

Student Learning Outcomes for PEA 5

Adapted Aquatic Exercise

Team Members:

Team Leader:

[Tom Beggs](#) (5409) in PEA

Other members:

1. [Jim Haynes](#) (x8954) PEA

Additional team members/notes about team:

Mary Bennett,Ruth Haynes,Tracy
Baker,Larry Bloom,Nathan Perkins

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well being has been positively affected through the Adapted Aquatic Exercise course.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors:

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 20

Changes:

Students are given exit interviews about physical, social and emotional aspects of positive and negative experiences in the classroom each quarter.

Methods:

Written and oral interviews with new and returning students

Findings and Conclusions:

Some students indicated that they were previously unaware that physical training could yield such positive affirmations. Other students report a sense of positivity and new joy in their life. Some students reported that they were unsure if they would return to an outdoor exercise setting in the winter months. New Ideas were gained and will be implemented for next year.

Enhancement (Planned Actions)**Part I:****Part II:****Outcome 2 Phase I: Statement**

Within the context of a student's disability, he/she will be able to demonstrate that his/her psychosocial well being has been positively affected through the Adapted Aquatic Exercise course.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Fall 2010

Assessors: Tom Beggs

Assessment Tools: • •

Sections being assessed: o1

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 20

Changes:

Created exit interviews for the improvement in psychosocial aspects of the Adapted Aquatic environment.

Methods:

Verbal and/or written interviews are now given during each finals week regarding psychosocial gains resulting from participation in class. Students are randomly selected to volunteer information and offer ways to improve the psychosocial environment.

Findings and Conclusions:

Students enjoyed being introduced to others in their peer group. Students enjoyed positive elements such as special care, individual recognition and constant positive reinforcement that is directed to each class member. Areas of improvement were observed and noted. Constant attention to pool safety, cleanliness, water temperature were seen as important.

Enhancement (Planned Actions)**Part I:**

Students in the Aquatic program will be encouraged and supported to seek help and give aid to others when asked or observed. Students are now sharing in the exit/entry, care of

others and general ways that increase the overall level of psychosocial improvement.

Part II:

As previously stated all programs in Adapted Physical Education are greatly enhanced by our student assistants. This support is critical to student success. It is truly a team effort.

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