

Sports Medicine-FH Sports Medicine

## Instructional Discipline Template

### A. Program Information

#### Program Mission Statement

Please enter your mission statement here.

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 Level Student Learning Outcomes

Please list the program level student learning outcomes.

1. 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.
2. Students will be able to provide quality medical care for Foothill College intercollegiate athletic teams.

### B. FTES - Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends Sports Medicine-FH		2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
<b>Unduplicated Headcount</b>		291	333	418	449	385	32.3%
<b>Census Enrollment</b>		371	423	542	573	557	50.1%
<b>Sections</b>		27	33	33	40	31	14.8%
<b>WSCH</b>		669	763	900	998	929	38.9%
<b>FTES (end of term)</b>		44	50	60	66	62	38.8%
<b>FTEF (end of term)</b>		2.5	2.7	3.3	3.0	2.6	2.2%
<b>Productivity (WSCH/FTEF)</b>		264	280	272	332	359	35.9%

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

- The continued growth of our Dual Enrollment program, expanding to include Mountain View High School, Fremont High School, Palo Alto High School and Silicon Valley CTE has led to added sections and increased enrollment.
- Native enrollment has increased as we have transitioned our core course format to a hybrid and/or online format.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

As we move towards a program rebirth following the global pandemic, Foothill Sports Medicine faculty and staff are highly focused on strategies to rebuild enrollment, completion and student success. Strategies discussed include:

- Continued interaction with Dual Enrollment students to promote participation as well as facilitate continuation within the program for those who choose to attend community college.
- Development of Certificates of Achievement in Introduction and Advanced Sports Medicine to promote completion of an educational pathway and preparation for the workforce and further education.
- Continued update of curriculum, both in content and format. Creating a permanent transition to a hybrid/online format for core classes KINS 16A, B, C.
- Increased interaction with the Personal Training Certificate Program to promote more overlap in coursework and greater ease of crossover of students.

## C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- the data trend shows an increase in sections
- the data trend shows a decrease in sections
- the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

Additions of Dual Enrollment sites has led to an increase in sections offered.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

## D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

Productivity, once the biggest detractor for the program has increased 36%! This is due to a number of factors:

- Increased enrollment
- Retirement of a full-time faculty member, leading to a redistribution of assignments
- Tremendous work by the Division Dean and Program Director to redesign the Program Director position to better reflect accurate academic productivity and moving the service component of the position out of the academic metric
  - NOTE: The Program Director position has a dual role: program faculty and Head Athletic Trainer that provides service to Athletics providing medical care for all intercollegiate programs.

2. Does the data trend suggest changes are necessary to improve productivity?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

With the return to Athletics following the pandemic, continued work will need to be done for program faculty and staff ensuring appropriate instruction and medical services.

## E. Enrollment by Student Demographics Enrollment Distribution



Enr Distribution by Student Demographics  
Sports Medicine-FH

**by Gender**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	168	45%	190	45%	274	51%	311	54%	332	60%
Male	201	54%	230	54%	267	49%	258	45%	218	39%
Non-Binary	0	0%	0	0%	0	0%	0	0%	1	0%
Not Reported	2	1%	3	1%	1	0%	4	1%	6	1%
<b>Total</b>	<b>371</b>	<b>100%</b>	<b>423</b>	<b>100%</b>	<b>542</b>	<b>100%</b>	<b>573</b>	<b>100%</b>	<b>557</b>	<b>100%</b>

**by Ethnicity**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	34	9%	22	5%	42	8%	45	8%	35	6%
Asian	79	21%	107	25%	100	18%	138	24%	120	22%
Filipinx	37	10%	31	7%	57	11%	49	9%	48	9%
Latinx	96	26%	112	26%	177	33%	188	33%	174	31%
Native American	4	1%	1	0%	1	0%	1	0%	3	1%
Pacific Islander	12	3%	8	2%	8	1%	7	1%	21	4%
White	95	26%	119	28%	153	28%	133	23%	137	25%
Decline to State	14	4%	23	5%	4	1%	12	2%	19	3%
<b>Total</b>	<b>371</b>	<b>100%</b>	<b>423</b>	<b>100%</b>	<b>542</b>	<b>100%</b>	<b>573</b>	<b>100%</b>	<b>557</b>	<b>100%</b>

**by Age**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	56	15%	102	24%	181	33%	199	35%	316	57%
20-24	223	60%	217	51%	221	41%	226	39%	149	27%
25-39	85	23%	89	21%	104	19%	119	21%	73	13%
40 +	7	2%	15	4%	36	7%	29	5%	19	3%
<b>Total</b>	<b>371</b>	<b>100%</b>	<b>423</b>	<b>100%</b>	<b>542</b>	<b>100%</b>	<b>573</b>	<b>100%</b>	<b>557</b>	<b>100%</b>

**by Education Level**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	35	9%	60	14%	69	13%	59	10%	31	6%
Associate	13	4%	14	3%	17	3%	11	2%	13	2%

<b>HS/Equivalent</b>	311	84%	287	68%	340	63%	352	61%	243	44%
<b>All Other</b>	12	3%	62	15%	116	21%	151	26%	270	48%
<b>Total</b>	371	100%	423	100%	542	100%	573	100%	557	100%

### a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

Female enrollment has doubled over the last 5 years! This may reflect the trend in medical care towards female professionals. For example, Certified Athletic Trainers show 55% female in the National Athletic Trainers' Association Salary Survey 2018.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Though our program is trending more towards female students, we find it to be consistent with industry trends. We will continue to monitor trends and promote sports medicine to all students.

### Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-by-gender-and-declared-major.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major

- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

## b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates

the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

the data trend shows an increase in the Decline to State enrollment rates

the data trend shows a decrease in the Decline to State enrollment rates

the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

yes

no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- African American - greater than College enrollment
- Asian - less than the College enrollment
- Filipinx - greater than the College enrollment
- Latinx - greater than the College enrollment; increasing over last 5 years
- Pacific Islander - same as College enrollment
- White - greater than the College enrollment
- Decline to State - same as the college

We are pleased to see enrollment trends equal to or greater than the College for most ethnicities, including increasing opportunities for Latinx students. It is interesting to see that we are below the College enrollment for Asian students, though those numbers are stable over the last 5 years. Once a strength of our program, perhaps the decrease in international student population has led to fewer Asian students in our program. Regardless, our program has not employed any strategies to attract any specific groups. We will continue to promote sports medicine to all students.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

yes

no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

- We will continue to build on our success in consistently high and increasing numbers for all groups
- Our enrollment percentage for Asian students is lower than that of the College, though stable over the last 5 years. We will continue to promote sports medicine courses for all students and monitor future trends. Should enrollment by Asian students start to decrease, we will further investigate possible causative factors.

## F. Student Course Success

### Course Success Rates by Unit



Course Success  
Sports Medicine-FH

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Success</b>	289	78%	346	82%	451	83%	451	79%	503	90%
<b>Non Success</b>	33	9%	21	5%	30	6%	59	10%	27	5%
<b>Withdrew</b>	49	13%	56	13%	61	11%	63	11%	27	5%
<b>Total</b>	371	100%	423	100%	542	100%	573	100%	557	100%



Course Success by Race/Ethnicity  
Sports Medicine-FH

### Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Success</b>	119	71%	124	75%	220	80%	204	72%	227	88%
<b>Non Success</b>	20	12%	12	7%	15	5%	40	14%	16	6%
<b>Withdrew</b>	28	17%	29	18%	41	15%	38	13%	14	5%
<b>Total</b>	167	100%	165	100%	276	100%	282	100%	257	100%

### Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Success</b>	170	83%	222	86%	231	87%	247	85%	276	92%
<b>Non Success</b>	13	6%	9	3%	15	6%	19	7%	11	4%
<b>Withdrew</b>	21	10%	27	10%	20	8%	25	9%	13	4%
<b>Total</b>	204	100%	258	100%	266	100%	291	100%	300	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

#### a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

We are extremely excited about the increase in student success across the board! Factors that may have contributed to this success:

- Addition/change in dynamic faculty due to additions of Dual Enrollment sections, re-assignment of current faculty and retirement of past faculty.
- Move to a hybrid/online format that is more in line with current trends in student learning.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

While we are proud of our increases in student success, we will continue to strive for continued support of our students, promoting their success while ensuring that successful students meet the student learning outcomes and gain a solid grasp of the course curriculum.

## b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

We are especially proud of the success of the identified groups in our courses! The subject area of sports medicine is grounded in science and medicine and can be quite difficult to learn. Through the efforts of our amazing faculty we have been able to achieve great success with all of our students, and particularly our identified students. This is a great source of pride as we introduce the possibilities of sports medicine careers to students who may not have thought it was possible for them. This is the biggest reason our program exists at the community college level!

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

N/A

## G. Student Course Success by Demographics

### a. Student Course Success by Gender

The following questions concern student success rates by gender.

## Course Success Rates by Group

Success Rates by Gender Sports Medicine-FH		2019-20							
		Success		Non Success		Withdrawn		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Female</b>	302	91%	16	5%	14	4%	332	100%	

Male	195	89%	10	5%	13	6%	218	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Not Reported	5	83%	1	17%	0	0%	6	100%
All	503	90%	27	5%	27	5%	557	100%

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	253	81%	21	7%	37	12%	311	100%
Male	195	76%	37	14%	26	10%	258	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	3	75%	1	25%	0	0%	4	100%
All	451	79%	59	10%	63	11%	573	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	223	81%	18	7%	33	12%	274	100%
Male	227	85%	12	4%	28	10%	267	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	1	100%	0	0%	0	0%	1	100%
All	451	83%	30	6%	61	11%	542	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	160	84%	4	2%	26	14%	190	100%
Male	183	80%	17	7%	30	13%	230	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	3	100%	0	0%	0	0%	3	100%
All	346	82%	21	5%	56	13%	423	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	131	78%	14	8%	23	14%	168	100%
Male	156	78%	19	9%	26	13%	201	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	2	100%	0	0%	0	0%	2	100%
All	289	78%	33	9%	49	13%	371	100%

Success Rates by Age  
Sports Medicine-FH

	2019-20							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	303	96%	9	3%	4	1%	316	100%
20-24	126	85%	10	7%	13	9%	149	100%
25-39	61	84%	6	8%	6	8%	73	100%
40 +	13	68%	2	11%	4	21%	19	100%
All	503	90%	27	5%	27	5%	557	100%

	2018-19							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	179	90%	12	6%	8	4%	199	100%
20-24	177	78%	23	10%	26	12%	226	100%
25-39	81	68%	17	14%	21	18%	119	100%
40 +	14	48%	7	24%	8	28%	29	100%
All	451	79%	59	10%	63	11%	573	100%

	2017-18							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	158	87%	8	4%	15	8%	181	100%
20-24	181	82%	13	6%	27	12%	221	100%
25-39	80	77%	9	9%	15	14%	104	100%
40 +	32	89%	0	0%	4	11%	36	100%
All	451	83%	30	6%	61	11%	542	100%

	2016-17							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	89	87%	3	3%	10	10%	102	100%
20-24	175	81%	13	6%	29	13%	217	100%
25-39	70	79%	5	6%	14	16%	89	100%
40 +	12	80%	0	0%	3	20%	15	100%
All	346	82%	21	5%	56	13%	423	100%

	2015-16							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent

<b>19 or less</b>	38	68%	6	11%	12	21%	56	100%
<b>20-24</b>	178	80%	21	9%	24	11%	223	100%
<b>25-39</b>	66	78%	6	7%	13	15%	85	100%
<b>40 +</b>	7	100%	0	0%	0	0%	7	100%
<b>All</b>	289	78%	33	9%	49	13%	371	100%

Success Rates by Ethnicity  
Sports Medicine-FH

	2019-20							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>African American</b>	28	80%	5	14%	2	6%	35	100%
<b>Asian</b>	114	95%	1	1%	5	4%	120	100%
<b>Filipinx</b>	44	92%	3	6%	1	2%	48	100%
<b>Latinx</b>	155	89%	8	5%	11	6%	174	100%
<b>Native American</b>	2	67%	0	0%	1	33%	3	100%
<b>Pacific Islander</b>	19	90%	0	0%	2	10%	21	100%
<b>White</b>	122	89%	10	7%	5	4%	137	100%
<b>Decline to State</b>	19	100%	0	0%	0	0%	19	100%
<b>All</b>	503	90%	27	5%	27	5%	557	100%

	2018-19							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>African American</b>	28	62%	11	24%	6	13%	45	100%
<b>Asian</b>	126	91%	8	6%	4	3%	138	100%
<b>Filipinx</b>	37	76%	8	16%	4	8%	49	100%
<b>Latinx</b>	139	74%	21	11%	28	15%	188	100%
<b>Native American</b>	0	0%	0	0%	1	100%	1	100%
<b>Pacific Islander</b>	5	71%	0	0%	2	29%	7	100%
<b>White</b>	110	83%	9	7%	14	11%	133	100%
<b>Decline to State</b>	6	50%	2	17%	4	33%	12	100%
<b>All</b>	451	79%	59	10%	63	11%	573	100%

	2017-18							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>African American</b>	27	64%	5	12%	10	24%	42	100%
<b>Asian</b>	88	88%	5	5%	7	7%	100	100%

<b>Filipinx</b>	50	88%	2	4%	5	9%	57	100%
<b>Latinx</b>	143	81%	8	5%	26	15%	177	100%
<b>Native American</b>	0	0%	1	100%	0	0%	1	100%
<b>Pacific Islander</b>	3	38%	1	13%	4	50%	8	100%
<b>White</b>	136	89%	8	5%	9	6%	153	100%
<b>Decline to State</b>	4	100%	0	0%	0	0%	4	100%
<b>All</b>	451	83%	30	6%	61	11%	542	100%

**2016-17**

	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>African American</b>	16	73%	1	5%	5	23%	22	100%
<b>Asian</b>	95	89%	4	4%	8	7%	107	100%
<b>Filipinx</b>	28	90%	2	6%	1	3%	31	100%
<b>Latinx</b>	80	71%	9	8%	23	21%	112	100%
<b>Native American</b>	1	100%	0	0%	0	0%	1	100%
<b>Pacific Islander</b>	3	38%	1	13%	4	50%	8	100%
<b>White</b>	102	86%	3	3%	14	12%	119	100%
<b>Decline to State</b>	21	91%	1	4%	1	4%	23	100%
<b>All</b>	346	82%	21	5%	56	13%	423	100%

**2015-16**

	<b>Success</b>		<b>Non Success</b>		<b>Withdrew</b>		<b>Total</b>	
	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>	<b>Grades</b>	<b>Percent</b>
<b>African American</b>	21	62%	4	12%	9	26%	34	100%
<b>Asian</b>	69	87%	4	5%	6	8%	79	100%
<b>Filipinx</b>	32	86%	4	11%	1	3%	37	100%
<b>Latinx</b>	66	69%	12	13%	18	19%	96	100%
<b>Native American</b>	3	75%	0	0%	1	25%	4	100%
<b>Pacific Islander</b>	7	58%	1	8%	4	33%	12	100%
<b>White</b>	78	82%	7	7%	10	11%	95	100%
<b>Decline to State</b>	13	93%	1	7%	0	0%	14	100%
<b>All</b>	289	78%	33	9%	49	13%	371	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

Student success is up in all groups! We look forward to continuing to build curricula and support strategies that foster and promote student success!

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

N/A

## b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American



- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Student success is up in all groups! We look forward to continuing to build curricula and support strategies that foster and promote student success!

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

N/A

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

N/A

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

There is no doubt that the COVID 19 pandemic has been devastating across all aspects of the world. California Community College Education and the Foothill College Sports Medicine Program are no exception. Though the loss of in-person instruction since March 2020, critical to the hands-on instruction of skills and opportunities for sports medicine internships, has been disastrous to our program, it has also stimulated new and exciting ideas in areas of course delivery, curriculum and program design. As the world gradually emerges from the pandemic, we look forward to rebuilding our program stronger than ever!

Areas of focus within our rebuild include:

- Final approval of 2 Certificates of Achievement (Introduction and Advanced Sports Medicine)



- Show greater evidence of program completion for introductory and advanced students who do not pursue the Associate's of Science degree
- Promote accomplishments of Dual Enrollment students who wish to embark on sports medicine careers
- Identify student knowledge and skills that are applicable in the workforce and in advanced sports medicine education
- Update and transition of curricula to a more online format to meet the current demands of community college students while continuing to meet the course requirements, student learning outcomes and dissemination of course content.
- Development and growth of program faculty and staff to support both the academic needs of the program and the service components of the program, providing comprehensive medical care for the all of the intercollegiate athletic programs.
- Review and update our Mission Statement and Program Learning Outcomes to more accurately reflect the focus on education and educational experiences in our internship program.

## Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

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This form is completed and ready for acceptance.

Sports Medicine-FH

## Career and Technical Education Programs Addendum

### A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Program does not require accreditation.

2. Did the program maintain accreditation?

yes

no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

N/

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

N/A

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/

### B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

yes

no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

yes

no

3. Web link to meeting minutes?

Advisory Board minutes submitted to CTE Coordinator. We need to develop a place on our website to post our Advisory Board minutes each year.

4. Were there any advisory board commendations/special mentions identified?

- Numerous comments recognizing the quality of the students, faculty and staff in our program, both in their educational role and in the medical services provided for Intercollegiate Athletics.
- Industry professionals recognized the curricula is in line with current practice in sports medicine careers.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

Extensive discussion about the need for students and professionals with experience in practical application of knowledge. Recommendations to continue and expand the internship component of our program.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

- Continuing to enhance and expand the internship opportunities for our students.
- Look at new areas to expand experiences in to, such as strength and conditioning, physical therapy and medicine.
- The current pandemic has eliminated all on-campus and off-campus internship opportunities. While a major challenge, we are using it as opportunity to refresh and update our opportunities and look forward to resuming our experience opportunities when it is safe to do so.

## C. Regional Labor Demand

## Labor Demand - Sports Medicine

<b>Total Regional Employment</b>				
The total number of jobs for 2018 and 2023 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located				
● Bay Area, Athletic Training and Sports Medicine (1228), 2018-2019				
	2018	2023	Change 2018-23	% Change
<b>Regional Jobs Total</b>	11,400	12,100	700	6%
<b>Requires a Bachelor's Degree or Higher</b>				
Athletic Trainers (29-9091)	232	262	30	13%
<b>Requires a Requires a High School Diploma or Equivalent</b>				
Fitness Trainers and Aerobics Instructors (39-9031)	11,168	11,838	670	6%

<b>Projected Regional Job Openings</b>	
The total number of annual job openings for 2018-23 time period in occupations associated with the selected TOP code in the microregion where the college is located	
● Bay Area, Athletic Training and Sports Medicine (1228), 2018-2019	
	Projected Average Annual Openings (2018-2023)
<b>Regional Annual Openings Total</b>	2,064
<b>Requires a Bachelor's Degree or Higher</b>	
Athletic Trainers (29-9091)	18
<b>Requires a Requires a High School Diploma or Equivalent</b>	
Fitness Trainers and Aerobics Instructors (39-9031)	2,046

## Labor Demand - Geospatial Tech & Data Sci

<b>Total Regional Employment</b>				
The total number of jobs for 2018 and 2023 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located				
● Bay Area, Geographic Information Systems (220610), 2018-2019				
	2018	2023	Change 2018-23	% Change
<b>Regional Jobs Total</b>	12,194	13,154	960	7%
<b>Requires a Bachelor's Degree or Higher</b>				
Computer Occupations, All Other (15-1199)	11,366	12,306	940	8%
<b>Requires a Requires a High School Diploma or Equivalent</b>				
Surveying and Mapping Technicians (17-3031)	828	848	20	2%

<b>Projected Regional Job Openings</b>	
The total number of annual job openings for 2018-23 time period in occupations associated with the selected TOP code in the microregion where the college is located	
● Bay Area, Geographic Information Systems (220610), 2018-2019	
	Projected Average Annual Openings (2018-2023)
<b>Regional Annual Openings Total</b>	1,064
<b>Requires a Bachelor's Degree or Higher</b>	
Computer Occupations, All Other (15-1199)	971
<b>Requires a Requires a High School Diploma or Equivalent</b>	
Surveying and Mapping Technicians (17-3031)	93

1. In the data table, what does the regional labor demand data trend indicate?

- the data trend shows an increase in labor demand
- the data trend shows a decrease in labor demand
- the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

1. It should be noted that students from our program go on to far more careers than just Athletic Trainers. We collected Labor Market Data for a number of Sports Medicine Careers that our students may choose to pursue, including Athletic Trainer, Physical Therapist, Strength and Conditioning Specialist, Personal Trainer, Chiropractor, Physician, and more.

2. The current data shows a slight increase in job opportunities for Athletic Trainers. This is a reflection of the continued growth of Athletic Training as a profession, both in the traditional setting (high school, college, professional athletics) and the non-traditional setting (industrial settings, etc).

3. In response to the current pandemic, an observation is even further increase in demand for Athletic Trainers to manage and provide medical services for all people, both pandemic related and otherwise. Perhaps this will show in future Labor Market Trends.

## D. Regional Labor Supply

### Labor Supply - Sports Medicine

Overall	
2011-2012	420
2012-2013	411
2013-2014	379
2014-2015	364
2015-2016	349
2016-2017	402
2017-2018	349
2018-2019	604

### Labor Supply - Geospatial Tech & Data Sci

Overall	
2011-2012	660
2012-2013	605
2013-2014	528
2014-2015	543
2015-2016	581
2016-2017	518
2017-2018	542
2018-2019	729

1. In the data table, what does the regional labor supply data trend indicate?

- the data trend shows an increase in labor supply
- the data trend shows a decrease in labor supply
- the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

The data shows an increase in Labor Supply, particularly in the last year observed (2018-19). Overall the Labor Supply seems to be relatively flat or even slightly decreased. This could be due to the transition of Athletic Training Education to the Master's level of education.

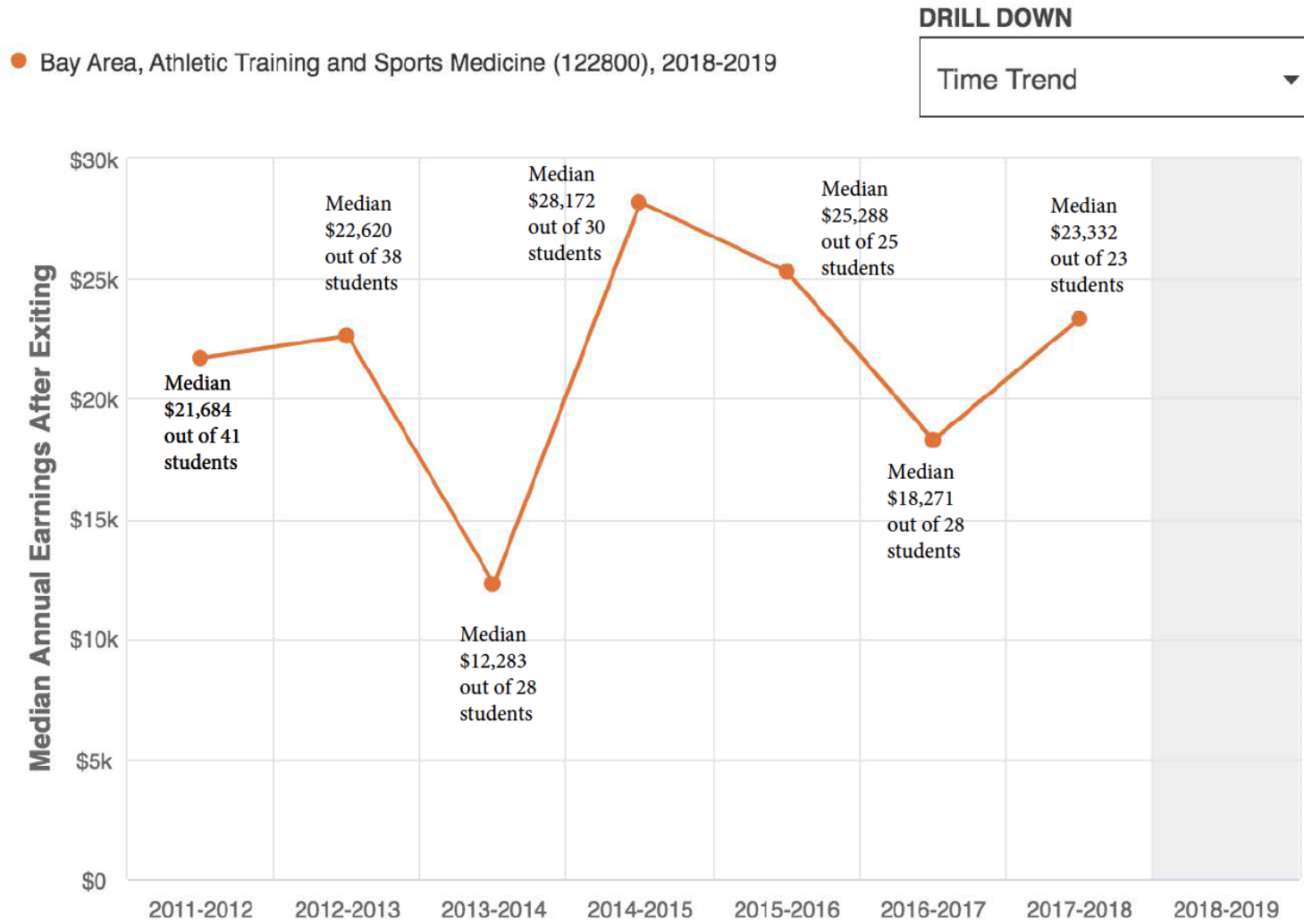
## E. Regional Wages



# Regional Wages- Sports Medicine

## Median Annual Earnings After Exiting

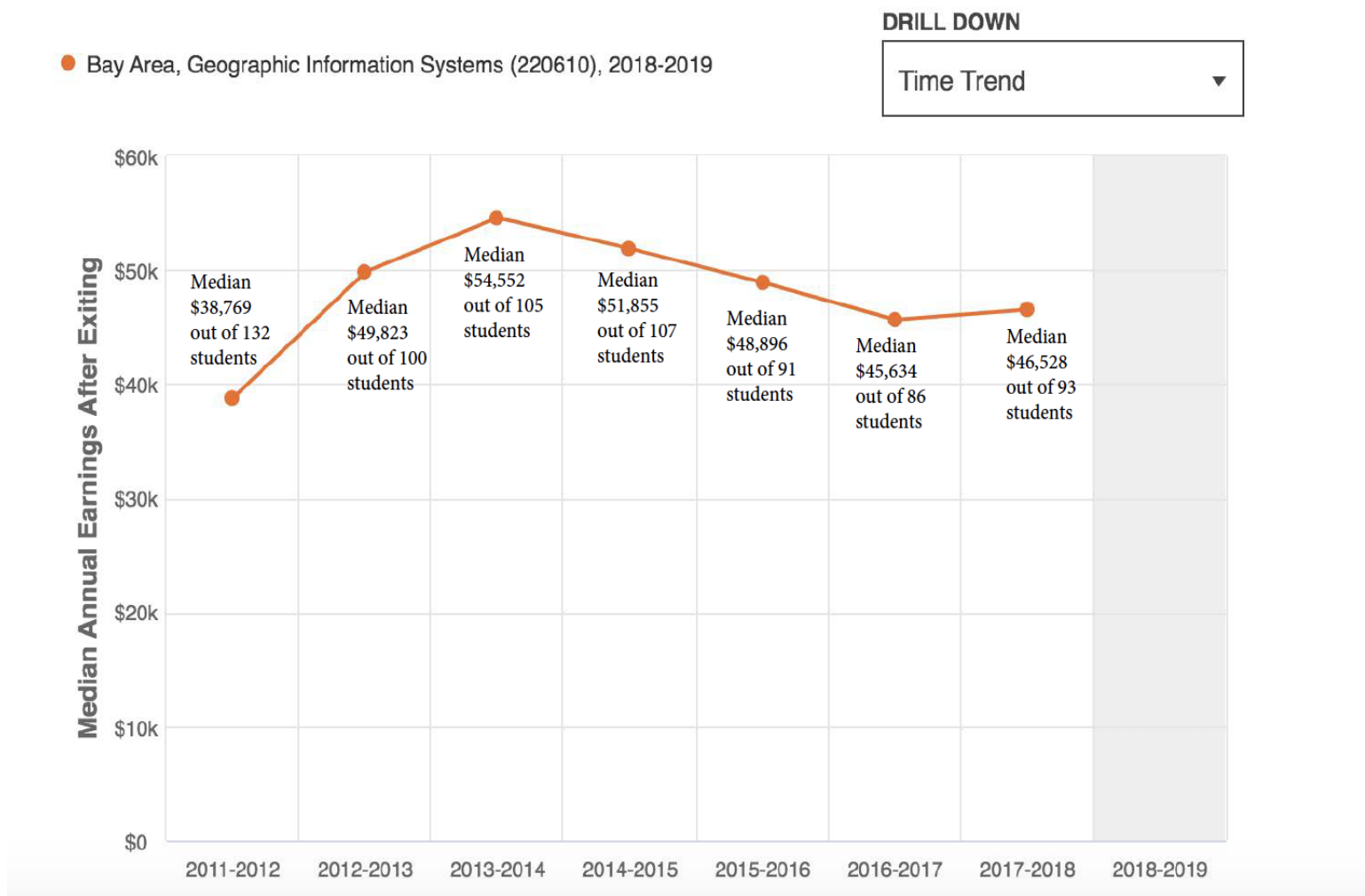
Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



# Regional Wages- Geospatial Tech & Data Sci

## Median Annual Earnings After Exiting

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



1. In the data table, what does the wage data trend indicate?

- the data trend shows an increase in wages
- the data trend shows a decrease in wages
- the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The data shows a relatively flat level of earning for students completing community college sports medicine program. This can be a source of further investigation and planning to prepare students with knowledge and skills that are desired in the workplace and may result in increased wages. Consider coordinating with related programs that offer regional and national certifications as add-ons for our students to further enhance their knowledge and skill sets and strengthen their resumes and earning potential.

## F. Program 13.5 Course Completion

### Foothill College Program Review 2020-2021 CTE Addendum 13.5 Units

Program 13.5 Course Completion					
Unduplicated Headcount	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Geographic Information Systems Technology</b>	18	8	2	12	10
<b>Sports Medicine</b>	7	5	6	4	4

CTE courses offered between 2015-16 and 2019-20 that were used to retrieve completion counts include the following:

Geographic Information Systems Technology: GIST 11, 12, 52, 53, 54A, 58 and 59.

Sports Medicine: KINS 1, 16A/B/C and 62A/B/C/D/E.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- the data trend shows an increase in the number of students completing the 13.5 CTE units
- the data trend shows a decrease in the number of students completing the 13.5 CTE units
- the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

A number of our students choose related degrees in preparation for transfer to further education, including the Kinesiology Transfer Degree. Students often continue to take our core classes for knowledge and experience, but may not pursue all the way through completion of all courses. The development of the Certificates of Achievement in Introduction to Sports Medicine and Advanced Sports Medicine may be a motivator for students to increase their completion of the program core.

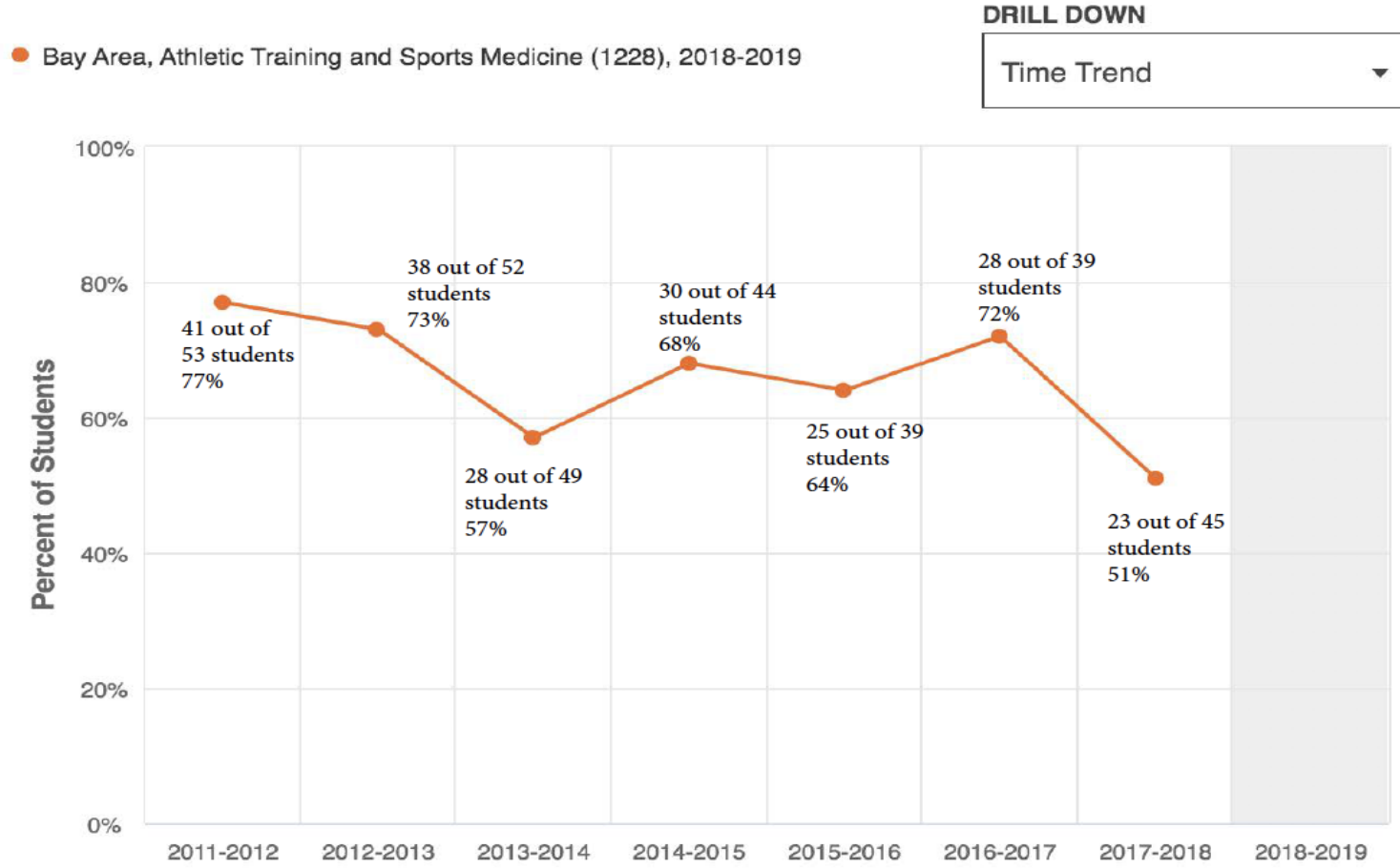
## G. Program Graduate Employment Rates



# Graduate Employment Rates - Sports Medicine

## Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit

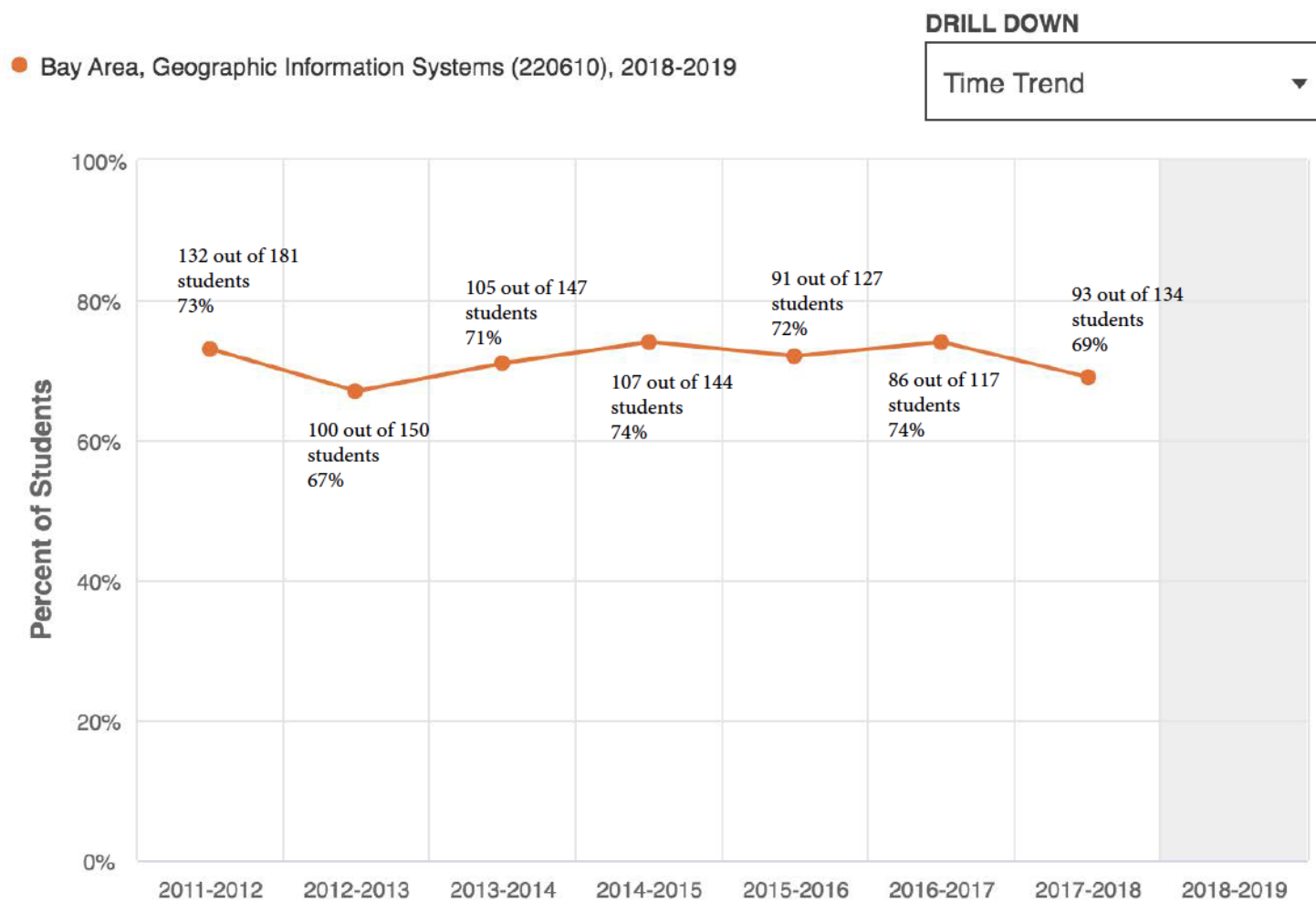


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

# Graduate Employment Rates - Geospatial Tech & Data Sci

## Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit



1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- the data trend shows an increase in graduate employment
- the data trend shows a decrease in graduate employment
- the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

The data shows a decrease in employment rate for students following graduation from Sports Medicine Programs. This is interesting to see. This may be due to students pursuing advanced education following transfer from the community college program. As most Sports Medicine careers require advanced education and degrees, students may simply be continuing in school. Furthermore, the extensive internship requirements of advanced education programs may prevent students from pursuing employment until they complete their schooling. Moving forward a focus on follow up with our students after they complete our program and support for future employment will be a good goal.

## Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

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