4	2.23	
2	11	6.15	
3	16	8.94	
4	48	26.82	
5 Agree Strongly	100	55.87	

If I am taking Ed. Dev 35- 36- 37- or 38- my class had the same computer lab assigned to us without fail from day #1.

Response	Frequency	Percent	
1 Disagree Strongly	71	46.41	
2	66	43.14	
3	16	10.46	
4	0	0.00	
5 Agree Strongly	0	0.00	

If I am taking Ed. Dev. 35- 36- or 37- my class has had all the reading/writing software needed in our lab.

Response	Frequency	Percent	
1 Disagree Strongly	69	44.81	
2	64	41.56	
3	21	13.64	
4	0	0.00	
5 Agree Strongly	0	0.00	

39

My Ed. Dev. classroom or lab has had all the assistive equipment needed for accommodations since day #1.		
Response	Frequency	Percent
1 Disagree Strongly	66	40.49
2	45	27.61
3	42	25.77
4	9	5.52
5 Agree Strongly	1	0.61

I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program.		
Response	Frequency	Percent
1 Disagree Strongly	3	1.69
2	48	27.12
3	16	9.04
2	0	0.00
5 Agree Strongly	110	62.15

EDEV

Responses to the Fall 2017 surveys were very positive in terms of the content of Educational Development classes and of instructional personnel. Negative responses targeted the lack of computer lab facilities, especially for E.D. 35: Reading Skills (two sections), E.D. 36: Writing Skills (one section), E.D. 37: English Support Lab (three sections), and E.D. 38: Math Support Lab (three sections).

A). Describe the results of the student survey in each of the following areas:

1. **Student Support**
   The lack of a consistent, regularly assigned computer lab is a blaring weakness evident in student responses. However, the students feel that the program is helping them to achieve their educational goals, that instructors are regarded as understanding the various needs of students with disabilities and that student input is valued.

2. **Curriculum**
   Over 80% of students agree or strongly agree that the course offerings are satisfactory, and that the times classes are scheduled are convenient.

3. **Facilities, Equipment, and technology**
   Facilities will be much improved in the new building. Accessible classrooms are critical! The need for a computer lab with required assistive software is of utmost importance. As classes are scheduled at overlapping times, a mobile computer cart in addition to the computer lab is greatly needed. The student survey results indicate that students are very dissatisfied with the lack of an assigned computer lab and a lack of assistive equipment and needed software.

4. **Program Objectives**
   The Educational Development classes meet the objective of providing support for students with disabilities that leads to academic success. The lack of technology (computers, software) is one that can not be overlooked and is critical for the program to meet the needs of EDEV students.

B). Discuss the implications of the survey results for the program.

It is critical that a computer lab be in place for EDEV that includes appropriate software. A second portable computer cart is necessary to support students when classes overlap. The EDEV program is a great educational support for students with disabilities and is seen by students as helping them achieve their goals in spite of the poor computer availability and software that is needed.

C). Discuss the results of other relevant surveys.
No other surveys

D). List any related recommendations.

1. EDEV classroom/computer lab (30 computers) is mandatory for student success in EDEV class that includes a large whiteboard and smart classroom.
2. Software including: Jaws, Zoomtext, Inspiration, Equatio
3. A mobile computer cart for overlapping EDEV classes and student support

SECTION 6
EDEV
Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.
Currently, the existing program is housed within the Special Resource Center. The equipment used in the High Tech Center for lab classes, along with any available labs on campus.

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The 1-2 year immediate need is for a new accessible classroom that will also function as a lab. This is being met in 2019 with the move to the new Student Services Center. The cost for the new classroom/lab has been funded by the Institution. With the lab classroom, this will provide the Educational Development Program the educational lab space needed in meeting the SLO requirements for the courses in which the lab component is critical.

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The 2-4+ need will be to have 30 laptops that the Educational Development Program will need. As we market the program and continue to offer classes, having any class on campus become a lab will increase program efficiency and will open up the opportunity for more than one Educational Development class using a lab at the same time. Current (2018) cost estimates for 30 laptop computers with a storing station/cabinet will cost approximately $50,000.00. Software that is accessible for students to use the laptops will also need to be installed. Licenses for the software will be approximately $75,000.00, which will also include hardware for those students with mobility needs

D) List any related recommendations.
1. Designated computer lab, (will be met)
2. Portable computer cart with 30 laptops.
3. Software, hardware and licensing

SECTION 6
Adapted Physical Education
Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.
The Adapted Physical Education is currently utilizing a temporary module as the Adapted Physical Education lab. The swimming pools are still being used for the Adapted Swimming and Hydroexercise courses. The South Gym is being used for the Adapted Yoga. All of these facilities will be new when the new complex is built. The new Adapted Fitness lab and pool are included in the design. The Adapted Yoga class needs to secure a space in the new facility. Much of the equipment in the Adapted Physical

Education lab is of universal design and is made to accommodate students with disabilities. The current equipment is outstanding and serving the students well, but ongoing replacement, upgrades, and maintenance are critical for continuing in the effective manner as in the past. Equipment needs to be on a continuous replacement cycle.

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
We will be in the temporary module for a couple of years. It is serving us well, but the ongoing equipment replacement and upgrades need to continue.

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
As we move into the new facility, the size and configuration of the new building may require equipment upgrades or replacement. Bathroom and locker room facilities need to include a family dressing area, and accessible showers, lockers, etc.

D) List any related recommendations.
1. Replace Nusteps, treadmills, rowers, and bikes on a continuous cycle.
2. Yoga bench/table
3. New Equalizer 1000 to replace one that is close to 15 years old and needs repair ($15,000.00)
4. Equalizer Dip Station ($5,400.00)
5. New set of sport cords, Thera bands, gymnastic balls, cuff weights, and dumbbells.
6. Replace other weight machines as needed.
7. Hydroexercise equipment

SECTION 7
Technology and Software
EDEV

A) Describe and assess the adequacy and currency of the technology and software used by the program.

The current technology and software used by the Educational Development program consists of the following; High Tech Center Lab, campus labs, (limited and when available). The software used are; Audio Notetaker, Read Write Gold, Zoomtext, Inspiration, and Jaws. These are popularly used within the Program. All of the software utilized within our High Tech Center and in some of the other labs. If / when available, is critical to our students with disabilities. While the High Tech Center within the Special Resource Center has all of the software for access, the other labs on campus that are utilized do not. This poses an issue for our low vision and/or blind students, because the software can read back audibly to the student with this type of disability. In addition, those students with specific learning disabilities who may be auditory learners also benefit from this software. These programs are essential tools for our Educational Development Program.

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The immediate need, (1-2 years) related to technology and software would be a 508 compliance issue with the institution. The institution will need to be more compliant with section 508 of the ADA, and therefore all labs, and technology equipment must be accessible to all students. Having all labs become technology accessible and ADA 508 compliant, this will enhance accessibility for our Educational Development Program.

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The long –range (2-4+ year) needs as related to technology and software would be the maintenance of our technology and license renewal costs associated with this plan. Hardware would have a finite life cycle of 5 years. The software and hardware would need to be replaced or updated as needed. As important is the purchase of newer assistive software as it becomes available, such as Equatio for math, which would provide better access for our students with disabilities who are taking Math classes.

List any related Recommendations
1). New PC equipment as hardware life cycle expires
2   New software as it becomes available and/or upgrades to current software

Adapted Physical Education

A) Describe and assess the adequacy and currency of the technology and software used by the program.

The program currently uses a desktop computer in the office for many tasks including the development of exercise cards for each student.

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Continue to purchase upgrades to the ExercisePro, which has been a very useful tool for teaching and programming. ($600).

A charging station for the heart rate monitors that could remain in the lab would be helpful ($200).

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

If the SRC goes digital with Academic Accommodation Plans, then a desktop computer in the classroom would be valuable. It would be used for creating exercise programs/ cards, and teaching as well as completing documentation. ($1500)

D) List any related recommendations.
1. Update Exercise Pro software or equivalent with latest version
2. Power source for heart rate monitors
3. Desktop computer

SECTION 8
Staffing

EDEV

A) Describe the program's current staffing, including faculty, administration, and classified staff.

The Educational Development Program had two retirements last year (Spring 2017) from the SERP retirement incentive. Both educators were instrumental in the program and were certified to provide Learning Disability Assessments to students, as per the Chancellor's Eligibility Model, known as the "LDESM." Currently, we have replaced one of those positions with a full-time hire who is also certified to do Learning Disability Assessments. Currently, there are three full-time Instructors, (two of whom are certified Learning Disability Specialists who can also serve as general Disability Specialists). We have three part-time Instructors. All these positions are overseen by the Director of the Special Resource Center, who reports to the Dean of Health Sciences and Athletics. There are two Instructional Aides who assist in the Educational Development Program.
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B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The Institution has hired and replaced one of the Instructor/Faculty positions as an immediate need. However, the program's staffing needs will require having the second position replaced as well. As the curriculum is looking to expand to provide a Vocational Component with Career Technical Education and as the program continues to serve a growing population of students requiring these classes, the second full-time position will need to be replaced. The Educational Development Program needs to consider students who require assistance, not only for degrees and transfers to four-year institutions and colleges, but for certificates in the Vocational trades, that is, for those students working with employment agencies and with the Department of Rehabilitation. These students may have an employment goal of learning a trade for placement into employment. There is a need to develop curriculum with this focus; therefore, replacing the second full-time Learning Disability Specialist position will be essential. Implementation of AB 705 is slated to eliminate the preparatory "NDA" English courses in both Reading and Writing formerly offered through the Humanities Division. The impact to preparatory or "NDA" Math courses is yet to be seen. Consequently, increasing the number of sections of current Educational Development courses may be needed, as may be the development of new curricula, thus creating the need for more faculty positions, both full-time and part-time

C) List any related recommendations.
1. Replace both of the Learning Disability Specialists who retired in Spring 2017 (one has been replaced.)
2. A full-time faculty member will be retiring in 4-years. Need a replacement.

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3. Expand the Curriculum to include Vocationally-based and employment preparation instruction, as well as expanded curricula in basic skills support, given AB 705.
4. Increase the funding and assignment of part-time EDEV Instructors.

Adapted Physical Education

A) **Describe the program's current staffing, including faculty, administration, and classified staff.**
The program has two full-time instructors and one adjunct faculty that teaches the Adapted Yoga class.
Each section has two student/casual teachers' assistants that assist students to enhance success and ensure safety.

B) **Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**
Continued funding for student assistants is imperative for student success and safety ($21,000 + per year).
A full-time faculty replacement for a retiring instructor is necessary to continue program at current enrollment numbers ($80,000-$100,000)

C) **List any related recommendations.**
1. Due to retirement, replacement of 1 full-time faculty
2. Continue funding for Student Workers ($21,000.00 per year)
3.

SECTION 9
Direction and Vision
EDEV

A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Given the anticipated impact of AB 705, equipping EDEV classes with a dedicated, fully furnished computer lab and assistive technology is more crucial than ever. EDEV courses fortify students, not only with academic content but with the self-regulatory skills needed to cope with the high-stakes timeline and context likely to be part and parcel of AB 705.

An anticipated change within the college and SRC, locally, is the intent to offer more "College to Job Placement" programs, such as the one being piloted in cooperation with South Bay Workforce Development, i.e., to offer a Machining Certificate Program to high-functioning students with Autism Spectrum Disorder. In addition to the required Machining courses, students will be co-enrolled in an appropriate EDEV class, designed to help them develop requisite interview and job retention skills. New or modified EDEV curricula may be required, indicating the need for increased access to the EDEV Computer lab as well as the need for a back-up classroom with a portable computer cart if two EDEV classes are scheduled simultaneously, which has already occurred.

B) Explain the direction and vision of the program and how you plan to achieve it.

With the advent of AB 705, the Educational Development Program envisions ever-increasing interface and cooperation with academic departments at El Camino College, especially with English and Math. A meeting with each of these departments has already been scheduled to identify the most pressing concerns in support of students who will essentially be losing the "safety net" of being able to take as much time as they might need to get to college level coursework. These meetings could be regarded as the launch of a new, long-term collaboration in which Ed. Dev. will likely play a key role in the retention and persistence of students with disabilities as they work in a more pressured environment towards the completion of their educational goals. Part of the plan will be to share relevant, empowering technology with academic departments, i.e., technology such as Sonocent Audio Note-taker, which could be incorporated, over time, into a universal design for instruction in any number of college disciplines.

Another aspect of the direction and vision of the Ed Dev. Program is our realization that more and more, our students will be required to turn in their assignments, especially Math and English, online rather than in hard copy. Our aim is to provide students both with access and with the opportunity to hone their technological skills and confidence. Clearly, this requires reliable access to a computer lab furnished with the assistive technology typically needed by students with disabilities.

C) List any related recommendations.

SECTION 10
Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Classroom/Computer lab with large whiteboard and smart station.	Institution to provide* See B 1, **Note*.**	1, 5, 6
2.	Portable Computer Cart with 30 laptops.	$ 50,000	1, 5, 6
3.	Assistive software to include Jaws, Zoomtext, Inspiration, Read & Write Gold, Sonocent Note-taker, Dragon Naturally Speaking, and Equatio, plus licensing fees to increase campus-wide access to this array of software.	$175,000	1, 2, 5, 6
4.	At least one more full-time L.D. Specialist /EDEV Instructor.	$100,000 year, incl. benefits	1, 2, 5
5.	At least two part-time EDEV instuctors, $45,000 each.	$90,000	1, 2, 4
6.	Six to eight part-time instructional assistants, approximately $20,000—25,000 each, depending on assigned hours.	$150.000	1, 2, 4
7.	Stipend for EDEV Coordinator or Dept. Chair.	$30,000 as portion of salary	1, 3, 4
8.	Appropriate, durable 3D Printer to provide tactile graphics for instruction and/or as an accommodation.	$3,500	1, 2, 4, 6
9.	Woodcock Johnson Tests of Cognitive Ability IV, with Protocols.	$2,000	1, 2, 4
10.	Replace Full-time faculty who will retire 2022	$100,00 +	1, 2, 5

B) Explain why the list is prioritized in this way.

1. For close to fifteen years, the Ed Dev Program has had to "beg" computer space from two or three other El Camino College Divisions willing to assist us, given the lack of a classroom-sized computer lab in our own Division. Thus, students have had to adjust to traversing one location and then another, sometimes three or four different lab / classroom locations in one semester, due to the complications of scheduling! Few of the borrowed labs have come equipped with software for the blind or sufficient space for students in wheelchairs to maneuver themselves comfortably. Fulfillment of SRC requests to I.T. have typically been very slow, given other demands on I.T. and the fact that, for some reason, the SRC's own technological staff have not been permitted to add or to service the needed assistive software even though our staff are fully capable of doing

so. Having our own dedicated computer lab will make an exponential difference to our students, faculty, and support staff.

2. The portable computer cart is needed because in many instances, two Ed. Dev. classes may be scheduled simultaneously, or they may overlap, hence the need for a second computer lab. This could be achieved by storing a fully equipped computer cart in a building with reliable WiFi and using an appropriate classroom in that building for the second or the overlapping Ed. Dev. class.

3. As has been mentioned, assistive software, ergonomic stations, appropriate layout, etc., provide disabled students with equal access to education and may serve to mitigate the wide disparity in learning styles and educational preparation often encountered in this population.

4. Instructional assistants allow for a narrower, more effective instructor/student ratio and help to provide one-on-one assistance where it is needed. This is essential for students who may be speech impaired or who may have other disabilities which interfere with full-group participation.

Direction and Vision
Adapted Physical Education

A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
NA

B) Explain the direction and vision of the program and how you plan to achieve it.
The direction and vision is to sustain current level and increase enrollment in the afternoon courses. We have begun and plan to expand outreach to recruit SRC students who currently do not enroll in Adapted Physical Education courses and to outside agencies.

C) List any related recommendations.
See below recommendations

Prioritized Recommendations
Adapted Physical Education

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Continue to secure funding for student assistants (2 per section)	$21,000 per year	1, 2, 5
2.	Replace 2 Nusteps and then have 4-year replacement cycle for the 3 that are utilized on a consistent basis	$11,000	2, 5, 6
3.	Stretching Table for Yoga Class	$225	2, 5, 6
4.	Replace Treadmills on 2 year cycle (1 per year)	$6,000 ea	2, 5, 6
5.	Exercise Pro software license	$700	1, 2, 6
6.	Heart Rate monitor charging station	$200	1, 2, 5, 6
7.	Medicine Ball Rack	$250	2,6
8.	Antibacterial Wipes	$200	
9.	Replace full-time faculty member who is retiring	$80-100K	1, 2,
10.	Neck Rolls, Belts, Fins, various aquatic equipment	$1000	2,
11.	Replace Equalizer Universal Weight Machine	$15,000	2, 6
12.	Equalizer Rickshaw weight station	$ 4,700	2, 6
13.	Replace bikes as necessary	$1,800 ea	2, 5, 6
14.	Replace Rowing Machines as necessary	$900	2, 5, 6
15.	Computer with printer	$1,500	1, 2, 5, 6
16.	Add Seated Yoga notation or course	None	1, 2
17.	Add 8-week course ½ unit course	None	1, 2
18.	Reactivate PE405	None	1, 2

B) Explain why the list is prioritized in this way.

The student assistants are vital to continued student success and safety. The ongoing replacement and upgrade of the aerobic equipment is a necessity. The New Steps are over 13 years old and wearing out of bushings, etc. creates a need to replace. The yoga class needs a table/bench and this would be perfect for students who cannot get up off the floor. Treadmills are one of the most popular for aerobic exercise, and they need to be replaced periodically. The software has expired, and assists in improving teaching strategies. Storage racks and wipes are necessary for safety. Replacement of a full-time faculty member is a requirement to keep the program at its current level and is going to be necessary in 2-3 years. Aquatic equipment is old and needs replacement for student success and safety. The equalizer is over 15 years old (safety concerns) and repairs would be excessive in costs. The universal design can accommodate student with many different ability levels and is optimum for safety. The rickshaw would be a required supplement that is no longer part of the universal machine configuration. Replacement of aerobic equipment requires a plan be in place. Computer assists with exercise cards, handouts, and computer based learning. Curriculum changes will improve access for students to be in appropriate classes.

Appendix A
ALIGNMENT GRIDS

Educational Development
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Educational Development**	Number of Courses: 15	Date Updated: 2-9-16	Submitted by: Katherine Holmes

ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4
1. The Special Resource Center's Educational Development Program will provide courses to facilitate student success in college level curriculum.			x	
2. The Special Resource Center's Educational Development Program curriculum will offer disability management strategies to empower the student to function effectively in the college culture.			x	x

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
EDEV 10 English Grammar for Deaf and Hard-of-Hearing Students: SLO #1 Sentence Parts Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types.	X							
EDEV 10 English Grammar for Deaf and Hard-of-Hearing Students: SLO #2 Adjectives Student will write simple sentences using description words (adjectives).	X							x
EDEV 10 English Grammar for Deaf and Hard-of-Hearing Students: SLO #3 Tenses Student will write simple sentences in past, present, and future tenses.	X							
EDEV 11 Writing and Reading for Deaf and Hard of Hearing Students: SLO #1 WH Questions Student will locate answers to WH-Questions (who/what, do-what, where, when, why, & how).	X							
EDEV 11 Writing and Reading for Deaf and Hard of Hearing Students: SLO #2 Ideas and Details Student will identify main ideas and supporting details in a given reading passage.	X							x
EDEV 11 Writing and Reading for Deaf and Hard of Hearing Students: SLO #3 Drafting Students will demonstrate the prewriting and drafting steps of the writing process.	X							
EDEV 121 Career Preparation: SLO #1 Personal Profile Students will recognize and describe the connection between their personal profile (interests, values, skills/aptitudes, personality) and a viable career choice.	x	x						
EDEV 121 Career Preparation: SLO #2 Laws Students will identify the laws which pertain to the rights of the disabled in the workplace.		x						x
EDEV 121 Career Preparation: SLO #3 Job Search Documents Students will prepare pertinent job-search documents.	X	x						
EDEV 122 Personal Assessment: SLO #1 Defense Mechanisms Students will analyze defense mechanisms and their effect on academia, job/career, and relationships.	x	x						
EDEV 122 Personal Assessment: SLO #2 Eight Principles Students will develop and maintain a journal that defines the eight principles of college success	x	x						x
EDEV 122 Personal Assessment: SLO #3 Time Management Students will compare and contrast different time management techniques.	x	x						
EDEV 140 Assisted Computer Literacy: SLO #1 Word Files Students will develop and print specifically named Word files.	x							
EDEV 140 Assisted Computer Literacy: SLO #2 Tab Functions Students will utilize tab functions for editing files.	x							x
EDEV 140 Assisted Computer Literacy: SLO #3 Power Point Students will design a Power Point presentation.	x							

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
EDEV 29 Individualized Assessment of Learning: SLO #1 Individual Learning Profile Students will identify a plan for academic success based upon their individual strengths and weaknesses, and if appropriate, their use of accommodations and services provided by the SRC.	x	x						
EDEV 29 Individualized Assessment of Learning: SLO #2 Disability Laws Students will identify key legislative mandates that affect students with disabilities and postsecondary education.	x	x					x	x
EDEV 29 Individualized Assessment of Learning: SLO #3 Campus Resources for Academic Success Students will identify campus resources to assist with academic success.	x	x						
EDEV 31 Increased Learning Performance: SLO #1 Course Support Students will demonstrate appropriate use of E.D. 31 course support to complete their assignments in concurrent ECC English and/or Math class(es).								
EDEV 31 Increased Learning Performance: SLO #2 Five Step Writing Process No longer taught, in process of being inactivated Students will identify the components of the five-step writing process.								
EDEV 31 Increased Learning Performance: SLO #3 Math Operations Students will utilize the appropriate order of operations for the given math problem.								
EDEV 32 Psychology of Affective Learning: SLO #1 Behavior Students Students will describe the major strategies to increase achievement oriented behavior.	x							
EDEV 32 Psychology of Affective Learning: SLO #2 Procrastination Students will eXplain techniques for overcoming procrastination.	x							x
EDEV 32 Psychology of Affective Learning: SLO #3 Goals Students will eXplain criteria necessary for setting realistic goals.	x							
EDEV 33 Specific Learning Strategies: SLO #1 Academic Strategies Students will identify strategies for academic success.	x							
EDEV 33 Specific Learning Strategies: SLO #2 Learning Styles Students will identify their preferred learning style and study techniques which are effective for that learning style	x							x
EDEV 33 Specific Learning Strategies: SLO #3 Memory Strategies Students will identify mnemonic devices for improving memory of academic content.	x							
EDEV 35 Reading Skills for Students with Learning Differences: SLO #1 Word Recognition Students will eXemplify a variety of word recognition strategies.	x							
EDEV 35 Reading Skills for Students with Learning Differences: SLO #2 Main Idea Students will describe various techniques to determine the author's main idea.	x							x
EDEV 35 Reading Skills for Students with Learning Differences: SLO #3 Supporting Details Students will eXplain strategies to determine supporting details.	x							

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
EDEV 36 Writing Skills for Students with Learning Differences: SLO #1 Paragraph Components Students will identify paragraph components including topic sentence, supporting details, and conclusion.	x							
EDEV 36 Writing Skills for Students with Learning Differences: SLO #2 Paragraphs with Purpose Students will write paragraphs specific to a variety of purposes including: Description, Definition, Process, and Persuasion.	x						x	x
EDEV 36 Writing Skills for Students with Learning Differences: SLO #3 Singular and Plural Students will develop singular and plural predicates (verbs) based on the rules pertaining to each.	x							
EDEV 37 Increased Learning Performance: English: SLO #1 Complete writing or reading assignments Students will use EDEV 37 course support appropriately to complete their assignments in their ECC English class.	x							
EDEV 37 Increased Learning Performance: English: SLO #2 Five-step writing process Students will identify / write the topic sentence, at least three supporting statements, and the conclusion of a paragraph.	x					x		
EDEV 37 Increased Learning Performance: English: SLO #3 Identify the main idea, supporting details, and type of rhetoric Students will define the type of rhetoric of their assignments, such as description, persuasion, compare and contrast, cause and effect, summary/analysis, classification, etc.	x							
EDEV 38 Increased Learning Performance: Mathematics: SLO #1 Use EDEV 31 course support to complete assignments Students will use EDEV 38 course support appropriately to complete assignments from their ECC Math class.	x							
EDEV 38 Increased Learning Performance: Mathematics: English: SLO #2 Use the appropriate mathematical formula Students will use the appropriate mathematical formula or procedure to solve the given math problem.	x					x		
EDEV 38 Increased Learning Performance: Mathematics: SLO #3 Recognize and use mathematical language and vocabulary correctly Students will recognize and use mathematical language and vocabulary correctly, both symbolic and verbal.	x							
EDEV 41 Assisted Computer Technology Laboratory: SLO #1 Community Resources Students will demonstrate the use of appropriate Assistive Technology (AT) to compare and contrast community resources offering AT.	x	x						
EDEV 41 Assisted Computer Technology Laboratory: SLO #2 Screen Reading Students will demonstrate the ability to use the screen reading program Read & Write Gold to review a teXtbook and prepare a page of study notes.	x	x					x	x
EDEV 41 Assisted Computer Technology Laboratory: SLO #3 ECC Portal Students will utilize the appropriate AT to logon to my ECC and navigate the portal.	x	x						

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
EDEV 8 Basic Mathematics Preparation for Deaf and Hard-of-Hearing Students: SLO #1 Order of Operations Students will utilize the order of operations to add, subtract, multiply, divide and exponentiate whole numbers and fractions.	x	x						
EDEV 8 Basic Mathematics Preparation for Deaf and Hard-of-Hearing Students: SLO #2 Rounding Students will estimate results of operations on whole numbers and fractions by utilizing rounding techniques.	x	x						x
EDEV 8 Basic Mathematics Preparation for Deaf and Hard-of-Hearing Students: SLO #3 Divisibility Tests and Prime Factorization Students will utilize divisibility tests and prime factorization to reduce fractions to lowest terms and perform operations on fractions	x	x						
EDEV 9 Advanced Mathematics Preparation for Deaf and Hard-of-Hearing Students: SLO #3 Ratios, Proportions, and Percentages Students will solve various application problems requiring use of ratios, proportions, and percentages.	x	x						
EDEV 9 Advanced Mathematics Preparation for Deaf and Hard-of-Hearing Students: SLO #2 Conversion Students will analyze and convert rational numbers into decimals, fractions and percentages.	x	x						x
EDEV 9 Advanced Mathematics Preparation for Deaf and Hard-of-Hearing Students: SLO #3 Ratios, Proportions, and Percentages Students will solve various application problems requiring use of ratios, proportions, and percentages.	x	x						

HEALTH SCIENCES AND ATHLETICS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Adapted P.E.**	Number of Courses: 7	Date Updated: 09.15.2014	Submitted by: R. Serr, ext. 3811

ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	**PLO to ILO Alignment** (Mark with an X)			
	1	**2**	**3**	**4**
PLO #1 Fitness and Skill Development Student in Adapted Physical Education courses will improve their fitness and/or skill development.			X	
PLO #2 Proper Strategies Students will identify proper exercises and training strategies to enhance fitness and safety.	X			
PLO #3 Benefits of Exercise Students will describe the benefits of exercise relative to each component of fitness.	X			

SLOs	**SLO to PLO Alignment** (Mark with an X)			**COURSE to ILO Alignment** (Mark with an X)			
	P1	**P2**	**P3**	**1**	**2**	**3**	**4**
PE 201 Introduction to Adapted Physical Education: SLO #1 ROM Students will demonstrate proper technique when performing Range of Motion exercises.	X						
PE 201 Introduction to Adapted Physical Education: SLO #2 Appropriate Exercise Students will identify appropriate exercise routines for students with various disabilities.		X		X		X	
PE 201 Introduction to Adapted Physical Education: SLO #3 Contraindications Students will identify contraindications of exercise for specific disability groups.		X					
PE 400 Adapted Fitness: SLO #1 Components Students will define the components of physical fitness and the methodology to improve each component.	X		X				
PE 400 Adapted Fitness: SLO #2 Benefits Students will describe the benefits regular exercise.		X		X		X	
PE 400 Adapted Fitness: SLO #3 Body Composition Students will identify strategies to estimate and improve body composition.		X	X				
PE 401 Adapted Strength Training: SLO #1 Appropriate Resistance Students will identify appropriate resistance exercises for specific muscle groups.		X					
PE 401 Adapted Strength Training: SLO #2 Training Principles Students will describe various training principles and strategies to improve muscle endurance and muscle strength.		X		X			
PE 401 Adapted Strength Training: SLO #3 Benefits Students will describe the benefits of resistance exercise training.			X				
PE 402 Adapted Swimming and Hydroexercise: SLO #1 Variances Students will identify how variances in surface area, speed of movement, turbulence, and buoyancy effects resistance when exercising in the water.		X					
PE 402 Adapted Swimming and Hydroexercise: SLO #2 Skills Students will identify effective swimming skills related to the kick, arm action, and breathing.		X		X			
PE 402 Adapted Swimming and Hydroexercise: SLO #3 Buoyancy Students will differentiate what factors affect one's buoyancy when swimming in the water.		X					
PE 404 Adapted Cardiovascular Fitness: SLO #1 Target Heart Rate Students will calculate one's target exercise heart rate for cardiovascular exercise and identify its applications and limitations.		X					
PE 404 Adapted Cardiovascular Fitness: SLO #2 Intensity Students will estimate exercise intensity for improving cardiovascular fitness.		X		X		X	
PE 404 Adapted Cardiovascular Fitness: SLO #3 Demonstrate Improvement Students will demonstrate improvement in cardiovascular fitness.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PE 407 Adapted Bowling: SLO #1 Keeping Score Students will demonstrate the process of keeping score.	X	X					
PE 407 Adapted Bowling: SLO #2 Spare Strategies Students will identify the appropriate strategies for executing various spare shots.		X		X		X	
PE 407 Adapted Bowling: SLO #3 Terminology and Etiquette Students will explain proper bowling terminology and lane etiquette.		X					
PE 409 Adapted Yoga: SLO #1 Skill Students will develop more self-awareness and demonstrate the appropriate individualized adaptation of a series of poses and breathing techniques.	X						
PE 409 Adapted Yoga: SLO #2 Fitness Students will identify the wellness/fitness components that are positively affected by a Yoga Practice.			X	X		X	
PE 409 Adapted Yoga: SLO #3 Benefits Students will define Yoga and describe its personal benefits and adaptation strategies.		X	X				

Appendix B
SLO/PLO TIMELINES

COURSE SLO ASSESSMENT 4-YEAR TIMELINE					
Unit Name	**Course SLO Assessment Cycle**	**Course ID**	**Course Name**	**Course SLO Title**	**Course SLO Statement**
El Camino: Course SLOs (HSA) - Educational Development		ECC: EDEV 8	Basic Mathematics Preparation for Deaf and Hard-of-Hearing Students	SLO #2 Rounding (INACTIVE)	Students will estimate results of operations on whole numbers and fractions by utilizing rounding techniques.
	2013-14 (Spring 2014)	ECC: EDEV 29	Individualized Assessment of Learning	SLO #3 Campus Resources for Academic Success	Students will identify campus resources to assist with academic success.
	2013-14 (Spring 2014)	ECC: EDEV 32	Psychology of Affective Learning	SLO #2 Procrastination	Students will explain techniques for overcoming procrastination.
	2014-15 (Fall 2014)	ECC: EDEV 140	Assisted Computer Literacy	SLO #2 Short Cut Key	Students will utilize short cut keys to edit a word document
	2014-15 (Fall 2014)	ECC: EDEV 33	Specific Learning Strategies	SLO #1 Academic Strategies	Students will identify strategies for academic success.
	2014-15 (Fall 2014)	ECC: EDEV 35	Reading Skills for Students with Learning Differences	SLO #1 Word Recognition	Students will exemplify a variety of word recognition strategies.
	2014-15 (Spring 2015)	ECC: EDEV 10	English Grammar for Deaf and Hard-of-Hearing Students	SLO #1 Sentence Parts	Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types.
	2014-15 (Spring 2015)	ECC: EDEV 121	Career Preparation	SLO #1 Personal Profile	Students will recognize and describe the connection between their personal profile (interests, values, skills/aptitudes, personality) and a viable career choice.
	2014-15 (Spring 2015)	ECC: EDEV 29	Individualized Assessment of Learning	SLO #2 Disability Laws	Students will identify key legislative mandates that affect students with disabilities and postsecondary education.
	2014-15 (Spring 2015)	ECC: EDEV 32	Psychology of Affective Learning	SLO #3 Goals	Students will explain criteria necessary for setting realistic goals.
	2014-15 (Spring 2015)	ECC: EDEV 36	Writing Skills for Students with Learning Differences	SLO #3 Singular and Plural	Students will develop singular and plural predicates (verbs) based on the rules pertaining to each.
	2014-15 (Spring 2015)	ECC: EDEV 41	Assisted Computer Technology Laboratory	SLO #2 Screen Reading	Students will demonstrate the ability to use the screen reading program Read & Write Gold to review a textbook and prepare a page of study notes.
	2015-16 (Fall 2015)	ECC: EDEV 11	Writing and Reading for Deaf and Hard of Hearing Students	SLO #1 WH Questions	Student will locate answers to WH-Questions (who/what, do-what, where, when, why, & how).
	2015-16 (Fall 2015)	ECC: EDEV 35	Reading Skills for Students with Learning Differences	SLO #2 Main Idea	Students will describe various techniques to determine the author's main idea.
	2015-16 (Spring 2016)	ECC: EDEV 121	Career Preparation	SLO #2 Laws	Students will identify the laws which pertain to the rights of the disabled in the workplace.
	2015-16 (Spring 2016)	ECC: EDEV 29	Individualized Assessment of Learning	SLO #1 Individual Learning Profile	Students will identify a plan for academic success based upon their individual strengths and weaknesses, and if appropriate, their use of accommodations and services provided by the SRC.
	2015-16 (Spring 2016)	ECC: EDEV 32	Psychology of Affective	SLO #1 Behavior Students	Students will describe the major strategies to increase achievement

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2015-16 (Spring 2016)	ECC: EDEV 32	Learning	SLO #1 Behavior Students	oriented behavior.
	2015-16 (Spring 2016)	ECC: EDEV 33	Specific Learning Strategies	SLO #3 Memory Strategies	Students will identify mnemonic devices for improving memory of academic content.
	2015-16 (Spring 2016)	ECC: EDEV 41	Assisted Computer Technology Laboratory	SLO #3 ECC Portal	Students will utilize the appropriate AT to logon to my ECC and navigate the portal.
	2016-17 (Fall 2016)	ECC: EDEV 11	Writing and Reading for Deaf and Hard of Hearing Students	SLO #2 Ideas and Details	Student will identify main ideas and supporting details in a given reading passage.
	2016-17 (Fall 2016)	ECC: EDEV 140	Assisted Computer Literacy	SLO #1 Word Document	Students will create a properly formatted word document
	2016-17 (Fall 2016)	ECC: EDEV 33	Specific Learning Strategies	SLO #2 Learning Styles	Students will identify their preferred learning style and study techniques which are effective for that learning style
	2016-17 (Fall 2016)	ECC: EDEV 35	Reading Skills for Students with Learning Differences	SLO #3 Supporting Details	Students will explain strategies to determine supporting details.
	2016-17 (Fall 2016)	ECC: EDEV 36	Writing Skills for Students with Learning Differences	SLO #2 Paragraphs with Purpose	Students will write paragraphs specific to a variety of purposes including: Description, Definition, Process, and Persuasion.
	2016-17 (Spring 2017)	ECC: EDEV 10	English Grammar for Deaf and Hard-of-Hearing Students	SLO #2 Adjectives	Student will write simple sentences using description words (adjectives).
	2016-17 (Spring 2017)	ECC: EDEV 10	English Grammar for Deaf and Hard-of-Hearing Students	SLO #3 Tenses	Student will write simple sentences in past, present, and future tenses.
	2016-17 (Spring 2017)	ECC: EDEV 121	Career Preparation	SLO #3 Job Search Documents	Students will prepare pertinent job-search documents.
	2016-17 (Spring 2017)	ECC: EDEV 140	Assisted Computer Literacy	SLO #3 Internet Research	Students will utilize the internet to research information using reliable sources.
	2016-17 (Spring 2017)	ECC: EDEV 29	Individualized Assessment of Learning	SLO #3 Campus Resources for Academic Success	Students will identify campus resources to assist with academic success.
	2016-17 (Spring 2017)	ECC: EDEV 36	Writing Skills for Students with Learning Differences	SLO #1 Paragraph Components	Students will identify paragraph components including topic sentence, supporting details, and conclusion.
	2016-17 (Spring 2017)	ECC: EDEV 41	Assisted Computer Technology Laboratory	SLO #1 Community Resources	Students will demonstrate the use of appropriate Assistive Technology (AT) to compare and contrast community resources offering AT.
	2017-18 (Fall 2017)	ECC: EDEV 140	Assisted Computer Literacy	SLO #2 Short Cut Key	Students will utilize short cut keys to edit a word document
	2017-18 (Fall 2017)	ECC: EDEV 33	Specific Learning Strategies	SLO #1 Academic Strategies	Students will identify strategies for academic success.
	2017-18 (Fall 2017)	ECC: EDEV 35	Reading Skills for Students with Learning Differences	SLO #1 Word Recognition	Students will exemplify a variety of word recognition strategies.
	2017-18 (Fall 2017)	ECC: EDEV 37	Increased Learning Performance: English	SLO #1 Complete writing or reading assignments	Students will use EDEV 37 appropriately to complete their writing or reading assignments in their concurrent ECC English classes.
	2017-18 (Fall 2017)	ECC: EDEV 38	Increased Learning	SLO #1 Use EDEV 31 course	Students will use EDEV 31 course support appropriately to complete

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
	2017-18 (Fall 2017)	ECC: EDEV 38	Performance: Mathematics	support to complete assignments	assignments from their ECC Math class.
	2017-18 (Spring 2018)	ECC: EDEV 10	English Grammar for Deaf and Hard-of-Hearing Students	SLO #1 Sentence Parts	Student will identify subject and predicate in a sentence and demonstrate understanding of sentence parts and types.
	2017-18 (Spring 2018)	ECC: EDEV 122	Personal Assessment	SLO #1 Defense Mechanisms	Students will analyze defense mechanisms and their effect on academia, job/career, and relationships.
	2017-18 (Spring 2018)	ECC: EDEV 122	Personal Assessment	SLO #2 Eight Principles	Students will develop and maintain a journal that defines the eight principles of college success
	2017-18 (Spring 2018)	ECC: EDEV 122	Personal Assessment	SLO #3 Time Management	Students will compare and contrast different time management techniques.
	2017-18 (Spring 2018)	ECC: EDEV 32	Psychology of Affective Learning	SLO #2 Procrastination	Students will explain techniques for overcoming procrastination.
	2018-19 (Fall 2018)	ECC: EDEV 11	Writing and Reading for Deaf and Hard of Hearing Students	SLO #3 Drafting	Students will demonstrate the prewriting and drafting steps of the writing process.
	2018-19 (Fall 2018)	ECC: EDEV 37	Increased Learning Performance: English	SLO #2 Five-step writing process	Students will utilize the five-step writing process: pre-writing, planning, drafting, revising, proofreading.
	2018-19 (Fall 2018)	ECC: EDEV 38	Increased Learning Performance: Mathematics	SLO #2 Use the appropriate mathematical formula	Students will use the appropriate mathematical formula or procedure to solve the given math problem.
	2018-19 (Spring 2019)	ECC: EDEV 10	English Grammar for Deaf and Hard-of-Hearing Students	SLO #2 Adjectives	Student will write simple sentences using description words (adjectives).
	2019-20 (Fall 2019)	ECC: EDEV 37	Increased Learning Performance: English	SLO #3 Identify the main idea, supporting details, and type of rhetoric	Whether for a reading or a writing assignment, students will identify the main idea, the supporting details, and the type of rhetoric.
	2019-20 (Fall 2019)	ECC: EDEV 38	Increased Learning Performance: Mathematics	SLO #3 Recognize and use mathematical language and vocabulary correctly	Students will recognize and use mathematical language and vocabulary correctly, both symbolic and verbal.
	2019-20 (Spring 2020)	ECC: EDEV 10	English Grammar for Deaf and Hard-of-Hearing Students	SLO #3 Tenses	Student will write simple sentences in past, present, and future tenses.
	2020-21 (Fall 2020)	ECC: EDEV 37	Increased Learning Performance: English	SLO #1 Complete writing or reading assignments	Students will use EDEV 37 appropriately to complete their writing or reading assignments in their concurrent ECC English classes.

COURSE SLO ASSESSMENT 4-YEAR TIMELINE

Unit Name	Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
El Camino: Course SLOs (HSA) - Adapted PE	2013-14 (Spring 2014)	ECC: PE 400	Adapted Fitness	SLO #1 Components	Students will define the components of physical fitness and the methodology to improve each component.
	2013-14 (Spring 2014)	ECC: PE 401	Adapted Strength Training	SLO #1 Appropriate Resistance	Students will identify appropriate resistance exercises for specific muscle groups.
	2013-14 (Spring 2014)	ECC: PE 404	Adapted Cardiovascular Fitness	SLO #1 Target Heart Rate	Students will calculate one's target exercise heart rate for cardiovascular exercise and identify its applications and limitations.
	2013-14 (Summer 2014)	ECC: PE 402	Adapted Swimming and Hydroexercise	SLO #1 Variances	Students will identify how variances in surface area, speed of movement, turbulence, and buoyancy effects resistance when exercising in the water.
	2014-15 (Fall 2014)	ECC: PE 201	Introduction to Adapted Physical Education	SLO #2 Appropriate Exercise	Students will identify appropriate exercise routines for students with various disabilities.
	2014-15 (Fall 2014)	ECC: PE 407	Adapted Bowling	SLO #1 Keeping Score	Students will demonstrate the process of keeping score.
	2014-15 (Spring 2015)	ECC: PE 400	Adapted Fitness	SLO #2 Benefits	Students will describe the benefits regular exercise.
	2014-15 (Spring 2015)	ECC: PE 401	Adapted Strength Training	SLO #2 Training Principles	Students will describe various training principles and strategies to improve muscle endurance and muscle strength.
	2014-15 (Spring 2015)	ECC: PE 404	Adapted Cardiovascular Fitness	SLO #2 Intensity	Students will estimate exercise intensity for improving cardiovascular fitness.
	2014-15 (Spring 2015)	ECC: PE 409	Adapted Yoga	SLO #1 Skill	Students will develop more self-awareness and demonstrate the appropriate individualized adaptation of a series of poses and breathing techniques.
	2015-16 (Fall 2015)	ECC: PE 201	Introduction to Adapted Physical Education	SLO #3 Contraindications	Students will identify contraindications of exercise for specific disability groups.
	2015-16 (Fall 2015)	ECC: PE 402	Adapted Swimming and Hydroexercise	SLO #2 Skills	Students will identify effective swimming skills related to the kick, arm action, and breathing.
	2015-16 (Fall 2015)	ECC: PE 407	Adapted Bowling	SLO #2 Spare Strategies	Students will identify the appropriate strategies for executing various spare shots.
	2015-16 (Fall 2015)	ECC: PE 409	Adapted Yoga	SLO #2 Fitness	Students will identify the wellness/fitness components that are positively affected by a Yoga Practice.
	2015-16 (Spring 2016)	ECC: PE 400	Adapted Fitness	SLO #3 Body Composition	Students will identify strategies to estimate and improve body composition.
	2015-16 (Spring 2016)	ECC: PE 401	Adapted Strength Training	SLO #3 Benefits	Students will describe the benefits of resistance exercise training.
	2015-16 (Spring 2016)	ECC: PE 404	Adapted Cardiovascular Fitness	SLO #3 Demonstrate Improvement	Students will demonstrate improvement in cardiovascular fitness.

Appendix C
6-YEAR CURRICULUM COURSE REVIEW TIMELINE

Table __: EDEV Course Curriculum Revidw Guide (2012/13 - 2018/19)

	Educational Development Courses		6-Year CCC Course Review Schedule						
ITEM #	COURSE	TITLE	2012-	2013-	2014-15	2015-16	2016-17	2017-18	2018-19
1	EDEV 8 (formerly 8ab)	Basic Math Preparation for Deaf and Hard-of-Hearing Students				Inactive			
2	EDEV 9 (formerly 9ab)	Advanced Math Preparation for Deaf and Hard-of-Hearing Students				Inactive			
3	EDEV 10 (formerly 10abcd)	English Grammar for Deaf and Hard-of-Hearing Students			X				
4	EDEV 11 (formerly 11abcd)	Writing and Reading for Deaf and Hard-of-Hearing Students			X				
5	EDEV 29	Individualized Assessment of Learning				X			
6	EDEV 31 (formerly 31abcd)	Increased Learning Performance				Inactive			
7	EDEV 32 (formerly 32ab)	Psychology of Affective Learning				X			
8	EDEV 33 (formerly 33ab)	Specific Learning Strategies				X			
9	EDEV 35 (formerly 35ab)	Reading Skills for Students with Learning Differences	X						X
10	EDEV 36 (formerly 36ab)	Writing Skills for Students with Learning Differences				X			
11	EDEV 37	Increased Learning Performance: English			NEW				
12	EDEV 38	Increaased Learning Performance: Mathematics			NEW				
13	EDEV 41 (formerly 41abcd)	Assistive Computer Technology Laboratory		X					
14	EDEV 50 (Special Topics)	Special Topics			Inactive				
15	EDEV 121 (formerly 21)	Career Preparation				X			
16	EDEV 122 (formerly 22)	Personal Assessment				X			
17	EDEV 140 (formerly 40)	Assisted Computer Literacy					X		

Health Sciences Athletics
Adapted PE - Six Year Review Cycle

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	COURSE	CTE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2	PE 400 (formerly 400abcd)	N					X						6 YR	
3	PE 401 (formerly 401abcd)	N					X						6 YR	
4	PE 402 (formerly 402abcd)	N					X						6 YR	
5	PE 404 (formerly 404abcd)	N					X						6 YR	
6	PE 407 (formerly 407abcd)	N					X						6 YR	
7	PE 409 (formerly 409abcd)	N				X								

DSPS Metrics
Fall Terms

Success and Retention

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Program Success	67.1%	65.4%	67.0%	69.3%
ECC Success	67.7%	67.6%	68.0%	68.8%
Program Retention	85.2%	82.8%	84.3%	87.0%
ECC Retention	83.1%	82.2%	82.8%	83.1%
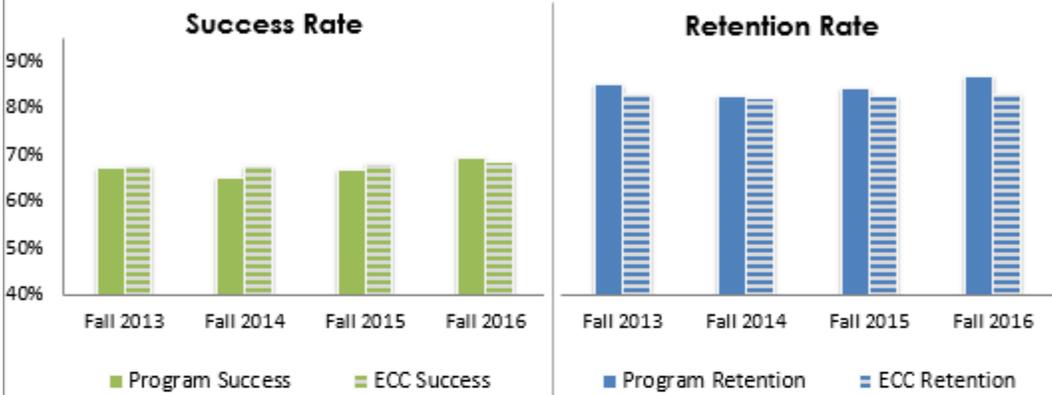
Persistence

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment	1,222	1,092	1,223	941
1 Term Persistence	81%	79%	78%	82%
2 term Persistence	61%	61%	63%	

Awards and Transfers

	2012-2013	2013-2014	2014-2015	2015-2016
AA or AS	91	77	105	115
Certificates	34	28	42	36
Transfers	53	64	53	63
ECC AA or AS	2,008	1,983	1,977	2,463
ECC Certificates	591	459	410	474
ECC Transfers	1,540	1,500	1,478	1,500
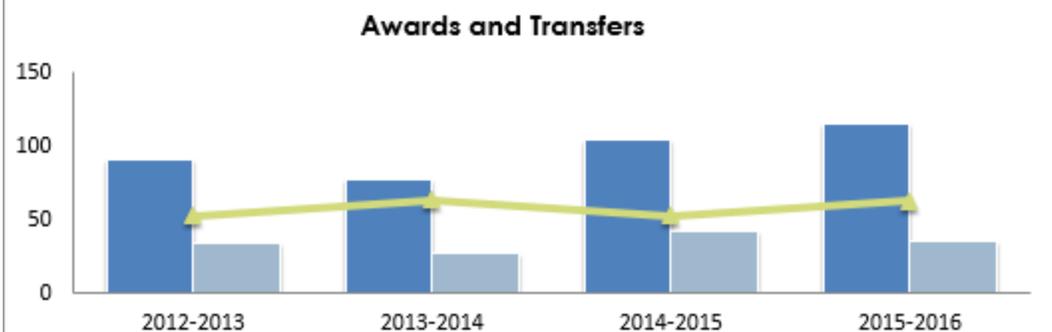
DSPS Metrics
Spring Terms

Success and Retention

	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Program Success	64.0%	66.1%	71.4%	69.1%
ECC Success	67.9%	68.0%	69.5%	69.3%
Program Retention	81.9%	83.6%	86.0%	84.2%
ECC Retention	83.0%	81.3%	82.6%	82.5%
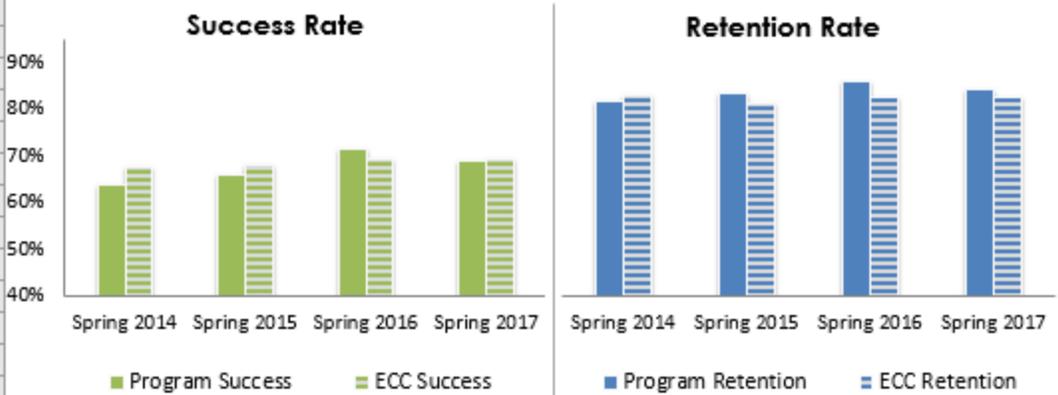
Persistence

	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Enrollment	1,141	1,130	759	754
1 Term Persistence	68%	70%	72%	
2 term Persistence	60%	59%	65%	

Awards and Transfers

	2012-2013	2013-2014	2014-2015	2015-2016
AA or AS	91	77	105	115
Certificates	34	28	42	36
Transfers	53	64	53	63
ECC AA or AS	2,008	1,983	1,977	2,463
ECC Certificates	591	459	410	474
ECC Transfers	1,540	1,500	1,478	1,500