



## SLO Assessment Cycle for PEA 1

Adapted Total Fitness SLO Modified: [10/18/2010]

### Tom Beggs's Team Members:

1. [Jim Haynes](#) (x8954) PEA
2. [Tom Beggs](#) (x5409) PEA

### Additional Team members not on list/notes about team:

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

### Additional Notes:

### Outcomes:

#### Outcome 1: Statement Modified: [05/17/2011]

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

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [04/12/2011]

#### Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Tom Beggs, Tom Beggs

Assessment Tools: Performances/Demonstrations • Interviews • Performances (Simulated)

Sections being assessed: 01

#### Outcome 1: Reflect & Enhance Modified: [04/12/2011]

#### Number of people involved in Phase III: 30

#### Changes:

Students were given oral exit interviews regarding physical gains and other performance aspects to an indoor physical training setting.

Changes in the format and depth of exercise training were realized from student feedback.

#### Methods:

Oral interviews were given randomly regarding performances and individual concerns for additional training methods.

#### Summary:

Students were overall positive about the classroom setting. Retention levels are high which is a good sign.

Other students had suggestions based upon other classes they had taken.

All students were encouraged to be forthcoming on ways to improve classroom performance.

#### Enhancement (Part I):

This was an off-campus course which utilizes no assistance other than the instructor. All exercises are performed with a minimum of equipment.

Due to the unique situation all consideration from students were and will be taken seriously for next year.

More visual and auditory refinement and enhancement was important in this aging group of mildly limited seniors.

#### Enhancement (Part II):

Overall the costs are relatively low for an APE class. This Cupertino Senior Center group is one of our most fit disabled populations in APE at De Anza College.

Any new enhancement might include more portable equipment for balance and motor skills.

**Outcome 2: Statement** Modified: [05/17/2011]

Within the the context of a student's disability, that his/her psychosocial well being has been positively affected through the Adapted Total Fitness course.

**Outcome 2: Assessment Planning** Modified: [04/12/2011]**Assessment Strategy Used:**

Quarter: Fall 2010

Assessors: Tom Beggs, Tom Beggs

Assessment Tools: Performances/Demonstrations • Interviews • Performances (Simulated)

Sections being assessed: 01

**Outcome 2: Reflect & Enhance** Modified: [04/12/2011]

**Number of people involved in Phase III:** 30

**Changes:**

The psychosocial aspects of the classroom are of utmost importance.

The level of self-esteem is a critical factor in maintaining good health. Due this special aspect when working with an aging population, psychosocial aspects are at the top of the classroom goals. In order to create a positive motor development component students are constantly given new challenges to succeed.

**Methods:**

Students were randomly chosen to give oral interviews with regards to aspects of performance and social aspects of the class.

**Summary:**

Many students reported very positive success rates while attending the class.

Other students felt like they were part of a larger team while attending

Some students felt somewhat isolated.

Most students meet or exceed levels of student success.

**Enhancement (Part I):**

Students are now given more opportunity to help others in the classroom in many different psychosocial ways. As a result most students feel comfortable and at ease.

Student learning was enhanced by people helping to reach out to others in many different ways.

**Enhancement (Part II):**

No further additional resources are needed.

Student needs are adequate within existing program offerings.

More time in class need to be provided for additional psychosocial development in this somewhat unique lonely senior classroom population.

[ Number of Outcomes for PEA 1: 2 ]