

Section I: Program Overview

A. The Mission of the Program and its link to the College's Mission and Goals:

Adapted Kinesiology (AK) provides a critical element in a comprehensive, well-balanced educational program similar to Kinesiology. The learning opportunities offered in this area can be an essential factor to the optimum development of a student in all areas of life; physical, mental, emotional, social and spiritual.

Although many disabled students have lost significant life skills or skills were never normally developed, AK serves as a link to further these skills and pursue mainstream activities.

B. Historical Background and Unique Characteristics of the Program:

Adapted Kinesiology has been serving the needs of disabled students in fitness and recreational sports activities since 1978. A full time faculty position was added in 1980. Two water exercise and personalized fitness classes started the program. One year later a wheelchair basketball and wheelchair tennis class and team were formed. The class and team concept allowed these disabled student athletes to perform in leagues and tournaments locally and statewide. Another year and another water exercise class was added to accommodate the needs of off campus students at Leisure World. The first three years these five classes averaged 20 students per class and a total of 100 in the program.

As the classes grew in number of participants so did the need to have more student help. A support class was developed (SE 101) to train students interested in pursuing therapy and rehab careers, to assist in the AK classes.

Wheelchair tennis and basketball had a successful run of nearly 15 years, however the numbers decreased and the program was phased out. Still, the core water exercise and personalized fitness classes continued to expand in numbers and another class was added.

Today, AK offers seven core classes each semester and added a new adapted sports class during the 2006 Spring Semester. These classes serve over 390 students.

The demographics of disabled individuals that live in our community are consistent with our college geographical growth. In addition the forecast for those ages 45-54 will increase by 16.7% by the year 2010 and the forecast for those ages 65-74 is 11.5% increase. These age groups are typically the most vulnerable to heart disease, stroke and clotting. We also have two retirement communities that feed us disabled students, Furthermore we have new and expanded hospitals, assisted living centers, skilled nursing centers, board and care homes, private physical therapy centers, home health and adult transition centers for intellectually delayed adults which verifies and reflects our large and fast growing disabled student numbers.

Since the number of individuals who maintain these conditions and services is high and affects an even larger population than we address, appropriate placement in programs and services in our community is paramount to their progress towards further recovery. We serve a quality link in this process, especially since hospital and therapy costs are outrageously high and insurance companies continue to eliminate the number of patient days in the hospital or therapy visits. When insurance runs out for therapy, patients are looking for alternatives. This is frequently the only community outreach program that serves the needs of such a vast and varying population that is in such need, particularly the students who lack physical exercise in a controlled and safe appropriate environment.

Starting in the Fall Semester 2006 Adapted Physical Education's name was changed to Adapted Kinesiology. The name change is consistent with Physical Education's name change to Kinesiology.

C. Progress Since the Last Program Review:

The areas regarding the DSPS Technical Review Recommendations-2004 that affected Adapted Physical Education were as follows:

Program / Services Recommendations:

- Explore ways for the Adapted Physical Education (Adapted Kinesiology) program to become more integrated into the Physical Education Department (Kinesiology).

Kinesiology is making strong efforts to include Adapted Kinesiology needs for equipment and storage. However, placing Adapted Kinesiology in the Kinesiology Division could further move the program forward. This is a complex move that needs two divisions (CS&SP and Kinesiology) to figure out which functions and duties best serve students and each division.

Facilities/Physical Plant recommendations:

- The college is urged to recognize the importance of providing a dedicated and expanded space to house the Adapted Physical Education Program (Adapted Kinesiology).
- The college is encouraged to invest in the Adapted Physical Education (Adapted Kinesiology) Program with adequate facilities, storage and equipment.

Ideally, Adapted Kinesiology needs a dedicated and expanded space close to current weight training facilities (PE307). The costs have not been estimated or placed on the college Master Plan.

D. Current Strengths, Opportunities, and Challenges:

Strengths:

The Adapted Kinesiology Program has a strong complement of dedicated hourly staff that has a wide variety of expertise and strengths. The full time instructor created the program 26 years ago and has a huge referral base for recruiting students in the community. The part time instructor has been with the program for 25 years. The AK Program is very visible to the general public and has an extraordinary rapport with the medical community and with special education populations. The facilities at the swimming pools are exemplary and the strength and cardiovascular equipment used in fitness classes are very good. Older equipment is slowly being phased out and newer and more up to date equipment is being purchased. Classes are always full and FTES generation is high.

Opportunities:

The Adapted Kinesiology Program has the potential to double the number of disabled students it currently serves. This could happen when another full time faculty member is hired. Current restrictions in terms of total OSH available and qualified part time instructors hinder this movement. The Special Services Department has been a recipient of increased FTES \$ generated from AK Classes and the Total Disabled Student Count number. Due to the robust enrollment and community needs, AK has managed to increase the number of disabled students, thus supporting a larger contribution to the Special Services Budget.

Challenges:

The number of students participating in AK classes is high. Class sections average over 50 per class. In fact each class should be broken up into two separate classes, which would increase student quality and safety. This would also help to recruit new students in each class.

Classes could be broken up into different types. For example, the Adapted Personalized Fitness Classes include strength training, cardiovascular fitness, stretching, balance and gait training. Each one of those could be a separate class that gives a more concentrated emphasis on different areas of fitness. Students would or could take more sections also.

The basics of Title V Regulations are to include and develop basic programs and classes that are consistent with the regular Saddleback College Kinesiology and State's class offerings. Sports and outdoor recreational programs need to be expanded, especially with developmentally disabled, Special Olympics, and outdoor activities, like kayaking, hiking, camping and beach activities. This would coincide with regular Kinesiology student needs.

Sharing facilities also is a challenge. There are not enough weight rooms, stretching rooms and cardiovascular rooms to facilitate the needs of general Kinesiology Classes and Adapted Kinesiology Classes. Optimum days and times are competitive for room usage.

Since AK uses adapted equipment that is not appropriate for many students in general Kinesiology, it is usually stored and brought into the classroom or used outside the classroom. Equipment may include: parallel bars, standing frames, arm cycle ergometers and electric leg cycle machines. A potential solution is to build a separate facility next to the fitness rooms that would store and house the equipment. This would eliminate an outside storage shed, which currently exists and be home to adapted equipment that is bulky and used mainly by non ambulatory students.

The Program Review suggested that Adapted Kinesiology be integrated with the Kinesiology Division. Placing AK in the Kinesiology Division could further move AK forward. This is a complex move that needs two divisions, CS&SP and Kinesiology to figure out which functions and duties best serve students and each division.

Section II: Review Report

A. Faculty and Staff:

- a. One full-time faculty – 1 FTEF
- b. One associate faculty - .20 FTE
- c. 10 part-time hourly- Classified Staff

Two changes in faculty and staff would make the program more productive and more effective. The program needs one more full-time faculty member. AK is offering seven classes this semester and has 422 students currently enrolled with an average class size of 60. The overall unduplicated count per year exceeds 500 students. The need for more and varying classes with qualified instructors is essential for safety, quality of instruction, continued growth and student interest. Since the class size is high, each class could be made into two separate classes. The classes could also be divided into different classes. The Adapted Personalized Fitness Classes has an emphasis on strength, flexibility, cardiovascular fitness, balance and gait training. Each of these class components could be taught as separate classes, if facilities were available to expand the number of class sections. Students range in age from 17-97 and have varying types of disabilities and degrees of limitations. New classes would also be offered at different times and days, including evening and weekends. Another essential addition would be a full-time classified member who would manage student documentation and registration needs of disabled students and be the Special Services liaison to handle required documentations for state requirements.

B. Curriculum and Instruction:

- a. Credit courses KNEA
 - (KNEA 1) Adapted Personalized Fitness
 - (KNEA 2) Adapted Water Exercise and Swimming
 - (KNEA 6) Adapted Sports
 - (KNEA107) Adapted Survey and Assessment of Fitness
- b. Non Credit courses AK
 - (APE 2X) Mild Water Exercise (Emeritus Class)
 - (KNEA 300) Adapted Personalized Fitness
 - (KNEA 310) Adapted Water Exercise and Swimming
- c. Credit courses Special Education
 - (SE 101) Introduction to Therapy and Rehabilitation
 - (SE 102) Adapted Kinesiology Assisting

C. Student Success:

In conjunction with this program review, Adapted Kinesiology has developed student learning outcomes for instruction. The data that has been collected from the assessment for Adapted Kinesiology will serve as a base for program improvement.

- Students will demonstrate increased fitness levels in strengthening, flexibility and cardiovascular function in the Adapted Personalized Fitness Classes.
- Students in the Adapted Water Exercise and Swimming Classes will demonstrate and perform a practiced skill correctly or a modified version of skill because of limitations due to disability.
- Students in the Adapted Sports Class will better understand the importance of developing lifelong participation in sports, recreation and outdoor activities.

Students improve in each class. Some are capable of going back into the mainstream of activities, while others still need assistance. Disabled students have to start somewhere, it is in these classes that lives are transformed and made more whole and productive.

D. Facilities, Technical Infrastructure, and Resources:

- a. Facilities: The Adapted Kinesiology Program does not have any dedicated facilities of its own. The facilities that are used are the same facilities that Kinesiology uses. The swimming pool has ample room for all our current needs. It can and does hold more than one class at the same time period.
The Weight Room (PE 307) has been going through many changes recently. Much of the older equipment has been replaced with newer and more updated pieces. The room has benefited all students in regular and adapted classes. With that said, adapted equipment used only by the AK classes is stored outside in a new storage shed. Still, there is not adequate space for these larger pieces to be used. We are in possession of special equipment that cannot be housed within the current classroom, so it must be stored outside. The adapted equipment is brought out of storage and mixed into the room or used in an outside space each class. An ideal situation would be to construct a separate room that would house the adapted equipment for use and storage. The room should be next PE 307 and PE 306.

E. Service, Community Outreach, and Economic Development:

Saddleback College is an open college. Any disabled student has the right to pursue their educational goals. Many disabled individuals find the Adapted Kinesiology Program appealing to acquire new or past skills and improve their quality of life. Those skills and improvement occur in AK classes and may include mobility, gait training, balance, strengthening, flexibility, joint range of motion and cardiovascular conditioning.

Community Hospitals, Rehab Centers, Private Physical Therapy Centers, Skilled Nursing Facilities, Assisted Living Centers, Board and Care Homes, Special Education Schools and Centers, are some of the community places where outreach and recruitment occurs. The number of potential disabled individuals that could participate in our classes is high due to many and various disabilities and chronic pain. We serve as a quality link towards further recovery. Hospital stays and therapy is limited and patients are looking for alternatives to continue improvement. This is frequently the only community outreach program that serves the needs of such a vast and varying population that is in such need, particularly the individuals who lack physical exercise and social integration in a controlled and safe environment.

There are many other potential outreach opportunities that fit into Adapted Kinesiology. Some include Special Olympics competition and training; Para Olympic competition for wheelchair users; Wheelchair sports organizations; Amputee in Motion, competition and training; Blind and Deaf competition and training. More emphasis could be placed in this area if there were more certificated staff and hours.

For the past 24 years we have hosted a Junior Wheelchair Sports Camp (JAWS) that reaches out to those using wheelchairs and that are between the ages of 7-21 years old. The camp has served as a recruiting tool for potential new disabled students and main purpose is to serve the young disabled community with sports activities which is the only organized wheelchair sports camp in Southern California.

Section 111: Needs Assessment

A. Human Resource Needs:

Saddleback College needs to support the funding of classified and instructional classroom help.

B. Instructional Needs:

The addition of two full time staff would greatly expand the program and make it at a minimum more efficient.

- Hire one full time faculty – 1FTEF to ensure the continuation of the program, provide program continuity, and to address the aging community demographics, at a minimum.
- One full time classified that would manage required student documentation, disabled registration needs and be the Special Services liaison to handle required documentation for state requirements at a minimum.
- Hourly student help is necessary to keep program quality and safety in check with large class sizes. The student to staff ratio is six to one.
- The only full time faculty member will be retiring within three years.

C. Research Needs:

It would be of great value to have the demographics of the total number of disabled in our district area and have them sorted by disability type, age, mobility, and working vs. non-working.

D. Technical, Equipment and Other Resource Needs:

Equipment has recently been updated in the Weight Room. Storage needs have also been met. On going upgrade and repair for adaptive equipment needs to be addressed.

E. Facilities Needs:

A separate room, close to the existing Weight Room needs to be built. The storage shed is a nice addition, but equipment still needs to be taken out and in each day and most of it is used outside, because of lack of space in the Weight Room. A separate room that opens to the Weight Room would allow disabled students another space to exercise with these large adapted pieces of equipment without using them outside each day.

F. Marketing and Outreach Needs:

Since the Adapted Kinesiology Program has been in existence for 26 years, the word is out about what we provide. However, with new geographical areas and cities developing, such as Ladera Ranch, Foothill Ranch and Talega, the need remains high to reach out to these areas.

Section IV: Appendices

A. Program Organizational Chart

B. Five-Year Program Staffing Profile

C. SLO Assessment Forms

D. Data Sets

E. Others