

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Department Name: Athletic Injury Care

Program Mission(s): To provide the most effective medical care possible for the Foothill College Intercollegiate Athletes while providing a valuable learning environment for students interested in a broad variety of sports medicine fields

Program Review team members:

Name	Department	Position
Warren Voyce	KA	Head Athletic Trainer; Program Director; Faculty

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	0

Existing Classified positions:

Assistant Athletic Trainer - Full Time

Athletic Trainer Intern – Part Time

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Athletic Injury Care	AS	90

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
Athletic Injury Care	See Attached	See Attached	See Attached

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	See Attached	See Attached	See Attached
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
See Attached						

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. **Enrollment continues to increase in our lecture / laboratory sections in PHED 67A, 67B, 67C, 65A, 65B. Enrollment also increased in our internship classes PHED 62A, 62B, 62D, and 62E. A slight decrease was seen in PHED 62C. This should be also increase in the future as students progress from the A and B level classes. These increases indicate a growth in the number of students studying Athletic Injury Care at Foothill College.**
2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
 - a. AA, AS, AA-T, AS-T, Certificates of Achievement
Completion rates have not changed in the last 2 years. Since our last Program Review (Spring 2012) we have made declaration of the Athletic Injury Care Major and completion of the program a priority. We expect to see an increase in completion rates over the coming years.
 - b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.
Productivity appears low, though improving from last year. In this program, however, the low productivity numbers do not represent a deficit. The Foothill College Sports Medicine Program and Athletic Injury Care Degree exist to fulfill 2 important roles for Foothill College: to provide students with an educational and experience-based program to prepare them for careers in a variety of sports medicine fields, and to provide quality medical care for the intercollegiate student-athletes of Foothill College. While the productivity of the internship classes (PHED 62A-E) is low, these practicum classes are critical to providing students with the experience necessary to prepare them for a career in sports medicine and a great deal of one-on-one instruction is required, making small class size critical. In addition to the experience, these students make up the work force to allow our program to provide the quality medical care necessary for over 350 student-athletes on a daily basis. As the Head Athletic Trainer is a Full-Time faculty member, the course load for these internship classes makes up the justification for the time spent providing medical care for the student-athletes in addition to instruction of the internship students, often in excess of 60 hours per week. We continue to investigate the most effective structure to provide for quality medical care and instruction while maximizing productivity.

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
 - a. Please comment on the data from any online course offerings.
5. Curriculum and Student Learning Outcomes (SLOs)
 - a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
All SLOs are current. Assessment reflections in PHED 65A will be completed in Spring, 2013. All courses were updated for Title 5 this Fall.
 - b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
The BIO 40A-C courses (Anatomy and Physiology) currently do not have human cadaver laboratories. Some transfer programs will not accept an Anatomy and Physiology course without a human cadaver laboratory. Students are forced to take this series of courses at another school.
All courses are constantly evaluated and updated to reflect the current theories and practices in sports medicine
 - c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.
CL-SLOs are directly related to the Program Level – SLOs. Completion of these course level and program level learning outcomes allow for students to successfully gain the knowledge and experience necessary to prepare for transfer to the next educational level or achieve success entering the workforce. For example, students entering in to an Athletic Training Education program already have a high percentage of the skills that make up their educational competencies. Students entering in to the workforce have the knowledge and experience necessary to allow them to successfully apply quality medical care for their clients or patients. This enhances job attainment and transferability.
 - d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?
COR and SLOs are reviewed frequently with faculty to ensure they are appropriate and fulfilled for each course.
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission.

Primary focus on transfer

Most medical fields require advanced degrees

Program also attractive to Entry Level Master's candidates as well as candidates for Physical Therapy School and Medical School

Additionally, AIC students provide service for over 350 student-athletes who plan to transfer

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

<http://foothill.edu/president/workforce.php>

a. Please discuss current outcomes or initiatives related to this core mission.

Athletic Training listed in US News and World Report as Top 50 Best Careers of 2011

Local Workforce Data show a projected increase in related jobs of 4.8% (7.1% nationally)

Specialized skills and knowledge in recognizing, treating and rehabilitating athletic injuries

Personal Training / Private Clientele

Strength and Conditioning

Physical Therapist Aide

b. Please attach minutes from your advisory board meeting(s).

Advisory Board needs to be developed and a regular meeting scheduled.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

| **We have expanded course offerings in our off-site program at Mountain View High School. Look to solidify which courses are offered there and secure consistent faculty to increase student participation, learning and transition to Foothill College or other programs.**

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See Attached

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See Attached

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

Students are achieving a high level of success in completing the Course-Level SLOs in all courses

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Continue to update curriculum to reflect current techniques in sports medicine

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

All CL-SLOs are accurate for students to succeed in the Athletic Injury Care Program

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Increased time dedicated to instruction / in-service time suggested in CL-SLOs has led to increased completion of student skill sign-offs

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

The Athletic Injury Care Program continues to provide students with the high level of entry-level knowledge and skill in a variety of sports medicine fields while providing the highest level of medical care for the intercollegiate athletes. The biggest challenge identified is creating enough teaching opportunities to allow student to learn the knowledge and skills necessary to achieve and demonstrate competency in the CL-SLOs.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Review of the PL-SLOs has led to an increased focus on enrollment in the Athletic Injury Care major and progression toward completion of that program. We anticipate an increase in the number of student completing the program over the next 2 years.

We also have implemented weekly educational sessions to address students learning and skill competency. We anticipate an increase in the number of students completing the CL-SLOs in levels C, D and E in the next year.

3. If your program has other outcomes assessments at the program level, comment on the findings.

- **Since 2003, ~ 30 students have completed the program**
 - **11 of those students are now Certified Athletic Trainers**
- **Students from our program are working in a wide variety of settings and fields**
 - **Certified Athletic Trainers**
 - **Professional Teams (MLB, NFL, MLS)**
 - **NCAA Div. I, Div. II, Div. III**
 - **High Schools**
 - **Strength and conditioning professionals**
 - **Physical Therapists**
 - **Doctors**

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Secure consistent funding for Athletic Training Intern Position and Assistant Athletic Trainer Overtime	2012 and ongoing	Funding secured for 2012-13 year for Athletic Trainer Intern Position. Comp Time authorized for Assistant Athletic Trainer	Continue to pursue yearly funding for staff position and overtime.
2 Update all aspects of program to reflect current theories and practices in sports medicine	Ongoing	Addition of sports medicine techniques; Instructor participation at conferences, etc.	Continue to update to current techniques; Continue instructor / staff continuing education
3 Increased interaction with other programs, both from within Foothill College and with outside agencies in order to increase student enrollment	Ongoing	Increased interaction with Mountain View High School class; Set up meeting with SJSU Athletic Training Program to facilitate student transfer, course articulation and application assistance	Continue to identify and implement outreach opportunities to grow our student enrollment, participation, transfer and workforce development

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Grow Athletic Trainer Intern in to a Full Time Classified Position / Continue funding Athletic Training Intern Position	Long Term (5 years) / Yearly	Increased student safety; Decreased District Liability; More student instruction;	Meet with Division Administration to develop plan
2 Increase enrollment and completion rates of the Athletic Injury Care AA Degree	Short Term	Increased data to support strength of program. More students completing and entering the workforce or transferring.	Meet regularly with students to advise on program progression and completion
3 Develop an Advisory Panel	Short Term	Increase input from future employers as to what skills, knowledge and experience are appropriate for students entering the workforce	Outreach to community members involved in a variety of sports medicine fields

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Head Athletic Trainer/Program Director	Load percentage / salary amount negotiable	Investigate salary structural changes to maximize productivity while justifying workload

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Athletic Trainer Intern	\$20,000	Goal 1

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Athletic Tape	\$9000	Vital to meeting the PL-SLO of maintaining the highest care possible for our intercollegiate athletes

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Therapeutic Modality	~\$5000	Meets ongoing goal (3.1) of updating current theories and practices in sports medicine
Treatment Table Re-upholster	~\$2000	Meet health and safety of patients and staff in facility

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

Prior Program Review (Spring 2012) was well received. Strengths and successes were recognized. Concerns noted were consistent funding for the Athletic Training Intern position in order to decrease student risk and district liability. Action was taken to secure funding for the Athletic Training Intern position for the 2012-13 year. It was also recommended to further investigate outreach program to high school students. We have expanded our involvement and role in our Mountain View High School class.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Consistent funding for the Athletic Training Intern position continues to be the highest priority. This position is vital in maintaining an appropriate level of Certified Athletic Trainer to student-athlete ration to ensure the student-athletes receive the medical care they need and that the district is not open to unnecessary liability. Short-term identification of consistent funding source for the Part-Time Intern position is critical. Long-term expanding the position in to a Full-Time Classified position is the goal.

The expansion of our program within the Workforce Development mission of the College is also a largely untapped area. Steps will be reviewed and developed to increase our interaction with this important area.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

The Foothill Sports Medicine Program continues to be an outstanding example of education and medical care at the Community College Level. Students are learning from a knowledgeable and dedicated staff in a wide breadth of sports medicine topics, preparing them well for transfer to more advanced education programs and ultimately to enter a growing profession. Student-athletes are receiving the best medical care available to them within the resources available. Added focus on student success, program completion and workforce development will only improve an already excellent program.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Strong enrollment in the non-internship courses for the program helps balance low productivity in the internship component. The AIC program is part Academic and part Student Services and does a good job managing both roles. The data provided for academic program review doesn't always tell the whole story for the critical student service portion of the program. Student-athletes receive exceptional care not usually seen at this level and students in the classes are very well prepared to enter 4-year programs or the work force.

6.2 Areas of concern, if any:

The structure and needs of Community College academic and athletic programs are not always consistent with the easiest ways of providing the level of care the program is committed to. The current climate of audits and stricter regulations puts additional pressure on the staff to maintain up-to-date knowledge and continuously adapt to new requirements.

6.3 Recommendations for improvement:

Creating an Advisory Council is a great step and can potentially provide additional support for meeting the needs and requirements of the College while providing cutting edge instruction and athletic injury care. Continue evaluating the process of competency sign-offs to confirm that the PL SLO issue was a gap in procedure and not a gap in content!

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.