

APPENDIX C

ADAPTED PHYSICAL EDUCATION SURVEY RESULTS

Adapted Physical Education Survey Results

In February 2002, the adapted physical education survey that was mailed to all 108 community colleges. Forty-seven completed surveys were returned (43.5%). Information obtained from the 54 colleges visited in 2002 may also have been included in the some of the tabulations. The information derived from the survey has been incorporated into the adapted physical education handbook. The following is the tabulation and compilation of results and comments from the adapted physical education survey.

There are 108 California Community Colleges:

84 (78%) colleges offer adapted physical education classes (Range: 1 to 25 classes / term)
 21 (19%) colleges do not offer adapted physical education classes
 3 (3%) colleges will soon be starting to offer adapted physical education classes

APE Coordination:

How is your APE program administratively organized? N = 49

PE	22 (45%)
DSP&S	18 (37%)
Both	9 (18%)

Is there re-assigntime and/or a stipend for the APE coordinator? N = 46

Re-assigntime -	Yes - 8(17%)
	No - 38 (83%)

Note: Of the 8 re-assigntime responses: 1 = 6 units per term, 1 = 2 classes, 1 = 1 class, 1 = 15%, 1 = 20%, and 3 = 25%

Stipend -	Yes - 3(6.5%)
	No - 42 (91.5%)
	N/A - 1(2%)

Typical Duties of the APE coordinator. N = 43

Hours/week: 3 (7%)	=1-2 hrs/wk
1 (2%)	= 3-5
6 (14%)	= 5-10
1 (2%)	= 10-15
2 (5%)	= >15
1 (2%)	= Varies
29 (67%)	= N/A

Typical Duties:

Scheduling	33	(77%)
Hiring part-time faculty	20	(47%)
Hiring staff	21	(49%)
Hiring student assistants	36	(84%)
Budget	23	(53%)
Equipment purchase	38	(88%)
Assigning faculty	17	(40%)

Evaluating part-time faculty	15	(35%)
Supervising staff	22	(51%)
Supervising assistants	33	(77%)
Curriculum oversight	34	(79%)
Equipment maintenance	36	(84%)
Program Review	28	(65%)
Evaluating full-time	8	(19%)
Evaluating staff	19	(44%)
Evaluating assistants	28	(65%)
Facility oversight	26	(60%)
No Response	3	(7%)

Other: (2) = Off-campus advocacy, outside consultations (i.e. Physicians, therapists, Chiropractors, etc.), attend physical education meetings, and outreach activities. (1) = Attend both DSP&S and PE meetings, coordinate volunteers, coordinate the pool, attend DSP&S meetings, coordinate transportation, on-campus advocacy, committee work, and register students.

Faculty Load

What constitutes a full load in APE? N = 39 Range: 14 to 24 hours per week in the classroom

14 = 1 (2.5%)	20 = 11 (28%)
15 = 7 (18%)	21 = 3 (7.7%)
16 = 2 (5%)	22 = 3 (7.7%)
18 = 7 (18%)	24 = 1 (2.5%)
19-1 (2.5%)	N/A = 3 (7.7%)

What constitutes a full load in PE? N = 39 Range: 15 to 24 hours per week in the classroom

14 = 0 (0%)	20 = 14 (36%)
15 = 7 (18%)	21 = 2 (5%)
16 = 1 (2.5%)	22 = 4 (10%)
18 = 7 (18%)	24 = 1 (2.5%)
19-2 (5%)	N/A = 0 (0%)

- 32 (82%) colleges had the same load for PE and APE
- 4 (10%) colleges had an APE load lesser than a PE load
- 1 (2.5%) college had an APE load higher than a PE load

Faculty - There are 155 faculty teaching adapted physical education.

61 full-time faculty
74 part-time faculty
20 unknown status

Faculty - Full-time Tenure track

Of the 61 full-time faculty, 21 (34%) have a full load in adapted physical education.

66% of the full-time tenure track faculty fulfill part of their load in adapted physical education and the remainder in another area.

33 (39%) of the 84 colleges with adapted physical education have one full-time faculty
10 (12%) of the 84 colleges with adapted physical education have two full-time faculty
2 (2%) of the 84 colleges with adapted physical education have four full-time faculty

Faculty - Part-time Tenure track

There are 74 part-time faculty teaching adapted physical education

Of the 74 part-time faculty:

27 colleges employ one part-time faculty
9 colleges employ two part-time faculty
6 colleges employ three part-time faculty
1 college employs five part-time faculty
1 college employs six part-time faculty

Faculty - Primary assignments: N = 111

55 (50%) of the faculty reported their primary assignment as PE
49 (44%) of the faculty reported their primary assignment as DSP&S

3 (3%) of the faculty reported their primary assignment as DSP&S and other
2 (2%) of the faculty reported their primary assignment as other
2 (2%) of the faculty reported their primary assignment as 50% PE and 50% DSP&S

Faculty - Qualifications: N =106

66 (62%) of the faculty reported they satisfy the Title 5 minimum qualifications
12 (11%) of the faculty reported they were granted equivalency
10 (9%) of the faculty reported they were “grandfathered”
4 (4%) of the faculty reported they were granted equivalency and were “grandfathered”
2 (2%) of the faculty reported they were granted equivalency and other
1 (1%) of the faculty reported they were granted equivalency, were “grandfathered”, and other
3 (3%) of the faculty reported they satisfy the Title 5 and were granted equivalency
1 (1%) of the faculty reported they satisfy the Title 5 and other
5 (5%) of the faculty reported other
Under other; O.T. license, Ph.D, in APE, M.S. in Rec Therapy, M.A. in Holistic Health, and N/A

Faculty - Background: N =103

60 (58%) of the faculty reported a background in PE/Athletics
11 (11%) of the faculty reported a background in PE/Athletics and other

- 11 (11%) of the faculty reported a background in PE/Athletics and Therapy
- 2 (2%) of the faculty reported a background in PE/Athletics, Therapy, and other
- 3 (3%) of the faculty reported a background in PE/Athletics and Athletic Training
- 1 (1%) of the faculty reported a background in PE/Athletics, Athletic Training, and Therapy
- 1 (1%) of the faculty reported a background in PE/Athletics, Athletic Training, and Other
- 1 (1%) of the faculty reported a background in Athletic Training and Therapy
- 7 (7%) of the faculty reported a background in Therapy
- 1 (1%) of the faculty reported a background in Therapy and other
- 5 (5%) of the faculty reported a background in other

Of the Therapies: (4) KinesioTherapy, (3) Physical Therapy, Occupational Therapy, Recreation Therapy, Chiropractor, and Massage Therapy.

Of the others: (3) High School APE, (2) Dance, Special education, Exercise Physiology, Certified Athletic Trainer, and Bio-Science

Faculty - Professional Growth Memberships

- 28 = GAPED
- 22 = CAHPERD
- 22 = AAHPERD
- 8 = AGSM
- 3 = IDEA
- 3 = FEOAA
- 2 = ARTI
- 2 = ACE
- 2 = SCOPE
- 1 = AKTA, Southwest AAHPERD, NCSA, FACCC, IADM, and AEA

College Staff - In-Class Support: N = 46

- 24 (52%) colleges have in-class support staff
- 18 (39%) colleges do not have in-class support staff
- 4 (9%) colleges had no response

There are 10 full-time in-class support staff working 20 to 40 hrs/wk
 There are 25 part-time in-class support staff working 1 to 20 hrs/wk

College Staff - Office Support: N = 46

- 24 (52%) colleges have office support staff
- 6 (35%) colleges do not have office support staff
- 6 (13%) colleges had no response

There are 2.5 full-time office support staff assigned to APE only
 There are 6 part-time office support staff assigned to APE only
 There are 2 office support staff assigned to PE that also support APE
 There are 9 office support staff assigned to DSP&S that also support APE

Student Assistants N = 43

How many?:

0	1 (2%) college
1-5	21 (49%) colleges
6-10	8 (19%) colleges
11-15	6 (14%) colleges
16-20	4 (9%) colleges
21-25	1 (2%) college
>25	2 (4%) colleges

How are assistants recruited?

12	Word of mouth
7	Advertisements
6	Flyers
6	Work Study
5	Career Centers
4	APE Training course, by the instructors, from athletic teams,
3	Nursing program, DSP&S,
2	APE Coordinator, other faculty, PE
1	On-line, give extra credit, offer priority registration, PTA program, EOPS, Financial Aid, personal contact, counselors, staff, massage therapy, attendants, work experience

How are assistants trained?:

19	On the job training
13	By the instructor
6	APE Training course
2	By the staff, training video, training manual
1	By other assistants

How often are assistants evaluated?

Once each term	20
None	10
Constantly	5
Twice a term	3
Once per year	2
Midterm/Final	1

Are Assistants Paid? N = 40

- 31 (77.5%) colleges pay their exercise assistants
- 4 (10%) colleges do not pay their exercise assistants
- 5 (12.5%) no response

RANGES:

- Min Wage 15 colleges
- MW- \$8 2
- MW- \$9 2
- MW- \$15 2
- \$7-8 6 colleges
- \$7-9 1
- \$7-10 1
- \$7-13 1
- \$7-15 1
- \$8-9 2 colleges
- \$8-10 2
- \$13->15 1 college

CURRICULUM

There were 181 courses reported in the survey that were broken down into the following categories:

- 51 (28%) General Fitness
- 37 (20%) Aquatics
- 23 (13%) Strength
- 21 (12%) Sports
- 16 (9%) Aerobics
- 12 (7%) Other
- 10 (6%) Theory
- 6 (3%) Mobility
- 5 (3%) Stretching

Mode: N = 171

- 116 (68%) Lab
- 50 (29%) Lec/Lab
- 5 (3%) Lec

Units: N =177

- 0 units 4 (2%)
- .5 7 (4%)
- 1.0 106 (60%)
- 1.5 26 (15%)
- 2.0 4 (2%)
- 2.5 2 (1%)

3.0	3 (1.5%)
Variable	25 (14%)

Hours per Week: N =180

2 hrs/wk	46 (26%)
3 hrs/wk	94 (52%)
4 hrs/wk	3 (2%)
Variable	19 (11%)
Other:	18 (10%)

Of the other responses: (6) 2.5 hrs/wk, (3) 3:45 hrs/wk, (2) 5 hrs/wk, and (1) TBA, 1.5 hrs/wk, 3:30 hrs/wk, 6 hrs/wk, 18 hrs/wk team taught, 16 hrs TBA, and 12 hrs non-credit total hrs.

General Education Requirement?: N = 177

Yes	122 (69%)
No	55 (31%)

Transferable to CSU?: N = 177

Yes	147 (83%)
No	30 (27%)

Transferable to UC?: N = 177

Yes	133 (75%)
No	44 (25%)

Graded?: N = 177

Yes	154 (87%)
No	23 (13%)

Pass/Fail?: N =165

Yes	68 (41%)
No	97 (59%)

When is the course offered? N =159

AM	53 (33%)
PM	35 (22%)
Night	7 (4%)
AM/PM	51 (32%)
AM/PM/Night	6 (4%)
AM/Night	1 (1%)
PM/Night	6 (4%)

How often is the course offered? N = 166

Fall	2 (1%)
Spring	2 (1%)
Summer	3 (2%)
Other	3 (2%)

Fall/Spring	79 (48%)
Fall/Spring/ Sum	65 (39%)
F/Sp/Su/Other	12 (7%)

(Others were Winter quarters or intersessions)

Repeatability: N = 46

Is there a board policy to allow extra repeats for students with disabilities?

Yes	26 (57%)
No	20 (47%)

What is the procedure for students to continue enrollment beyond the normal repeat limit of 4 semesters?

Petition	14 (30%)
No Procedure	6 (13%)
Non-credit	3 (7%)
Audit	2 (4%)
Other:	21 (46%)

Sample of “other” comments: (5) Require the student to be concurrently enrolled in an academic class other than PE, (2) Unlimited repeats, (1) Put student on probationary status, rotate curriculum, noncredit, and require Physician re-evaluation.

Additional responses to repeatability question:

Students must enroll in an academic college course or they are not allowed to cont. in APE.

Needs signature of APE instructor and PE Dean.

Audit for no credit. No community contacts.

If they are pursuing other academic courses towards an educational degree.

Based on 504 regs., IEP status and goals, reported progress on IEP.

We have so far offered a variety of curriculums and all classes are TBA. In the near future, I will do what CSM does - approach our registrar about a student petition as per Title 5.

Or a two-year absence from enrollment, the student can petition to repeat course

Students must wait until first day for seat availability - Then can petition - need instructor and DSP&S coordinator signatures.

Only class is non-credit so repeatability is not an issue.

Be enrolled in other classes on campus, or Show measurable progress based on formal assessment results.

At this time we don't limit, as we are not negatively impacted.

I start offering a different adapted class from our curriculum and basically teach the same skills and techniques no matter what the title of the course is.

Instructor informs DSP&S program assistant to complete the petition prior to reg.

DSP&S counselor signs and forwards to registrars.

Enter into 'adult ed.' which allows continued enrollment / or take credit/no-credit for as many semesters as student would like.

Signed by APE instructor and DSP&S Dean.

Cont. enrollment by instructor showing need to cont.

If attendance improves or maintains health to attend the classes.

Go to admission and records and enroll them in another PE.

I am trying to change the repeatability policy to unlimited.

Unsure - haven't had to do one.

Or enroll in community education. Policy is currently under review.

Measurable progress as assessed by pre and post testing / goal setting (individual) / re-eval. by referring physician or health ally.

If attendance improves or maintains health to attend the classes.

1) Continue if enrolled in another course.

2) If #1 doesn't work, until office of registration catches the student in their system.

If student hasn't made measurable progress in a particular class, they are in a probationary status. The following semester's enrollment if no progress is made by mid-semester or pre-reg. time, their name is listed and denied pre-reg. enrollment. If no progress is made by the end of semester, they are allowed to enroll at that time.

Show progress.

Only 4 semesters allowed since we do not get apportionment for any repeats beyond that

Students are not allowed to repeat beyond 4 semesters. If mainstreamed an (R) is by the course and the district receives 0 funding.

We have a number of different titled classes that meet during the same time block.

DSP&S handles reg. through registrars.

Clearance from APE instructor to the DSP&S to OAR (office of admission and records).

Student can ask for a waiver.

Non-credit class.

Student signs the IEP identify needs and is allowed to repeat all APE classes, unlimited times

INSTRUCTION:

Minimum Class Size (by course and/or college): N = 173

No Min.	33 (19%)
1	6 (3%)
5	9 (5%)
6	15 (9%)
8	17 (10%)
10	16 (9%)
12	6 (3%)
14	10 (6%)
15	32 (18%)
18	12 (7%)
20	17 (10%)

Maximum Class Size (by course and/or college): N =167

No Max.	33 (20%)
10	6 (4%)
12	11 (7%)
15	30 (18%)
18	6 (4%)
19	1 (1%)
20	24 (14%)
24	10 (6%)
25	16 (10%)
30	15 (9%)
35	4 (2%)
>35	11 (7%)

Critical Thinking: N = 38

How do you define critical thinking skills in credit APE?

Ability to self monitor	9 (27%)
Written assignments	7 (18%)
Written Exams	2 (5%)
Other	20 (53%)

Critical Thinking notes:

Must read assignments and apply their knowledge to their IEP and nutrition plan.

Same as in PE courses.

Mid-term and Final.

Written specifically for each class. An example would be to demonstrate the difference between static and dynamic balance. Identify three ways to build muscle strength.

For a student to understand and process the information provided. Demonstrating a skill to show this.

Student's ability to analyze their particular disability from a neuromuscular standpoint and adapt. exercises for their abilities

Not a credit course. But, ability of student to apply exercises and skills learned that are helpful and beneficial for them. To know how to adapt exercises to meet their needs.

Students are required to view a min. of two videos a semester that deal with health, fitness, lifestyle, etc. and make an evaluation.

Follow instructions and perform the skills.

Remembering the warm-up exercises from class to class. Knowing where to write their daily workout card.

Getting into their lockers-remembering combinations.

Students must be able to select, analyze, and document the various ex and skills practical/performed weekly as per assignment (written)

What is the importance of physical activity beyond the obvious? How can we make adaptations with our exercises?

Tests on text material

Log entries

When students take on responsibility for behavior, actions on working towards physical fitness goals

Students with disabilities are given two written tests during the semester and are required to record information (exercises) sets, reps, etc.

Required for a letter grade - student is to give a five-minute presentation on a disability & exercise or a current article to do with exercise.

Knowledge of anatomy terms, understanding and knowledge of proper exercise procedures.

Ability to set goals, report progress (daily exercise logs, monthly report, complete health and nutritional survey)

Log entries

Application of basic physical fitness/ wellness skills to reach student's goals and objectives. This can be demonstrated in various forms. (Each instructor has their own)

Homework assignments that ask the students to describe their improvements and how it affects their life.

Self-evaluations, questions on key concepts in particular cases and final self-evaluations are done.

Fitness calculations, create home fitness program.

Write about their disability.

We don't.

We offer credit/no credit.

Handouts on water, THR, benefits of ex, proper stretching, discussions at end of class

Ability to use classtime effectively - maintain chart - perform particular exercise on demand

Homework.

Specific to curriculum and the individual - what is the student learning?

Students with cognitive disorders must learn to set proper adjustments on the ex. machines

Health History: N = 43

Yes 39 (91%)

No 4 (9%)

Assessment: N = 43

Periodic “snapshots” of student abilities	13 (30%)
Pre-determined intervals of pre-test and post-test	14 (33%)
Other	16 (37%)

Additional assessment notes:

- Allan Hancock College Assessment course concurrently with APE course
- American River College Chart progress. General Fitness assessment. General subjective assessment.
- Bakersfield College BP before and following 10 min. of cardio exercise, pre-post semester
- Cabrillo College Discussion and demonstration
- Canada College Individual review with each student of health info and some functional fitness test items. Ex card for progress is kept, fitness re-test given as time permits, students asked individually each semester to evaluate themselves
- Cerritos College Intake interview and IEP
- Citrus College Functional tests of each major muscle group and joint, along with the Doctor’s medical release form, goals are set for the semester.
- City College Of San Francisco SEC which measures objectives of class.
- College Of San Mateo Measuring CV function, strength, flexibility, body comp., walking speed, Vo2 max., Posture evaluation.
- Contra Costa College Subjective
- East Los Angeles College Discussions with the students abilities, goals, limitations, etc.
- El Camino College on-going process
- Evergreen Valley College Interview with student. Together set goals and objectives for semester. SEC charts begin and end numbers for each goal & objective for each activity.
- Foothill College Some assessment exercise cards, subjective evals.
- Fresno City College Progress- daily recording of perf. data
Ability - in office and first few classes based upon performance
- Gavilan College Staff observations
- Glendale Community College Some classes use workouts and student’s charts on cards. I chart for the aquatics and Self-Defense. Students are tested Physical and written exams
- Grossmont College Instructor evaluation and course requirements
- Las Positas College Doctors guidelines
- Lassen College Develop personal goal and adjust program to individual needs, so they can successfully participate in PE program
- Los Angeles Harbor College Students record exercises and workout during each class. Charts are reviewed periodically and at the end of the semester to evaluate progress and results
- Los Angeles Trade-Tech College Written health history, ex info, strength, ROM, manual testing, review ex cards, attendance, participation, etc.
- Los Angeles Valley College By instructor
- Mendocino College Students create three goals to work on in class, progress is kept on their exercise charts. Student contracts are created from student goals & progress determined from their charts.
- Mission College Individual program is updated periodically throughout semester to show measurable maintenance or progress in strength, flexibility (goniometry), and/or endurance.
- Modesto Junior College Skills demonstration, exercise charts
- Monterey Peninsula College 1) Daily BP/HR
2) Exercise compliance plan (daily log/diary)
3) pre-post testing
- Napa Valley College Pre-testing course; and/or start a program based on goals/objectives with medical/health forms used as a guide. Students are required to document progress each class.
- Orange Coast College Strength and cardio classes, daily workout cards are kept showing progress. Stretching and back classes pre-test & post-test for flexibility and posture. Individual appointments during finals wk to discuss improvements.

Porterville College Frequent

San Diego City College Swim test with ARC skills, wt training, canadian crutch test, bench press for upper body endurance, heart rates

San Jose City College Test them, skill assessment, discuss goals they would like to achieve

Shasta College Keep charts on each individual and update evaluations with physical therapist

Skyline College One on one 1-2/semester - flex, ROM, bilateral strength, balance, coord. some students CV endurance

Solano Community College Individual eval. and assessment of abilities. Primarily trial and error and maintaining of individual exercise charts.

Southwestern College SEC and subjective and objective

Ventura College Observation

West Valley College Students are evaluated constantly by staff and faculty as they perform their activities.

Yuba College Chart daily ex program

Measurable Progress: N = 42

Satisfy all academic requirements	3 (7%)
Analysis of pre-test and post-test	16 (38%)
Degree of progress towards SEC goals	15 (36%)
Other	8 (19%)

Additional Measurable Progress notes:

Allan Hancock College As stated on their IEP

American River College Anything

Bakersfield College By fitness guidelines using flexibility and cardio tests. Also by “gain” “felt” by individual student. (Mood assessment)

Cabrillo College Vocational need, functional need, educational need, defined by IEP set goals and objectives - very rare that a student has accomplished every goal in every aspect

Canada College Maintaining or improving fitness level, making sincere effort

Cerritos College Maintain fitness and/or increase components of fitness

Citrus College From initial assessment on muscular strength, endurance and ROM we re-evaluate each area of fitness at end of term.

City College of San Francisco Needs to improve. Improvement satisfactory, i.e. movement patterns, breathing, flexibility, adapting postures

College of San Mateo Objectively - through test outcomes. Subjectively - based on disability vs. test outcomes

College of the Desert Percentages, time, reps, participation, grades

East Los Angeles College Increases in flexibility, strength, and endurance from tests on body measurements & strength and flex at the beginning of the semester.

El Camino College Case by Case Basis MP is noted when the stud achieves goals listed in Ex Card. Sometimes goals are not directly related to fitness but to their ability to work independently

Evergreen Valley College SEC defines MP in a more objective manner. Also informal input of students - they know if they are improving or not, without looking at the chart.

Fresno City College Plus subjective eval. based on disabling condition

Gavilan College Discussion with student and staff observations. Very difficult depending on student population

Glendale Community College Depending on student condition

Grossmont College Instructor evaluation

Lassen College Charting increases and decreases in ex., develop ability to adjust in the game

Los Angeles Trade-Tech College Student in increasing and /or maintaining fitness according to his/her abilities

Los Angeles Valley College instructor assessment

Mission College Percent increase in strength or time, increase in endurance, degree increase in flexibility using goniometer.

<u>Modesto Junior College</u>	Maintaining or increasing wts. or # of ex, maintaining or progressing in assessment tests.
<u>Monterey Peninsula College</u>	% improvement / student's self-assessment of contributing factors for not meeting goals (i.e. secondary health issues, nutrition, etc.)
<u>Napa Valley College</u>	Varies with instructors and depending on medical background but maintenance or positive increase documented on program focused on goals.
<u>Orange Coast College</u>	As written in the SEC
<u>Porterville College</u>	Charting
<u>San Jose City College</u>	On IEP, if they demonstrate improvement on distance, time, duration, repetitions, wt increase, - in aquatics - demonstration of swim skills, improvement of endurance, participation of therapy exercises
<u>Santa Rosa Junior College</u>	Pre-Post survey (self)
<u>Shasta College</u>	Continued regular attendance and recordings on charts
<u>Skyline College</u>	Increased flex, ROM, strength, ability to stand/walk unassisted or w/less aids, longer CV endurance stamina during 20-min chair ex. need less help in class, less depressed, more sociable w/ classmates
<u>Solano Community College</u>	Ability to increase in any one of the areas targeted, i.e. increased cardiovascular fitness time, increase wt or reps for strength, increased flexibility.
<u>Southwestern College</u>	Weights in pounds, # of laps, % body fat, etc.
<u>West Valley College</u>	Recorded on Ex card then written on SEC every semester
<u>Yuba College</u>	Using student's chart

Accountability and Documentation

Do all students have a medical verification on file? N = 46

Yes 41 (89%)
No 5 (11%)

When is the medical verification required? N= 46

Prior to registration 7 (15%)
Prior to first day of class 14 (30%)
First day of class 5 (11%)
Other 20 (44%)

Samples of "other" comments: (3) First week, (2) Prior to exercise, and ASAP, (1) One week prior to first class, second week of class, and by 10th week of class.

Who often is an updated medical verification required? N= 43

Each term 2 (5%)
Every year 10 (23%)
Every 3 years 2 (5%)
As Needed 15 (35%)
Other 14 (33%)

Do you have documentation of an APE student's goals, exercise program, and progress? N = 42

Yes 39 (93%)
No 3 (7%)

Are files kept in a secure area? N = 45

Yes 45 (100%)

No 0 (0%)

Additional security of files notes:

<u>American River College</u>	Kept in office in unlocked file cabinet
<u>Bakersfield College</u>	Locked in instructor cabinet in the gym
<u>Cabrillo College</u>	Handled only by instructor - at her discretion with assistants on a need-to-know basis. i.e. HIV students or Psych D violence
<u>Canada College</u>	Individual records kept in cabinet in locked storage room
<u>Cerritos College</u>	Kept in secure file in PE office
<u>Citrus College</u>	Kept in a file that is secured each day
<u>City College of San Francisco</u>	DSP&S handles all confidential material
<u>College of San Mateo</u>	Locked files, locked room, locked computer database
<u>College of the Desert</u>	Folders are kept in file cabinets
<u>De Anza College</u>	Locked offices
<u>East Los Angeles College</u>	Professionally handled as to prevent observation by unauthorized individuals.
<u>Evergreen Valley College</u>	DSP has main file. Keeps goals and objectives at home because no secure place in classroom. Hand carries info.
<u>Foothill College</u>	Files are kept in Disability Resource Center
<u>Fresno City College</u>	In office
<u>Gavilan College</u>	Materials are kept in the DSP&S office
<u>Glendale Community College</u>	On a need-to-know basis
<u>Grossmont College</u>	Locked file
<u>Irvine Valley College</u>	APE files in DSP&S office
<u>Lassen College</u>	Secure area locked cabinet and shredder
<u>Los Angeles Harbor College</u>	Locked file cabinets
<u>Mendocino College</u>	Files seen by instructor only. Info is shared with DSP&S and classroom aides as needed. Aide is informed not to discuss with anyone.
<u>Mission College</u>	Kept in a locked cabinet for staff use only
<u>Modesto Junior College</u>	Locked in file, faculty have key.
<u>Monterey Peninsula College</u>	Locked cabinets-copies maintained in DSP&S office, originals in APE Center. Only instructors may share info with staff (must receive permission from student to share with student assistants)
<u>Mt. San Antonio College</u>	APE files in DSP&S office
<u>Napa Valley College</u>	As per DSP&S guidelines
<u>Orange Coast College</u>	If info is given to student assistants they are reminded about confidentiality. That rule is also given in writing when the student first volunteers
<u>Porterville College</u>	Files in office
<u>San Diego City College</u>	Locked files or kept with teacher in classroom
<u>San Jose City College</u>	Locked files, only staff has access to files
<u>Santa Rosa Junior College</u>	Keep files in office but unlocked. Shreds old documents
<u>Shasta College</u>	Under supervision of DSP&S
<u>Skyline College</u>	Only instructor and aides have access. 3 binders in office, in class file, and in class for student and aid
<u>Solano Community College</u>	Locked in secure file in a locked office
<u>Southwestern College</u>	Locked cabinet in office
<u>Ventura College</u>	Secure on computer and in EAC
<u>Yuba College</u>	Locked APE room

Student Outcomes

What are the APE student success rates (passes a class with C or better)? N = 40

100%	3 (7.5%)
99%	1 (2.5%)
98%	1 (2.5%)

95%	3 (7.5%)
90%	14 (19%)
88%	1 (2.5%)
85%	4 (10%)
80%	4 (10%)
70%	1 (2.5%)
High	2 (5%)
Majority	1 (2.5%)
Credit/No Cr.	2 (5%)
Unknown	3 (7.5%)

What are the APE student retention rates (did not drop a class)? N = 42

100%	1 (2%)
99%	1 (2%)
98%	1 (2%)
96%	1 (2%)
95%	7 (17%)
94%	1 (2%)
92%	1 (2%)
90%	8 (19%)
85%	4 (10%)
80%	7 (17%)
70%	3 (7%)
High	2 (5%)
Majority	1 (2%)
Very Good	1 (2%)
Unknown	2 (5%)

What are the APE student persistence rates (returns the next term)? N = 40

100%	2 (5%)
95%	3 (7.5%)
90%	12 (30%)
85%	2 (5%)
81%	1 (2.5%)
80%	4 (10%)
79%	1 (2.5%)
75%	3 (7.5%)
70%	1 (2.5%)
65%	2 (5%)
50%	1 (2.5%)
30%	1 (2.5%)
High	3 (7.5%)
Majority	2 (5%)
Excellent	1 (2.5%)

Most 1 (2.5%)

Can you describe all of the above in terms of student equity?(Are students succeeding at comparable rates regardless of ethnicity, culture, religion, gender, or disability)? N = 44

Yes 36 (82%)

No 8 (18%)

Demographics: (From the 47 surveys and 54 college visits)

How many students are enrolled in APE courses? 7,456

What are the most common disabilities you see in APE?

ABI 19 colleges

CVA 18

Arthritis 14

SCI 13

DDL 12

CP 10

Cardiac 9

Back 8

Health 5

Ortho 5

Visual 3

Deaf, obesity, fibromyalgia, COPD, 2

Autism, LD, Polio, Park., MD, Chronic OA 1

Safety

Are there specific college emergency/evacuation plans for students with disabilities? N = 47

Yes 37 (79%)

No 9 (19%)

N/A 1 (2%)

Are they posted? N = 45

Yes 21 (47%)

No 19 (42%)

N/A 5 (11%)

Does the college conduct drills? N = 45

Yes 13 (29%)

No 29 (64%)

N/A 3 (7%)

In your opinion, are APE facilities, equipment and staff adequate and appropriate given the class size and student population? N = 45

Yes 22 (49%)

No 20 (44%)
N/A 3 (7%)

“No” comments:

Facility is too small 12
Poor equipment 2
Lack of assistants 2
Lack of faculty 2
Lack of staff 1
Curriculum 1

Do APE aquatic classes have a certified lifeguard on duty? N = 45

Yes 24 (53%)
No 11 (24%)
N/A 10 (22%)

Is there an emergency phone in the APE classrooms? N = 44

Yes 35 (80%)
No 8 (18%)
N/A 1 (2%)

Are APE faculty and staff certified in CPR? N = 45

Yes 41 (91 %)
No 2 (4%)
N/A 2 (4%)

Are APE faculty and staff certified first aid? N = 45

Yes 34 (76%)
No 3 (7%)
N/A 8 (18%)

Have APE faculty and staff completed bloodborne pathogen training? N = 45

Yes 24 (53%)
No 16 (36%)
N/A 5 (11%)

Is there an AED in proximity? N = 44

Yes 9 (20.5%)
No 27 (61.5%)
N/A 8 (18%)

Do you cancel an APE class if the room temp. exceeds a predetermined range? N = 43

Yes 10 (23%)
No 25 (58%)
N/A 8 (19%)

For yes responses, - high temp.: 95, 90 (2), 88, 85, 80

For yes responses, - low temp. : 60, 30, Instructor's decision (2)

Do you cancel an APE class if the pool exceeds a predetermined range? N = 39

Yes 16 (41%)

No 13 (33%)

N/A 10 (26%)

For yes responses, - high temp.: 90, Instructor's decision (2)

For yes responses, - low temp. : 60, 76 (2), 77 (2), 78 (3), 80, <80, Instructor's decision (2)

What is done if an official "Spare the Air" day is declared? N = 43

Cancel class 9 (21%)

Nothing 9 (21%)

Don't Know 25 (58%)

Does APE maintain emergency preparedness kits? N = 44

Yes 30 (68%)

No 12 (27%)

N/A 2 (5%)

Does APE have emergency power back-up systems? N = 44

Yes 10 (23%)

No 27 (61%)

N/A 7 (16%)

Does APE have emergency lights? N = 43

Yes 16 (37%)

No 18 (42%)

N/A 9 (21%)

Facilities / Equipment

Are all PE facilities accessible? N = 46

Yes 36 (78%)

No 9 (20%)

N/A 1 (2%)

What is the water temp. of the pool for an APE aquatics class? N = 30

<75 1 (3%)

76 2 (6%)

78 1 (3%)

80 5 (17%)

81 1 (3%)

82 7 (23%)

83 1 (3%)

84 3 (10%)

85 5 (17%)

86 2 (6%)

>90 2 (6%)

Is there adequate wheelchair parking? N = 45

Yes 31 (69%)

No 14 (31%)

N/A 0 (0%)

Do you share facilities and equipment with PE? N = 46

Yes 39 (85%)

No 6 (13%)

N/A 1 (2%)

Do you have facilities exclusively for APE? N = 45

Yes 18 (40%)

No 26 (58%)

N/A 1 (2%)

Approx. APE sq. footage? (19 responses)

365	1270	3000
400	1500	3500
500	1800(2)	
600(2)	2000(2)	
800(3)	2250	
900	2700	

Are restroom facilities / locker room close by? N = 46

Yes 40 (87%)

No 6 (13%)

N/A 0 (0%)

Are there power assist doors? N = 46

Yes 27 (59%)

No 19 (41%)

N/A 0 (0%)

What kinds of equipment are used in APE classes? (Number of times listed)

Arm Ergometers	31
Standing Frames	18
Parallel Bars	12
“Equalizer”	11
“Flexaciser”	8
Rickshaw	7
“SciFit” Power Trainer	7
“Nu Step”	3

Tilt tables, Elliptical machines, “Freedom machine” , “ Uppertone”	2
“Universal”, “Versa Trainer”, “Hoist”, “ParaGym”, Parallel Stairs	1

Philosophical:

What is the definition of Adapted Physical Education?

Antelope Valley College

Individually tailored plans of activity for those with limitations and disabilities or for those who just want to have fun in a relaxed, non-competitive atmosphere.

Yuba College

Program of PE designed for students that may not fully benefit from participation in reg. PE

Cabrillo College

APE is an opportunity. It is designed to teach those who cannot successfully use their bodies to adapt what skills they have by increasing their strength, dynamic and static balance, endurance, flexibility or knowledge of technique to any environment.

Contra Costa College

Develop skills for fitness, strength, communication, and play games

Foothill College

Physical activity designed specific to a student’s individual needs

American River College

PE that is modified and developed to safely and successfully meet the needs of students with special needs who are unable to access or participate in general PE because of their disability

Mendocino College

APE provides an environment where students with a disability can participate in a successful individualized fitness program. Their fitness program & goals should be based on individual needs. Adapting to individuals for success.

Santa Rosa Junior College

PE that has been adapted to meet the needs of students with disabilities

Shasta College

PE designed for anyone with any type of physical disability. We modify our teaching styles and activities to ensure success for each individual.

Gavilan College

PE program designed to meet the exercise needs of specific individuals and groups

Citrus College

PE .for individuals with temp. or perm disabilities that prevent them from participating in regular PE classes

El Camino College

An environment to learn and practice fitness, swimming, and sports skills at a pace that is comfortable for each student. Ex. programs are personalized to meet the needs and interests of each student. Activities are , modified to ensure access and success.

East Los Angeles College

To physically facilitate, develop, and maintain the learning of life skills that will allow them mainstream opportunities despite their disabilities. For some, I want them to develop enough physical independence that they can pick themselves up unassisted if they fall.

Los Angeles Harbor College

Ex and Activities designed specifically to meet the needs of individuals with physical challenges in order to maintain physical fitness and participate in recreation / leisure activities

Los Angeles Trade-Tech College

APE is PE specifically designed for students with disabilities within an educational environment

San Diego City College

Accommodated PE

Irvine Valley College

APE is health related physical fitness modified to meet specific needs of persons with disabilities

Southwestern College

Providing activities at a self-paced level

City College of San Francisco

Adapting movement disciplines, physical activities and sports that promote fitness, recreation skills, a sense of well being, and self-esteem for individuals with special needs.

Evergreen Valley College

APE is individually designed for each student in order to facilitate the student being the best they can through physical activity.

Canada College

APE is the process of individualizing and adapting a fitness program to each student's needs and interests.

Skyline College

Group and indiv. strength, CV, and flex modified so each student can succeed and improve or maintain optimum health physically as well as a more positive outlook psychologically.

Mission College

Individualized exercise programs designed to meet the needs of the student with a physical disability

West Valley College

APE is a cross-disciplinary science to promote wellness (i.e. adaptation, inclusion, and positive selfconcept) for the individuals with disabilities across the lifespan.

Mt. San Antonio College

APE is health related physical fitness modified to meet specific needs of persons with disabilities

Lassen College

A program that is still in the process of being developed, that will become an inclusion program

Napa Valley College

APE is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a student with a disability or limitation, based on a comprehensive assessment as to enhance physical fitness and wellness.

Fresno City College

PE, modified or not, for students with disabilities

Modesto Junior College

(Comm. College Level Def.) APE provides exercise for students w/ physical / medical limitations. Instructors develop individualized or group exercise programs that are adapted for the student. This will meet the fitness needs of the student with disabilities.

Monterey Peninsula College

APE is a specially designed PE program that provides individuals with disabilities (physical, mental, psychological, challenged) with an educational approach to maintaining or improving their health and fitness as well as understanding the importance of fitness.

Cerritos College

Adapting environment and equipment and exercise programs to fit the individual needs of our students

Orange Coast College

APE encourages physically disabled students to max their physical potential within the limitations of their disabilities within an educational setting. Classes are offered to students needing an individualized exercise program.

College of the Desert

Designed for students with disabilities who cannot participate in or benefit from offerings in the regular physical education program.

Glendale Community College

Modifying and adapting PE activities so that students can achieve maximum benefit, enjoyment, and success.

Grossmont College

Same as any PE with modifications for disabilities

Bakersfield College

Fitness classes promoting health and recreation (for lifetime) designed for people with a physical disability. Including individualized programs performed in a group (class) setting promoting social interaction.

Porterville College

Adapting machines and program to meet needs of those who have physical limitations

Los Angeles Valley College

Ventura College Classes designed for students with disabilities to meet same goals as mainstream PE

Solano Community College

PE adopted to meet individual needs and abilities of each student, focusing on cardiovascular fitness, strength, coordination, and flexibility to gain increased functional ability and independence.

San Jose City College

APE is applying PE practices and principles in enabling students with disabilities to improve strength, flexibility, ROM, endurance and fitness levels

College of San Mateo

PE classes designed for students who's disabling or limiting condition may preclude them from experiencing success in a regular PE class.

What are the differences between therapy and APE?

American River College

Therapy=Medical Model to rehabilitate injuries and promote daily living skills through a variety of modalities. APE—Uses exercise to promote wellness and make one's life easier by increasing strength, flexibility, body composition, aerobic fitness, and coordination. It uses an educational model.

Antelope Valley College

Ask a therapist

Bakersfield College

Therapy promotes rehabilitation so that an individual may now take APE! Therapy helps return you to your life and APE helps your life improve and expand!

Cabrillo College

Therapy is designed to address a specific body part that usually has an acquired injury or dysfunction. APE in a true educational model addresses the entire person - the psychomotor and the cognitive domains. Changes how an individual views themselves in the world.

Canada College

Therapy- working to improve the function of one part of the body and work may be done on or to the patient. APE is an educational process where the total physical fitness needs of the student are addressed. Students are here to learn and practice skills so that they will have a knowledge base for their future independent fitness activities.

Cerritos College

Therapy is formal, short term for a specific injury or problem and uses specific exercises and modalities (i.e., ultrasound)

APE is based in PE principles of fitness using adapted equipment and exercises to meet the fitness needs of the students.

Citrus College

Therapy is more directed towards temp. rehabilitation of short duration while APE is focused more on modifying exercises that can be used for the long term and allow for student independence

City College of San Francisco

Therapy refers more to rehabilitation for corrective purposes. APE promotes learning practical skills that may enhance an individual's quality of life- physical, mental, social, etc. APE may support the rehabilitation process.

College of San Mateo

Simple - We're instruction - our outcomes have an academic basis within the psychomotor domain

College of the Desert

APE - educational setting with the learning of PE concepts and skills, with the outcome being to become a physically educated person

Contra Costa College

Therapy is usually 1-on-1. APE is usually in a group.

De Anza College

Therapy is medical model. APE is ed. model

East Los Angeles College

Therapy addresses the symptoms. APE addresses the causes that lead to the symptoms.

El Camino College

Physician prescribes therapy for patient when treating medical condition

Evergreen Valley College

Therapy - medical model- address only problem/ unhealthy/injured area. APE concerns whole person, mind, body, spirit, - develop healthy habits and attitudes to improve daily living skills across the life span.

Foothill College

APE is a fitness-based program designed to help student's improve their level of physical fitness (all areas)

Fresno City College

Therapy is done on clients. APE is educating students.

Gavilan College

We are very specific that we do not provide therapy - but the reality is we do provide therapy. APE is any modified form of physical activity that provides exercises for individuals or groups.

Glendale Community College

Therapy concentrates on rehabilitation of a "problem". APE concentrates on the success of an individual with a disability in the physical movement domain.

Grossmont College

Intensity, duration, cost, training of staff

Irvine Valley College

Therapy is usually considered short term and deals with acute or sub-acute concerns. APE is health maintenance modified to cope with a person's ability.

Lassen College

Therapy is supervised by a physical therapist and APE is working on healthy fitness lifestyles

Los Angeles Trade-Tech College

Therapy is short term and designed to rehabilitate in a medical setting. APE advocates and enables persons with a disability to continue to receive an individualized program designed with the participant's goals, abilities, and potential in mind. APE ideally can continue to help a disabled person achieve their physical potential throughout their life span.

Mendocino College

Therapy works to improve an individual after an injury.

APE is fitness for life, to improve or maintain an individual's fitness & hopefully improve activities of daily living.

Mission College

Classroom organization, no therapeutic modalities used such as ultrasound, ice packs, etc. Assistance is limited

Modesto Junior College

Therapy is a service provided to a person under the supervision of a physician. APE is set in an academic setting and provides education for the student.

Monterey Peninsula College

Therapy is the prescription of exercise and modalities to treat an acute state. Ape is an educational program that teaches the students the importance of physical activity in improving one's acute state as well as his/her functional capacity throughout life.

Mt. San Antonio College

Therapy is usually considered short term and deals with acute or sub-acute concerns. APE is health maintenance modified to cope with a person's ability.

Napa Valley College

Therapy is monitored in a medical setting monitored and guided by its particular staff. A physical educator in a classroom setting teaches APE. (Even though the assessment/program may be the same and the "direct service provider" position is different.)

Orange Coast College

Therapy uses modalities and is usually in a medical environment. Therapists refer to their 'clients' as patients and usually work together in small groups or individually. APE is typically in a school setting and 'clients' are referred to as students and are enrolled in classes in larger groups (8 to 20)

Porterville College

Therapy uses heat, cold, and stimulators

San Diego City College

Therapy is medical and APE is lifelong fitness.

San Jose City College

I do apply therapeutic practices in my classes. - We provide gait training patterns and skills. We administer ROM, utilize standing frames, cane exercises, arm ergometers, etc.

Santa Rosa Junior College

Therapy is a medical model working with individuals that are ill or rehabbing from an injury

Shasta College

We work with and not 'on' individuals with disabilities

Skyline College

Therapy is primarily one on one and incorporates use of heat/ice and more modalities. Therapy and APE can and do overlap especially when a student is in therapy and an APE class. The student may do some remedial stretches and ex prescribed by the PT. The APE instructor also gives ex individually to students needing special help.

Solano Community College

Therapy is the use of certain modalities, i.e. ice, ultra-sound, TENS

Southwestern College

Therapy requires assistance with ROM, movements, definitely one-on-one

Ventura College

Therapy is individualized - at least in dance the activities are done as a group.

West Valley College

Therapy is the stage of treatment for the person in the hospital or very low work capacity, until they are well enough to attend APE.

Yuba College

Hard to label -

Other

What are the hot local issues at your college?

Antelope Valley College - Budget, budget, budget

Bakersfield College - Sharing of facilities, repeatability, disabled parking

Cabrillo College - reorganization

Canada College - Bond passed - new \$ to renovate facilities / SF State courses on campus - promising New DSPS coordinator to restructure all programs / lots of distrust of admin in district

Cerritos College - \$\$

Citrus College - funding, long term commitment from district

City College of San Francisco - \$ and funding cuts from the state

College of San Mateo - growth

College of the Desert - re-organization

De Anza College - \$, space and parking

East Los Angeles College - Gender equity, classroom space

El Camino College - More \$

Foothill College - \$\$\$

Fresno City College - class size, bond issue for more classrooms

Gavilan College - \$

Glendale Community College - Compressed Calendar

Grossmont College - Student Center

Irvine Valley College - Management

Lassen College - Searching for new Pres., expansion of facility / barriers

Los Angeles Harbor College - funding / facility

Los Angeles Trade-Tech College - Serving a low-income disadvantaged student population

Los Angeles Valley College - regular ones
Modesto Junior College - \$, enrollment management, pool
Monterey Peninsula College - Budget funding / ADA compliance
Mt. San Antonio College - Management
Napa Valley College - Bond Issue - 2002 elections
Orange Coast College - academic freedom and due process
San Jose City College - Fight for facilities with only a four-day work week. Politics, very little support for APE
Santa Rosa Junior College - Bond issue - Measure A \$250M in March
Skyline College - not having a separate APE facility
Solano Community College - ADA access, (law suit)
Southwestern College - Reaching out to the community
Ventura College - more FT teachers
West Valley College - Measure E

What are the biggest APE challenges ahead? (Number of times listed)

Facilities	20	Repeatability	4	More classes	2
Equipment	10	Admin support	3	More Ex. Assistants	2
Growth	6	Class Size	3	More parking	1
More Faculty	6	Budget	3		

American River College - Repeatability
Bakersfield College - Employment - budget crisis
Cabrillo College - Making sure the new mega-division understands the mission of APE
Canada College - More students needing services than can be served
Cerritos College - Funding a separate APE facility - hiring a full-time faculty
Citrus College - meeting ever-increasing community needs
City College of San Francisco - To build a gym that is accessible and offer more adaptive classes.
College of San Mateo - growth
College of the Desert - space, facilities, equipment
Contra Costa College - 1-on-1 for wheelchairs
De Anza College - Pool remodel (down for 9 months), facility upgrades
East Los Angeles College - Finding room for the APE equipment we will be purchasing
El Camino College - \$ to purchase accessible and data-capable equipment. If program grows, serving new students (cont. studs. get priority reg.)
Evergreen Valley College - Securing a yearly budget for equip. APE getting its own space, better accessibility into PE building, adding another class
Foothill College - Finding APE instructors
Fresno City College - Class size and administrative interference
Gavilan College - New facility/ parking
Glendale Community College - Staffing as numbers continue to increase
Grossmont College - Facilities or room for APE
Irvine Valley College - To build a gym
Lassen College - Org of program and staff
Los Angeles Harbor College - Facilities
Los Angeles Trade-Tech College - More equipment and space
Los Angeles Valley College - Repeatability, appropriate and adequate facilities
Mendocino College - Equipment funding & class size/aides ratio
Mission College - Getting own room and equipment
Modesto Junior College - Acquiring a pool
Monterey Peninsula College - Funding issues
Mt. San Antonio College - To build a gym
Napa Valley College - Repeatability issues qualified future instructors
Orange Coast College - Cont. on recruit sufficient student assistants

Porterville College - More equipment and separate facility
San Diego Miramar College - Working with the PE division to start an adapted aquatic course
San Jose City College - Fighting for facilities with PE
Santa Rosa Junior College - Keeping up with growth.
Shasta College - Facilities (have blue prints for new facilities)
Skyline College - Getting an APE facility and hiring FT instructors
Solano Community College - Maintaining old equipment, purchasing new
Southwestern College - Should we include therapy?
Ventura College - More FT teachers and an APE coordinator
West Valley College - To be equally recognized as one of the academic disciplines
Yuba College - Class size and repeatability

What are your APE strengths and greatest accomplishments?

American River College - Getting a building & equipment! Our program is growing still.
Bakersfield College - Beginning the APE program with one class of 4 students to currently 6 classes with over 200 students and a waiting list
Cabrillo College - The consistent and increasing enrollment, introducing new curriculum
Canada College - Creating a popular program with great social interaction and support among participants. Lots of equipment, easily accessible and inexpensive.
Cerritos College - Increasing number of sections of classes and offering daytime classes that fit into facilities
Citrus College - Great facilities and equipment. Serve a lot of students with disabilities
City College of San Francisco - To have helped develop & implement an adaptive yoga class at CCSF with Donna Cotter
College of San Mateo - Our building modifications, formal assessment program, top-notch faculty, grants development for growth
College of the Desert - Good support from DSP&S and HPER, fund raising
Contra Costa College - Exercise as a college class
De Anza College - Size, history and quality of program
East Los Angeles College - That we have a program designed specifically for the needs of the DSP&S students
El Camino College - Serving 250 studs. Offer 15 sections of activity APE courses. Have 2 F-T faculty
Evergreen Valley College - Good rapport with DSP&S coord./ hiring another assistant with good quals/ working on developing a good contacts with PE
Foothill College - Program size (950+), quality of instruction
Fresno City College - Wife became a good teacher and recognized by my friends
Gavilan College - Individual involvement to specific needs
Glendale Community College - Very diverse curriculum, retention and success of students
Grossmont College - What we have and a good staff
Irvine Valley College - A sports program to include Special O, w/c tennis, and golf access
Lassen College - Just having an APE program and moving towards a senior program, commitment of instruction & non-instruction
Los Angeles Trade-Tech College - Prof. involvement, service, conf. presentations, cont. prof. ed./certification
Los Angeles Valley College - Wheelchair ballet
Mendocino College - Biggest challenge was getting APE room for APE use only & getting locks changed. My APE strength is I love what I do.
Mission College - Increasing enrollment, finally not having to share class time and room
Modesto Junior College - Awareness and ability to work with students of all levels, increasing enrollment in APE classes over 50% in one semester
Monterey Peninsula College - Raised \$50,000 for new equipment / new facility (2000)/ re-integrated with PE (continues with DSP&S)
Mt. San Antonio College - A sports program to include Special O, w/c tennis, and golf access

Napa Valley College - Updating equipment to better serve students, student persistence, increase of staff

Orange Coast College - Completing the 'Intro - student assistants' video, using an average of 2000+ hrs / year volunteers

Porterville College - Having the support of the local medical community

San Jose City College - Lots of referrals from hospitals, PT and OT high retention, students satisfied with classes.

Shasta College - It is continuing to grow in numbers and the students really like the program.

Skyline College - Over 30 yr. exp. in teach/coach to pull ideas and creativity from. I genuinely care about every student's success. I give every class my best effort

Solano Community College - Aquatics and staff relationships with students, Writing grant for the four-station equalizer and recumbent bikes.

Southwestern College - Helping the students to feel successful about themselves.

Ventura College - Variety, Cameron's class is excellent

West Valley College - The environment in this program is collaborative and the staff shares similar philosophy. Biggest is growth of the program.

Yuba College - Students enjoy and benefit from the classes

Do you raise funds outside of DSPS? N = 43

Yes 17 (40%)

No 23 (54%)

N/A 3 (7%)

Do you have extra-curricular activities? N = 44

Yes 23 (52%)

No 20 (46%)

N/A 1 (2%)

Do you have a student club? N = 43

Yes 18 (42%)

No 20 (47%)

N/A 5 (11%)