

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 a diverse group of 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. Students completing the program will be prepared to transfer in to further education in preparation for a career in sports medicine or directly enter the workforce.

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

Please include the following information about your program:

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

Please list all existing Classified positions:
Classified Athletic Trainer – Full Time 12 month
Graduate Assistant Athletic Trainer – Part-Time 10 month

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		XX	

*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

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Athletic Injury Care	2	3	2	-33%

PHED 62A/KINS 62A	2011-2012	2012-2013	2013-2014	% Change
Enrollment	78	55	32	-41%
Productivity (College Goal 2013-14: 535)	230	155	139	-12%
Success	83%	70%	83%	13%
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/KINS 62B	2011-2012	2012-2013	2013-2014	% Change
Enrollment	49	29	21	-27%
Productivity (College Goal 2013-14: 535)	Data Not Available	514	137	-73%
Success	91%	86%	86%	No Change
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/KINS 62C	2011-2012	2012-2013	2013-2014	% Change
Enrollment	17	19	18	-5%
Productivity (College Goal 2013-14: 535)	92	110	185	40%
Success	94%	84%	100%	16%
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/KINS 62D	2011-2012	2012-2013	2013-2014	% Change
Enrollment	10	17	7	-58%
Productivity (College Goal 2013-14: 535)	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Success	90%	94%	100%	6%
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/KINS 62E	2011-2012	2012-2013	2013-2014	% Change
Enrollment	7	13	5	61%
Productivity (College Goal 2013-14: 535)	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Success	100%	85%	100%	15%
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/KINS 16A	2011-2012	2012-2013	2013-2014	% Change
Enrollment	50	70	30	-57%
Productivity (College Goal 2013-14: 535)	433	323	532	60%
Success	84%	81%	70%	-11%
Full-time FTEF	Data Not Available	Data Not Available		Data Not Available
Part-time FTEF	Data Not Available	Data Not Available		Data Not Available

PHED 67B / PHED 16B/KINS 16B	2011-2012	2012-2013	2013-2014	% Change
Enrollment	57	65	31	-52%
Productivity (College Goal 2013-14: 535)	433	323	550	41%
Success	95%	95%	84%	-11%
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/KINS 16C	2011-2012	2012-2013	2013-2014	% Change
Enrollment	33	27	27	No Change
Productivity (College Goal 2013-14: 535)	571	468	479	2%
Success	85%	89%	96%	7%
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/KINS 65A	2011-2012	2012-2013	2013-2014	% Change
Enrollment	21	19	20	5%
Productivity (College Goal 2013-14: 535)	364	329	355	7%
Success	90%	95%	95%	No Change
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/KINS 65B	2011-2012	2012-2013	2013-2014	% Change
Enrollment	24	24	21	-12%
Productivity (College Goal 2013-14: 535)	416	416	372	-10%
Success	87%	83%	76%	-7%
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 / KINS 15	2011-2012	2012-2013	2013-2014	% Change
Enrollment	68	7	28	75%
Productivity (College Goal 2013-14: 535)	711	130	519	75%
Success	85%	71%	57%	-14%
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

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served			N/A	

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)_____

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			N/A
Faculty Served			N/A
Staff Served			N/A
Full-time FTEF			N/A
Part-time FTEF			N/A
Full-time Staff			N/A
Part-time Staff			N/A

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

- Enrollment in KINS 62A-E decreased over this cycle. This has certainly raised our attention level. Evaluation of Fall 2014 enrollment shows numbers more in line with 2012-13 numbers. The 2013-14 enrollment decrease may be an anomaly or reflective of enrollment and course offering decreases in the college and the Kinesiology and Athletics division. Decreased course offerings leads to students having fewer options for core classes and thus less time available for internships. Continued efforts will be focused on student recruitment through the 2014-15 cycle.
- KINS 16A –C showed also showed a decrease. KINS 16A was only offered during Fall Quarter this cycle vs. Fall and Spring in previous cycles. Consider offering KINS 16A again this Spring Quarter to bolster enrollment. Increased enrollment in these core classes may also lead to increased enrollment in the KINS 62A-E internship opportunity.
- KINS 65A-B enrollment held steady
- KINS 15 showed an increased enrollment. We are excited about the future of this class.
- Feedback from Course-Level SLO and Program Level SLO Assessments has led to increased instructional time on skill competencies. This has led to an increase in student success at those competencies, and ultimately achieving the target for Program Level SLOs.
- Continued efforts are focused on finding an appropriate structure for the Head Athletic Trainer Faculty position. This position provides valuable instruction and direction for the program but also is responsible for providing direct medical care for Foothill intercollegiate student-athletes. As a more effective structure is developed, the productivity of the KINS 62 classes may increase.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Though the data from our program is not sortable by ethnicity, the Foothill College Sports Medicine program has a strong background in ethnic diversity, both in the students within our program and in the students that we serve as part of Foothill College Athletics. The Athletics department is made up of 11% African American, 30% Latino/a and 7% Pacific Islander students. The Foothill College Sports Medicine Program provides support for these students in order to help promote their success, with these groups showing 95% success rates in Athletics classes.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Data from our program is not sortable by ethnicity. However, data for the Kinesiology Department overall shows 14% African-American, 23% Latino/a and 2% Pacific Islander. These students have shown a 63% success ratio in Kinesiology courses. Our program is certainly reflective of these statistics. Focus continues to be placed on the success of these students through in-services, workshops and one-on-one instruction.

Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- B) Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: Assessment and Reflection

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

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

- Increased instructional time focused on skill competency instruction and testing has led to an increase in student success on those skills and ultimately achieving a “Target Met” in all Course Level SLOs.
- We anticipate continued focus and further increased attention in these areas.

B) For instructional programs only, 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?

- Increased instructional time has led to increased success in meeting Course Level SLOs. This has led to a 100% success rate on meeting our Program Level SLOs for this cycle!
- Evaluation of degrees completed and students served have led us to consider adding 2 certificate programs. As students often come to the community college with a number of different educational backgrounds and goals, we need to offer more opportunities for achievement that fit their situation. Student interviews show that we have a variety of students who successfully utilize our program with great success but do not complete the Associate of Science Degree as it does not fit their particular situation. This includes:
 - Student who transfer with related degree programs
 - Students returning to college who already have an advanced degree but have decided to study a new topic area in preparation for a new career
 - Student who are studying a different degree but would like to gain knowledge and experience in areas of sports medicine.

As such, we will be developing 2 levels of certificates to give these students a goal to complete within our program, helping grow their resume or application profile. This will also help us to capture statistics on these students who are outstanding examples of what our program can do for students. Finally, these certificates may also serve to draw new students to our program that fit these categories.

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The Course-Level SLOs directly make up the content and focus of the Program Level SLOs. Students completing the Program Level SLOs will demonstrate an entry-level of knowledge and skill in a variety of sports medicine disciplines. This prepares them for transfer in to numerous areas of further education, trains them for the workforce and ultimately prepares them for a career in sports medicine. Students also provide a valuable service to the diverse Foothill College Athletics department, providing vital medical care. These Program Level SLOs are in direct line with the mission of the college.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Faculty and staff meet on a daily, weekly and quarterly basis to review student success, course content and assessment process and ensure all aspect of our curriculum are meeting the needs of our students and our program. Course-level SLO Assessments are entered regularly and reviewed each year for curriculum updates or more often if critical changes are identified.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
Increase / maintain medical coverage to meet continued and increasing medical coverage demands and support educational demands of current and potentially increasing program enrollment. Appropriate levels of medical coverage and instruction are critical to serving the student population of the AIC Program as well as serving the Foothill College Athletic student-athlete population.	Y	In Progress	Funding secured for the Graduate Assistant Athletic Trainer position for 2014-15, bringing our staffing total to 2.5 Certified Athletic Trainers providing medical care for our intercollegiate student-athletes. This is in line with the California Community College Athletic Trainers' Association (CCCATA) recommendation for appropriate medical coverage for a school of our size. Continued work is necessary in this area as demands for medical coverage are increasing with the added requirement for coverage of Non-Traditional Season events and the addition of new sports such as Sand Volleyball this spring.
Increase completion rate for the Athletic Injury Care AS Degree	Y	In Progress / Revised	Continued focus is placed on helping student complete the AS Degree. However, we have also identified that we have a large number of students successfully participating in our program that are not pursuing an AS Degree but who are moving on to further pursue careers in sports medicine. In order to offer these students a pathway to completion our program and to capture data on those students, we are looking to create 2 new certificates. This should create data showing an increased number of students completing our program, both through the AS Degree or through one of the certificates.

Increase utilization of Advisory Panel to enhance curriculum and care.	N	In Progress	Advisory Panel will be meeting later this year. Per recommendations, notes from this meeting will be made available for future Program Reviews.
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Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Develop 2 new certificates in sports medicine	Students successfully participating in our program but who do not desire to pursue an AS Degree can show achievement in completion of our program and gaining of knowledge and skill and areas of sports medicine. These certificates will be excellent additions to a student's resume or application for advanced educational program.	Once developed and approved, completion and awarding of certificates will show an increase in the number of students successfully completing our program.
Collect data on students previously completing the program through survey	As the only current measure of program success is in completed AS Degrees, it is vital to collect data to demonstrate the tremendous success that our students have had over the last 13 years. This data can then be used as evidence for future program developments.	Data will be collected and evaluated through survey. Data analysis will be included in future Program Reviews.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Graduate Assistant Athletic Trainer	\$20,000	Necessary to maintain appropriate level of medical coverage for intercollegiate athletics. 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). See attached CCCATA Powerpoint Presentation detailing changes in legislation and outlining coverage recommendations.
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. Previously funded through Lottery Funds.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Section 7: 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
Closer examination of the decline in students from KINS 62A – E.	This has been a focus over the last year. As student progress through the levels of KINS 62 they are exposed in greater detail and volume in the requirements of various sports medicine careers. In some cases, students may discover that those careers may not be for them. We actually view this as a successful outcome for our program, helping a student to greater understand what they may be interested in or not be interested in and investigating a path to get there. As we identify the students who may be looking to other careers, we are working to make recommendations to them for other programs at Foothill College, both within Kinesiology and in other divisions.
Consider moving KINS 65A, B in to core curriculum	We continue to evaluate the content of our degree program on a yearly basis. We are also looking to create 2 certificate programs for sports medicine. The inclusion of KINS 65A, B will be considered.
Collect data on the need for further staffing	New information provided by the CCCATA. Further data collection on students served, event schedules and other coverage gaps is underway.

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

The Foothill College Sports Medicine Program and Athletic Injury Care AS Degree Program continue to shine as a leader in health care and education in the community college level. Successes over the last year include:

- Student intern with the San Francisco Giants was a vital part of their World Championship team!
- 9 students transferred from the Foothill College Sports Medicine Program last year. (Identified through student survey) Schools transferred to include:
 - San Diego State University
 - Sacramento State University
 - San Jose State University (3)
 - University of Texas
 - University of Oregon
 - University of North Carolina – Greensborough (Master's Program)
 - Palmer Chiropractic College

This is a major accomplishment for a community college sports medicine program!

- 2 former Foothill Sports Medicine students completed Doctorate Degrees in Athletic Training and are the Program Directors at the University of Hawaii – Manoa
- Numerous former Foothill Sports Medicine Students are working in a variety of sports medicine careers at the high school, collegiate, professional, clinical and emergency medical levels. (Identified through student interviews.)

Section 8: Deans 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:

This program serves a dual purpose of providing athletic training in support of our athletic programs and providing an instructional pathway for students wishing to pursue a career in Sports Medicine. The support function is essential for our teams and athletes and is providing excellent service.

B) Areas of concern, if any:

This instructional program is facing many challenges, such as low enrollment, completion and productivity. The Program Director is aware of these issues, and is taking steps to alleviate the problems.

C) Recommendations for improvement:

There needs to be an immediate, and effective effort from athletics, and this program to infuse enrollment. I am keenly aware that this program is closely connected with athletics, and I am VERY sympathetic to their plight. However, the situation has to be resolved in some way.

I suggest looking at new pathways of instruction. Perhaps working with the new Personal Trainer Program could yield some benefit? I am searching for the answer, and look forward to working with faculty to resolve the problems.

D) Recommended next steps:

- ☒ Proceed as planned on program review schedule
- ☐ Comprehensive Program Review (Out of cycle) Recommended
- ☐ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

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.	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.	12/07/2014 - Students completing the program completed 100% of the skill competencies! Greater focus on skill sessions and workshops led to increased student success! Result: Target Met Year This Assessment Occurred: 2013-2014	
SLO Status: Active			
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.	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	12/07/2014 - All students met this SLO. Feedback for students completing the program continues to be exemplary from Foothill College faculty, staff, coaches and student-athletes. Students also continue to gain recognition from surrounding colleges and programs leading to increased opportunities upon graduation. Result: Target Met Year This Assessment Occurred: 2013-2014	
SLO Status: Active			