Basic Program Information

Department Name:

Foothill College Sports Medicine – Athletic Injury Care AS Degree

Division Name:

Kinesiology and Athletics

Program Mission(s):

The Foothill College Sports Medicine Program prepares students for a career in sports medicine by providing a strong foundation in knowledge and experience in a wide variety of sports medicine fields while serving Foothill College Intercollegiate Athletics with the highest medical care possible.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Warren Voyce	Foothill Sports Medicine	Head Athletic Trainer/ Program Director

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

Please list all existing Classified positions:
Assistant Athletic Trainer
TEA – Athletic Trainer Intern (Program Assistant)

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Athletic Injury Care		X	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Athletic Injury Care	2	2	3	50%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
No Non-Transcriptable Programs				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

No non-transcriptable certificates.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

No non-transcriptable certificates.

b. Department Level Data:

PHED 62A	2010-2011	2011-2012	2012-2013	% Change
Enrollment	41	78	55	-29%
Productivity (College Goal 2013-14: 535)	91	230	155	-33%
Success	86%	83%	70%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 62B	2010-2011	2011-2012	2012-2013	% Change
Enrollment	33	49	29	-41%
Productivity (College Goal 2013-14: 535)	401	Data Not Available	514	Data Not Available
Success	97%	91%	86%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 62C	2010-2011	2011-2012	2012-2013	% Change
Enrollment	13	17	19	12%
Productivity (College Goal 2013-14: 535)	68	92	110	19%
Success	92%	94%	84%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 62D	2010-2011	2011-2012	2012-2013	% Change
Enrollment	14	10	17	70%
Productivity (College Goal 2013-14: 535)	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Success	93%	90%	94%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 62E	2010-2011	2011-2012	2012-2013	% Change
Enrollment	3	7	13	86%
Productivity (College Goal 2013-14: 535)	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Success	100%	100%	85%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 67A / PHED 16A	2010-2011	2011-2012	2012-2013	% Change
Enrollment	42	50	70	Data Not Available
Productivity (College Goal 2013-14: 535)	322	433	323	Data Not Available
Success	83%	84%	81%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 67B / PHED 16B	2010-2011	2011-2012	2012-2013	% Change
Enrollment	55	57	65	Data Not Available
Productivity (College Goal 2013-14: 535)	322	433	323	Data Not Available
Success	94%	95%	95%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 67C / PHED 16C	2010-2011	2011-2012	2012-2013	% Change
Enrollment	27	33	27	Data Not Available
Productivity (College Goal 2013-14: 535)	383	571	468	Data Not Available
Success	81%	85%	89%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 65A	2010-2011	2011-2012	2012-2013	% Change
Enrollment	17	21	19	- 10%
Productivity (College Goal 2013-14: 535)	241	364	329	- 10%
Success	100%	90%	95%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 65B	2010-2011	2011-2012	2012-2013	% Change
Enrollment	17	24	24	0%
Productivity (College Goal 2013-14: 535)	294	416	416	0%
Success	100%	87%	83%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available

PHED 66 / 15	2010-2011	2011-2012	2012-2013	% Change
Enrollment	52	68	7	Data Not Available
Productivity (College Goal 2013-14: 535)	678	711	130	Data Not Available
Success	92%	85%	71%	Data Not Available
Full-time FTEF	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Part-time FTEF	Data NA	Data NA	Data NA	Data NA

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
XXXXX	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

No ADT for Sports Medicine exists.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three 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.

- PHED 62A-E is a series of leveled internships that has seen a general steady level of enrollment (up and down) to an increase in enrollment. Enrollment has especially increased in levels PHED 62C, D and E showing higher level of maintaining students in the program. The number of students in PHED 62C, D and E continues to be lower than in PHED 62A and B which is understandable as these early levels are when students decide if Athletic Training work is for them. Efforts over the last 3 years have been aimed maintaining those students and helping them to progress through the program. Those efforts will continue, with an even greater focus on helping student to complete the progression and ultimately the AS Degree. Strategies we are looking at include:
    - Quarterly Individual interview with students.
    - Use feedback to develop strategies to increase retention
    - Encourage students who do not continue to consider other courses of study within Kinesiology that may interest them
- PHED 67A-C / PHED 16A-C have increased markedly over the last 3 years.
- PHED 65A-B showed a slight increase within the cycle and maintained that increase in 2012-13.
    - Consider movement of KINS 65A and KINS 65B into core curriculum to increase enrollment in those courses and our program.
- PHED 66/PHED 15 has seen a marked decrease in enrollment for 2012-13. This coincides with a number of factors. First, the course was changed from a TBA to an actual day/time course. Second, the course was only offered 1 quarter in 2013 rather than 2 quarters in previous years. Finally, offering was delayed in the course catalog in Spring 2013. We are looking at a number of ways to return this course to its previous popularity, including promotion to appropriate populations and scheduling at more popular time slots.
- All courses potentially experienced some decline during their transition from "PHED" to "KINS". Students who didn't realize the subject had changed thought we weren't offering the classes.
- We expect enrollment numbers in all of our courses to continue to increase as we align our program with other programs in the division, including the Kinesiology Transfer Degree, the Personal Training Certificate and the Adaptive Physical Therapy Certificate and Degree.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Student demographics seem to generally match that of the college. Individual survey within the program show traditional entry-level students, students returning to college for career re-training, and students who are looking to increase their educational and skills sets. Students studying within the Foothill College Sports Medicine Program are continuing on to pursue careers in athletic training, physical therapy, medicine, strength and conditioning, chiropractic care, emergency medicine and more.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity appears low. 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) may seem low, these practicum classes are critical to providing students with the experience necessary to prepare them for a career in sports medicine. A low student to teacher ratio is necessary in order to provide effective instruction and supervision of the course curricula. 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 300 student-athletes annually. We continue to investigate the most effective structure to provide for quality medical care and instruction while maximizing productivity.

g. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- Scheduling frequency, date/time and course promotion are being evaluated for PHED 66/15
- Course offerings are regularly evaluated to address low productivity numbers where appropriate. We are looking to create a common core for the Kinesiology majors to help students mingle with others interested in Kinesiology fields and ultimately increase enrollment in all programs.
- BIO 40A-C Human Anatomy and Physiology are part of the core course for the program. These classes do not have a cadaver lab as part of their curriculum. A number of the advanced programs in sports medicine (physical therapy, pre-med programs, etc) require a cadaver lab. As such, students may be required to take this course elsewhere, or re-take the course upon transfer.

h. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All curriculum and SLOs have been updated and are regularly evaluated.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Discussions and meetings with faculty and staff are held quarterly as well as a comprehensive review of curriculum and SLOs each year. Curriculum, course content and delivery methods are adjusted to best suit the program and ensure the highest level of student success.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

- Policies developed over the last 3 years in Concussion Management, Pregnancy, and Non-Traditional Season Medical Coverage.
- Addition of Instrument Assisted Soft Tissue Mobilization to curriculum, a new and innovative technique in medical care.
- Development of a Sports Medicine Advisory Panel to aid in the development of Transfer and Workforce curriculum.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

All courses are well above the Institutional Standard, and are contributing to the high college success in this area.

b. Institutional Standard for Retention: 50%
Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

All courses are well above the Institutional Standard, and are contributing to the high college success in this area.

c. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Degree completion has held steady over the 3 years. This has been an area of focus for the last 2 years and will be a primary goal for the next cycle. In addition to encouraging student to enroll in the degree program and complete it, research will be designed to identify students who may be eligible to complete the program as well as identify reasons why completion is not achieved.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

No transcriptable certificate exists for Sports Medicine. We will be looking to collaborate with transcriptable certificates in Personal Training, Adaptive Physical Therapy and Dance.

e. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

As many Sports Medicine careers require advanced degrees, the majority of our students are progressing towards transfer four-year colleges/universities or advanced degree colleges (physical therapy school, medical school, chiropractic college). As is common in Community College, student often transfer on to the four-year level either with the desired AA/AS of their field of study, or with a general degree that allows for ease of transfer. Internal survey of our students shows a consistent transfer of students to further education (15 over the 3 year cycle). Those students have been shown to have a distinct advantage in knowledge and skill in the 4 year level education program that allows for greater success and ease of program completion.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

Not a Basic Skills Program.

b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

Not a Basic Skills Program.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

As many Sports Medicine careers require advanced degrees, the majority of our students are progressing towards transfer four-year colleges/universities or advanced degree colleges (physical therapy school, medical school, chiropractic college). As is common in Community College, student often transfer on to the four-year level either with the desired AA/AS of their field of study, or with a general degree that allows for ease of transfer. Internal survey of our students shows a consistent transfer of students to further education (15 over the 3 year cycle). A primary goal for the next cycle is to promote strategies to increase completion of the AS Degree in preparation for transfer, increase student transfer rates, and research data collection of students who transfer without completing the AS Degree.

d. Please analyze and discuss Articulation data regarding this program.

Courses in the AS Degree program have articulation with the CSU and UC systems. Efforts are continually focused on building more articulations and relationships with Athletic Training Curriculum Programs to promote seamless transition for our students and decreased in delays in starting and completing those programs.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. Discuss how this program continues to meet a documented labor market demand?

Workforce Data for Athletic Injury Care careers shows a growing demand (8.2%) for athletic trainers and related fields. Over the last 12 years, the Foothill College Sports Medicine Program has developed 15 Certified Athletic Trainers and numerous other sports medicine professionals.

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

Foothill College offers the only AS Degree in Athletic Injury Care in the region. Students from our program have transferred to programs across the country in athletic training, physical therapy, medicine, strength and conditioning, emergency medicine and chiropractic care.

g. Discuss any job placement and/or salary data available for your students after graduation.

Over the last 12 years, the Foothill College Sports Medicine Program has developed 15 Certified Athletic Trainers and numerous other sports medicine professionals. Former Foothill Sports Medicine students are working as Certified Athletic Trainers at the high school, college and professional settings as well as in clinics, industry and for a variety of medical facilities. Example: SF Giants annually employ an Athletic Training Intern from Foothill College. That opportunity has led to full-time employment for a former student by the SF Giants.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

Salary data shows median earnings of $30.42/hour in our region, well above the national median of $22.29/hour. Related fields show median earnings of $42.27/hour. Students completing the Foothill College Sports Medicine Program are preparing for a well paying, growing career field.

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

No accreditation associated with the program other than the approved AS Degree in Athletic Injury Care.

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

One of the biggest benefits that the Foothill College Sports Medicine Program provides is in the service to Foothill College Intercollegiate Athletics. The Foothill College Sports Medicine Program is responsible for all aspects of medical care for the 300 Foothill College student-athletes annually. This medical care includes coordination of pre-participation physical exams, injury evaluation, treatment and rehabilitation, daily practice and game coverage and coordination of team physician care. This service helps to decrease the College's liability and promote the health and safety of Foothill College student-athletes.

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

In addition to data collected through the college, student surveys, alumni surveys, collaboration with the Advisory Panel and other sports medicine professionals are used to assess planning, curriculum and outcomes of the Foothill Sports Medicine Program.

l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

2013 was the initial meeting of our Advisory Panel. Discussion surrounded education about the Foothill College Sports Medicine program and curriculum, requirements and career paths for the various panel members' professions, and goal setting to include these career paths in to the program goals and development.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached PDF at end of document

b. Attach 2012-2013 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.

Unit Assessment Report - Four Column

Foothill College

Program (KA-PHYS) Athletic Injury Care - Physical Education AS

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (KA-PHYS) Athletic Injury Care - Physical Education AS - 1 - Upon completion of the Athletic Injury Care AS Degree, students will demonstrate an entry-level of knowledge and skill in a variety of sports medicine disciplines, including athletic training, physical therapy, strength and conditioning and emergency medical care. **SLO Status:** Active	**Assessment Method:** Foothill College Sports Medicine Clinical Workbook **Assessment Method Type:** Presentation/Performance **Target:** 100% completion of all skill competencies by the time students graduate from the program.	12/10/2013 - Increased instructional time dedicated to in-service and workshops on skill has led to an increase in student success in completing all skill competencies by the time they graduate the program. Success rate now at 75%. PL-SLO may need to be adjusted to reflect more realistic target. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
Program (KA-PHYS) Athletic Injury Care - Physical Education AS - 2 - Upon completion of the Athletic Injury Care AS Degree, students will provide quality medical care for the Foothill College Intercollegiate Athletic teams. **SLO Status:** Active	**Assessment Method:** Observation, critique and feedback from Foothill College athletes, coaches and sports medicine staff **Assessment Method Type:** Observation/Critique **Target:** >90% favorable/positive comments on all feedback	12/10/2013 - Feedback on students' performance in providing medical care from athletes, coaches and sports medicine staff continues to be overwhelmingly positive. Program receiving outstanding recognition from programs within Foothill College as well as from other colleges Athletic and Sports Medicine Programs. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

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Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

- Addition of more in-services, workshops and instructional time for injury evaluations in PHED 62A-E
- Addition of Instrument Assisted Soft-Tissue Mobilization to curriculum
- Addition of Blended Learning online format to PHED 15 course

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

All CL-SLOs are directly related to the PL- SLOs and ultimately are directed to the college mission. Example: CL-SLOs for PHED 62A-E make up the competencies of the Sports Medicine Clinical Workbook. Completion of the Sports Medicine Clinical Workbook is a PL-SLO. Students who complete this PL-SLO increase their knowledge base and skill set and are more prepared for transfer to a 4 year school or entry to the workforce, both parts of the College Mission.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

- Response to reflections from CL-SLOs and PL-SLOs led to an increase in instructional time dedicated to workshops and in-services on Sports Medicine skills found in the Sports Medicine Clinical Workbook. This led to an increase in students success in getting skill competencies signed-off in 2012-13.
- Feedback from athletes, coaches and sports medicine staff have led to improvements in medical care provided by students.

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

The success of athletic programs is often a reflection of the health and wellness of their players. Foothill College Athletics have continued to achieve great success over the past 3 years, with multiple teams earning post-season berths and progressing all the way to the State Championship levels. The medical coverage provided by the Foothill College Sports Medicine Program and specifically the students within that program has been an invaluable part of preventing student injuries which leads to these teams' success.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Faculty members meet quarterly to discuss successes and challenges of the curriculum. In addition, all faculty and staff members meet yearly to discuss a comprehensive overview of the year.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

- Addition of more in-services, workshops and instructional time for injury evaluations in PHED 62A-E
- Addition of Instrument Assisted Soft-Tissue Mobilization to curriculum
- Addition of Blended Learning online format to PHED 15 course

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

The Athletic Injury Care Program continues to provide students with a 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.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Incorporate more instructional time for injury evaluation instruction	PHED 62 C, D, E SLOs	Transfer, Workforce	Increased instructional time led to increased success on sign-offs, meeting CL-SLOs and PL-SLOs. This will continue to be a focus in the next 3 years.
Schedule educational sessions in the Wellness/Fitness Center. Incorporate interaction with the Personal Fitness Trainer and Adaptive Fitness Trainer programs	PHED 62 C, D, E SLOs	Transfer, Workforce	Educational sessions led to increased student success on SLOs. Increased interaction with the Personal Fitness Trainer and Adaptive Fitness Trainer programs is an action step for the next 3 years as those programs are developed.
Promote the accomplishments of students who complete the program	PL-SLOs	Transfer, Workforce	Increased collection of data concerning students who complete the program, earn the AS Degree, transfer on to 4 year or enter the workforce will help to quantify further the tremendous success of the program.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1 Grow Athletic Trainer Intern in to a Full Time Classified Position / Continue funding Athletic Training Intern Position	Y	Y	Funding needs to become more permanent rather than a yearly request.
2 Increase enrollment and completion rates of the Athletic Injury Care AS Degree	ongoing	Y	More students enrolling in the Athletic Injury Care AS Degree. Further research over time should show higher completion rates.
3 Develop an Advisory Panel	Y	Y	Begin to integrate information from Advisory Panel into curriculum and practice.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	**Timeline (long/short-term)**	**How will this goal improve student success or respond to other key college initiatives?**	**How will progress toward this goal be measured?**
Increase / maintain medical coverage to meet continued and increasing medical coverage demands and support educational demands of current and potentially increasing program enrollment.	Long Term (5 years) / Yearly	Additional staffing is critical to maintaining the level of instruction and medical care necessary for the department. Increased medical care will also lead to greater retention and increased enrollment in the Athletics programs and their support courses	Yearly updating of staffing and division plans.
Increase completion rate for the Athletic Injury Care AS Degree	Long Term (3 years)	Increased completion rates will provide evidence of greater student success and add to the college mission for transfer and workforce.	AS Degree Completion Rates; Annual Program Review
Increase utilization of Advisory Panel to enhance curriculum and care.	Short Term	Addition of advancements in medical care to curriculum; Enhanced career path preparation for transfer and workforce students.	Student and Alumni Surveys to track progress after program completion; Feedback from athletes, coaches and sports medicine staff.

Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Athletic Trainer - Classified	Full Time Classified Position	Goal 1. As the medical coverage demands of intercollegiate athletics continue to increase with the addition of Non-Traditional Season coverage, the transition of the Athletic Trainer Intern position to one of a Full-Time Classified Position has become necessary.	No

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

Has the program received college funding for reassign time in the last three years? (y/n) NO	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Athletic Trainer Intern (if Full Time Classified Position is not possible at this time)	$20,000	Goal 1. Recent legislation by the CCCAA mandating increased medical coverage for Non-Traditional Season events makes this position even more critical. This position provides staffing to allow for medical coverage and supervision of multi-event dates (FB, soccer, water polo and volleyball all scheduled at the same time) as well as provide resources to allow for appropriate scheduling of staff while maintaining coverage for the number of student athletes and times in which they participate (practices often scheduled from 8 am through 7 pm).	Yes – as recurring One-Time B Budget Augmentation. Would like to move to an Ongoing B Budget Augmentation.
Athletic Tape – practice supplies for AIC students to learn skills	$9000	Vital to meeting the PL- SLO of developing entry-level skills and knowledge in a variety of sports medicine fields.	Yes – Lottery Funds

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Therapeutic Modality	$5000	Meets ongoing goal of updating current theories and practices in sports medicine	No
Treatment Tables – Classroom	$5000	Goal 2. Treatment tables are necessary for use in PHED 16A-C, PHED 65A-B and PHED 62A-E. Classroom tables currently in use need maintenance, repair and replacement or new treatment tables should be purchased.	No

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

- The Athletic Trainer Intern position has been funded through One-Time B Budget Augmentation each year for the last 3 years. This staff position is critical in providing for the appropriate level of medical coverage and student supervision in support of instruction. The Intern has been invaluable in providing medical care for our intercollegiate athletes (PL-SLO 2) and in supervising the students in sports medicine skills (PL-SLO 1). Multi-event dates and extensive hour requirements due to legislation and the continued demand of intercollegiate athletics make the continued funding of this position a necessity.
- The Athletic Tape supplement has provided enough supplies to adequately support the medical needs of intercollegiate athletics as well as the instructional needs for the students. This resource is critical to the instruction, practice and skill demonstration of the curriculum.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
Maintain up-to-date knowledge and continuously adapt to new requirements	Program has been a leader in adapting updated knowledge and policies to meet changing demands. Particular focus has been placed on maximizing resources within the structure desired by the college.
Continue evaluating the process of competency sign-offs	Changes in instructional time and methods have led to an increase in completion of competency sign-offs. Continued focus will be applied in this area.

a. After reviewing the data, what would you like to highlight about your program?

The Foothill College Sports Medicine Program is one of the most successful and widely respected programs in the California Community College System. Students from our program continue to grow their knowledge and experience, transfer on to further education in a variety of sports medicine fields and are leaders in the workforce as Certified Athletic Trainers, Physical Therapists, Strength and Conditioning Professionals, and more. With continued focus on the structure and processes that have made us successful combined with the addition of new and advanced input from the Advisory Panel and others, the Foothill College Sports Medicine Program will continue to grow and flourish.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

Students receive excellent opportunities for hands-on application and practice of skills and knowledge learned in the classroom. The head athletic trainer delegates and monitors work effectively so that student-athletes are cared for, and students in the AIC program get practical experience. Students who transfer from this program are well-prepare for ongoing success in the field. There is an excellent collaborative working relationship between the Athletic Training Room faculty and staff and the coaching instructors. There is also a strong relationship between the directors of our workforce programs (new and continuing) which is strengthening the curriculum of all. This is a very win-win arrangement.

b. Areas of concern, if any:

In light of unfortunate State and CCCAA changes in legislation impacting enrollment and apportionment for activity and athletics classes, the Athletics program has been required to adjust to a new scale of economy and the Division has adopted a greater focus on increasing enrollment in degree, certificate, and activity programs. This need is not always easily or smoothly compatible with the desired growth of Athletic Injury support service. The current staff has done a good job adjusting and dealing with frustrations; unfortunately there is no close end in sight and will need ongoing flexibility and compromise.

While it's understandable that enrollment will decrease throughout the internship series (KINS 62A-E), there is typically a huge drop-off between the first year and second year of the program. Often KINS 62 D and E have only 2 or 3 students. Productivity is not the issue because these are "no load" courses offered concurrently with the rest of the series, but the loss of retention through the program is concerning. Addressing these departures (either through retention in the AIC program or through re-direction into another KA program) is the most critical need of the coming three years.

c. Recommendations for improvement:

Closer examination of the decline in students from KINS62 A - 62E is a great focus for the next few years. Are there common characteristics of students who leave the program at each point? How can we place them in other KA programs or help them continue in the AIC program? Strongly support looking at whether moving 65A and/or 65B to core in place of 62D and 62E will continue to serve the program, as it seems a very sure way to boost enrollment in 65 without significant loss in 62. Advisory council is an excellent addition to the program. Please identify where your meeting minutes are kept.

Additional staff would clearly provide additional coverage, however the *need* for additional full time staffing is not currently supported by data provided in this review. I recommend collecting data on number of student-athletes enrolled per quarter, number required in training room for specialized/personalized treatment, and number of times there are more than 2 competitions requiring certified coverage at the same time along with any other measures of perceived gaps. This can be included on future reviews. Also recommend gathering data from other schools on how their programs are staffed and students are served to determine if there is a way to accomplish goal 1 with resource management rather than resource request, which could then happen more quickly.

This section is for the Vice President/President to provide feedback.

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

The Athletic Injury Care program is clearly a well-run program that is delivering great instruction for our students. Despite numerous challenges, the program continues to adjust to meet the needs of its students as well as all the student-athletes. As is fitting for Foothill College, we have a program that is the envy of other community colleges.

e. Areas of concern, if any:

The dean as addressed the issues in the program.

f. Recommendations for improvement:

The lack of an individual data sheet (due to how the program is organized inside the PHED/KINS courses) makes data tracking more challenging. Although it is always good to expand and grow programs the ongoing/current funding for the program is appropriate.

g. Recommended Next steps:

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

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Physical Education (PHED)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 16A - PREVENTION OF ATHLETIC INJURIES - SLO 1 - Application of Knowledge - The student will demonstrate proficiency in the techniques of ankle taping to prevent injury. (Created By Department - Physical Education (PHED)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will correctly apply athletic tape to prevent an inversion ankle sprain	09/21/2013 - Each Student correctly demonstrated an preventative ankle taping by practical examination **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 16A - PREVENTION OF ATHLETIC INJURIES - SLO 2 - Application of knowledge - The student will design a warm up program to prevent musculoskeletal injuries. (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will demonstrate appropriate warm up exercises to prevent a musculo-skeletal injury	09/21/2013 - Each Student demonstrated an upper and lower extremity warm up program during Laboratory examination **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 16B - EMERGENCY ATHLETIC INJURY CARE - SLO 1 - Application of Knowledge - The student will qualify for American Red Cross CPR Certification. (Created By Department - Physical Education (PHED)) **Start Date:** 01/02/2013 **End Date:** 03/30/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Practical & Written Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will demonstrate proficiency in American Red Cross CPR	09/21/2013 - Each Student passed a written and practical American Red Cross CPR examination **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 16B - EMERGENCY ATHLETIC INJURY CARE - SLO 2 - Application of knowledge - The student will qualify for American Red Cross First Aid Certification (Created By Department - Physical Education (PHED)) **Start Date:** 01/02/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Practical and Written American Red Cross Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will demonstrate proficiency in Emergency First Aid	06/03/2013 - 90% of the Students passed the American Red Cross First Aid Exam **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 16C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES - SLO 1 - Application of Knowledge - The student will design a Year Round Conditioning Program for a rehabilitating athlete (Created By Department - Physical Education (PHED)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The student will review the literature for a specific athlete's injury and design a year round exercise program for the rehabilitating athlete. **Assessment Method Type:** Research Paper **Target for Success:** Complete a written project that explains the mechanism of the athlete's injury, why specific exercises were chosen and the requirements for progression	09/21/2013 - Each student designed a written year round conditioning program for an athlete of their choice **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 16C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES - SLO 2 - Application of knowledge - The student will design a Injury Rehabilitation Program for an injured athlete. (Created By Department - Physical Education (PHED)) **Start Date:** 04/02/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Student will design a rehabilitation program for a specific musculo-skeletal injury incurred in athletics. Students may work in conjointly for the same athletic injury. **Assessment Method Type:** Research Paper **Target for Success:** 80% of the students will complete the written program with a B grade or better.	09/21/2013 - Each student designed a written program of rehabilitation for an injury or surgery for an athlete of their choice **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Unit Course Assessment Report - Four Column

Foothill College

Department - Physical Education (PHED)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 62A - CLINICAL EXPERIENCES IN SPORTS MEDICINE I - SLO 1 - Application of Knowledge - Perform preventative ankle taping (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical exam **Assessment Method Type:** Presentation/Performance **Target for Success:** All components of tape job included Tape job neat, without wrinkles or holes Complete tape job in less than 3 minutes	11/04/2013 - All students completing PHED 62A showed competency in preventative ankle taping; Compliments skill in PHED 16A allowing for excellent course collaboration. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continued funding for practice tape	
Department - Physical Education (PHED) - PHED 62A - CLINICAL EXPERIENCES IN SPORTS MEDICINE I - SLO 2 - Application of knowledge - Perform stretching techniques for the upper and lower extremity (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination **Assessment Method Type:** Presentation/Performance **Target for Success:** Demonstrate appropriate techniques for active and passive stretching of the upper and lower extremities	11/04/2013 - All students completing PHED 62A showed competency in performing stretching techniques for the upper and lower extremities. Compliments skills in PHED 16A allowing for excellent course collaboration. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for maintenance of lab space (treatment tables).	10/13/2011 - Continue teaching methods to promote continued student success
Department - Physical Education (PHED) - PHED 62B - CLINICAL EXPERIENCES IN SPORTS MEDICINE II - SLO 1 - Application of Knowledge - Perform soft tissue massage techniques (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical Exam **Assessment Method Type:** Presentation/Performance **Target for Success:** All students completing PHED 62B will show competency in performing soft tissue massage techniques	11/04/2013 - All students completing PHED 62B showed competency in performing soft tissue massage techniques. Instrument-assisted soft tissue mobilization techniques added. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds to host Gavilan Instrument-Assisted	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Soft-Tissue Mobilization Seminar	
Department - Physical Education (PHED) - PHED 62B - CLINICAL EXPERIENCES IN SPORTS MEDICINE II - SLO 2 - Application of Knowledge - Describe theoretical use of therapeutic modalities (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Research paper describing theoretical use of therapeutic modalities **Assessment Method Type:** Research Paper **Target for Success:** All students completing PHED 62B will complete the research paper describing the theoretical use of therapeutic modalities	11/04/2013 - All students completing PHED 62B completed the research paper describing the theoretical use of therapeutic modalities **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for new modalities to stay current with practice.	
Department - Physical Education (PHED) - PHED 62C - CLINICAL EXPERIENCES IN SPORTS MEDICINE III - SLO 1 - Application of Knowledge - Demonstrate foot, ankle, and lower leg injury evaluation (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical Exam **Assessment Method Type:** Presentation/Performance **Target for Success:** All students completing PHED 62C will show competency in demonstrating a foot, ankle and lower leg injury evaluation	11/04/2013 - All students completing PHED 62C showed competency in demonstrating foot, ankle and lower leg injury evaluations. Added instruction time led to increased student performance. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 62C - CLINICAL EXPERIENCES IN SPORTS MEDICINE III - SLO 2 - Application of knowledge - Identify muscles used during various free weight and variable resistance machine exercises (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Research paper correlating muscle groups with various free weight and variable resistance machine exercises **Assessment Method Type:** Research Paper **Target for Success:** All students completing PHED 62C will complete a research paper correlating muscle groups with various free weight and variable resistance machine exercises	11/04/2013 - 80% of students completing PHED 62C completed a research paper correlating muscle groups with various free weight and variable resistance machine exercises. More time and access to Wellness Center for teaching needed to increase student success. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for Athletic Training Intern allows instructor time to teach outside of Athletic Treatment Center.	11/04/2013 - Schedule educational session in Wellness Center. Incorporate interaction with Personal Fitness Trainer and Adaptive Fitness Trainer programs.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 1 - Application of Knowledge - Demonstrate shoulder injury evaluation (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical Exam **Assessment Method Type:** Presentation/Performance **Target for Success:** All students completing PHED 62D will complete a shoulder injury evaluation	11/04/2013 - All students completing PHED 62D completed a shoulder injury evaluation. Increased instruction time has led to increased student success. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for Athletic Training Intern allows instructor time to teach outside of Athletic Treatment Center.	
Department - Physical Education (PHED) - PHED 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 2 - Application of knowledge - Design functional rehabilitation program for the lower extremity (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Written description of functional rehabilitation program as well as demonstration of the functional rehabilitation program with an athlete **Assessment Method Type:** Class/Lab Project **Target for Success:** All students completing PHED 62D will design and demonstrate a functional rehabilitation program for the lower extremity	11/04/2013 - All students completing PHED 62D designed and demonstrated a functional rehabilitation program for the lower extremity. Instructors need more training in Functional Movement Screen to add to curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for staff to attend conference on Functional Movement Screen.	11/04/2013 - Instructors attend seminar in Functional Movement Screen.
Department - Physical Education (PHED) - PHED 62E - CLINICAL EXPERIENCES IN SPORTS MEDICINE V - SLO 1 - Application of Knowledge - Design comprehensive rehabilitation program (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Oversee and collaborate with student on a comprehensive rehabilitation program for an injured student athlete. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students completing PHED 62E will develop a comprehensive rehabilitation plan	11/04/2013 - All students completing PHED 62E developed a comprehensive rehabilitation plan. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Computerized Exercise Design Program (VHI)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 62E - CLINICAL EXPERIENCES IN SPORTS MEDICINE V - SLO 2 - Application of knowledge - Demonstrate mastery of course material in a capstone project (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Review capstone project summarizing the body of student learning over the course of the PHED 62 series of classes **Assessment Method Type:** Portfolio Review **Target for Success:** All students completing PHED 62E will complete a capstone project demonstrating mastery of course materials	11/04/2013 - All students completing PHED 62E completed a capstone project demonstrating mastery of course material. Student accomplishments still need to be highlighted and celebrated. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/13/2011 - Promote the accomplishments of students who reach this level of completion and excellence. **Follow-Up:** 11/04/2013 - Update website to reflect accomplishments of students.
Department - Physical Education (PHED) - PHED 65A - PNF: INTRODUCTION TO THE UPPER EXTREMITY - SLO 1 - Application of Knowledge - Perform upper extremity stretching demonstrating techniques of PNF. (Created By Department - Physical Education (PHED)) **Start Date:** 01/02/2013 **End Date:** 03/30/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination of Upper Extremity Stretching **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will successfully demonstrate Upper Extremity PNF Stretching	06/03/2013 - Target met **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 65A - PNF: INTRODUCTION TO THE UPPER EXTREMITY - SLO 2 - Application of knowledge - Perform upper extremity strengthening demonstrating techniques of PNF. (Created By Department - Physical Education (PHED)) **Start Date:** 01/10/2012 **End Date:** 03/30/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will demonstrate appropriate techniques of Upper Extremity PNF Strengthening	03/30/2013 - Each student demonstrated competent Upper Extremity PNF strengthening techniques and discussed their appropriate use. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Physical Education (PHED) - PHED 65B - PNF: INTRODUCTION TO THE LOWER EXTREMITY - SLO 1 - Application of Knowledge - The student will perform lower extremity muscle stretching implementing techniques of PNF. (Created By Department - Physical Education (PHED)) **Start Date:** 09/26/2011 **End Date:** 12/16/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will successfully demonstrate Lower Extremity Stretching	09/20/2013 - Each student demonstrated competent Lower Extremity PNF stretching skills and discussed the appropriate use of various techniques. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Physical Education (PHED) - PHED 65B - PNF: INTRODUCTION TO THE LOWER EXTREMITY - SLO 2 - Application of knowledge - The student will perform lower extremity muscle strengthening implementing techniques of PNF. (Created By Department - Physical Education (PHED)) **Course-Level SLO Status:** Active	**Assessment Method:** Practical Examination **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of the students will demonstrate appropriate Lower Extremity PNF Strengthening techniques	09/20/2013 - Each student demonstrated competent Lower Extremity PNF strengthening techniques and their uses. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	