

COVER PAGE

Instructional Program/Discipline Review
Kinesiology: Athletic Training AS Degree
2007-2008

Program/Discipline: Kinesiology: Athletic Training AS Degree

TOPS Code: 1228.00 – Athletic Training and Sports Medicine

Preparer: Jeff Roberts and Chris Warden
Type/Print

Preparer: Jeff Roberts 11/14/2008
Signature Date

Review & Dissemination Team: Christela Fabio, John Peterson, Lisa Trudel-Morano
Type/Print

Review & Dissemination Team: e-signatures 10/26/2008
Signature Date

Comments:

Division Dean: Chris Warden
Type/Print

Division Dean: Chris Warden 11/21/2008
Signature Date

Comments:

Vice President: Dr. Jim Wright
Type/Print

Vice President: _____
Signature Date

Comments:

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1. Program Description and Scope

Ohlone College has a long history of individual and team participation in intercollegiate athletics and, more importantly, has an associated significant history of providing athletic training services for all of the student-athletes who have participated in intercollegiate athletics throughout the years. Athletic training services, for many years, focused solely on the delivery of sports medicine services. Those services were provided either through district employees or through outsourced contracts with local sports medicine clinics. In 1998, the District agreed to build a full-time position (Certificated) for the athletic trainer, who would be responsible for all of the medical care for all student-athletes in addition to teaching classes within the physical education department. That step was a milestone for Ohlone College and began the progress towards the circumstances in existence today. In the spring of 2004, the District and System Office approved the creation of a new transfer focus Associate of Science Degree in the field of sport medicine, specifically, Kinesiology: Athletic Training. The degree has been a part of the inventory of programs offered at Ohlone College since fall of 2004.

The creation of this degree program was very unique as it relates to other academic programs and degrees within the district. From the beginning, the thought process had to focus on two aspects of a student's education. First, the traditional academic, face-to-face, lecture/laboratory-style education and, second, the practical, hands-on, real-life experiences via clinical experiences in the athletic training room. This structure allowed an expanded breadth and depth of knowledge and exposure for students that is not typically seen at the community college level.

Certified Athletic Trainers (ATC) can be found almost anywhere people are physically active. Traditionally, ATC's are employed in secondary school systems, higher education systems, including community colleges, public and private four-year institutions, and professional sports organizations. Over the past decade or so, employment opportunities for ATCs have branched out to more non-traditional areas, including hospitals, physical therapy clinics, the military, law enforcement, industrial settings, commercial settings, and the performing arts. The field of athletic training is growing and the ability for students complete the first two years of their education at Ohlone is a very important step in their career path. As seen from the National Athletic Trainers' Association (NATA) 2007 Salary Survey data analysis, the profession is also showing significant improvement related to compensation. ATC's are being compensated close to 50% more today than they were just 10 years ago.

The Kinesiology: Athletic Training A.S. degree does have the potential to impact the College in a very positive way. Directly related to college goal #1, (*Promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.*) we are in the beginning stages of developing an international presence to the program. The area of sports medicine is very popular in the Pacific Rim and Eastern Asia countries, such as Japan and China to

name just a few. This popularity was highlighted during the 2008 Summer Olympics in Beijing, where there were several media-based focus spots broadcasted to an international audience related to the field of athletic training/sports medicine. The ability to recruit international students who are interested in the field of athletic training/sports medicine to Ohlone College using the transfer focus AS degree as a tool should be very enticing.

On the other hand, the College's impact on the Kinesiology: Athletic Training A.S. degree may have more substantial issues related to the ability to grow into something that can be considered full scale. Facilities utilized by the athletic training program are adequate as it relates to functionality and location, but the size, space allocation, and budget (including both academic and clinical) are sub-par for a growing academic transfer degree program. An example related to the budget issue would be the absence of a lab fee for the students. Current practice within the athletic training program is to purchase supplies needed for the academic year that directly facilitate care provided to Ohlone student-athletes. Unfortunately, because this is the only budget allocated to the program, student materials are also purchased through the same line item, which detracts from the ability to successfully stock the athletic training room for the provision of appropriate health care services.

There are, and will continue to be, many challenges related to the potential growth for this program. With the right people working together to move forward with improvements and successes, then that potential can have the maximum opportunity to come to fruition.

2. Relationship to Ohlone College Mission and Goals

The Kinesiology: Athletic Training A.S. degree supports the Mission Statement of Ohlone College and also supports several of the College Goals. The college mission is supported in the degree program via instruction offered in basic skills and career entry. The courses included in the degree program are foundation courses offering transfer credit and, in some cases, addressing core general education requirements. Successful completion of these courses enhances the likelihood of successful admission to an athletic training education program at four-year institutions with accredited programs, with an emphasis on transferring to CSU-system institutions via existing course articulation agreements.

College goal #6 relates, in part, to the promotion and maintenance of a safe and healthy college environment via engagement in campus preparedness. The Kinesiology: Athletic Training A.S. degree program addresses this objective via compliance with OSHA standards and guidelines relative to the athletic training room facility. Faculty and students subscribe to and promote position statements from the National Athletic Trainers' Association regarding emergency preparedness, environmental injury/illness prevention and community acquired infections (MRSA). Faculty and students also participate in risk management via the reduction of liability by identifying potential hazards associated with athletic facilities to minimize injury occurrence to Ohlone College and visiting institution student-athletes.

College goal #5 relates, in part, to community service and partnership ventures. The Kinesiology: Athletic Training A.S. degree program is involved in a continuing relationship with the Mission Valley Regional Occupational Program (ROP). High school students engaged in this program enroll in courses that articulate with Ohlone College courses for academic credit, and they also participate in supervised internship experiences under the supervision of faculty at Ohlone College where they assist in the provision of health-care services for Ohlone College and visiting institution student-athletes.

3. Program Student Learning Outcomes

At the completion of the Kinesiology: Athletic Training A.S. degree requirements, students will demonstrate an understanding of and be able to:

1. Apply appropriate first aid and implement emergency care plans and procedures associated with injuries to physically active individuals (cervical spine stabilization, fracture/dislocation packaging, emergency action plans, wound care, blood-borne pathogens, etc.).
2. Apply skills relative to injury and illness prevention for physically active individuals (taping/wrapping, exercise prescription, physiology, health, nutrition).
3. Apply basic principles associated with injury recognition, evaluation and assessment (anatomy, HIPS/HOPS).
4. Apply basic principles associated with treatment, rehabilitation and re-conditioning of injuries to physically active individuals (therapeutic modalities, exercise prescription).
5. Recognize diverse aspects of athletic training and related programs (work settings, educational preparation/programs, certification, continuing education requirements, professional development and responsibility).

The creation of the forementioned student learning outcomes were formulated through lengthy dialogue between the faculty and administration associated with the Kinesiology: Athletic Training A.S. degree program. These outcomes tie directly to the six domains of Athletic Training: 1) prevention; 2) clinical evaluation and diagnosis; 3) immediate care; 4) treatment, rehabilitation and reconditioning; 5) organization and administration; and 6) professional responsibilities, as defined in the *Role Delineation Study, 5th Edition*, published by the Board of Certification, Inc. These domains serve as the educational building blocks for all aspects of undergraduate education in the field of athletic training.

The Assessment tools that will be employed to gather needed evaluation data will be:

1. Successful completion of required courses within the degree program.
2. Completed competency handbook. Competency-based assessments provide an opportunity to evaluate each student's capability to practically apply didactic information delivered in required coursework and supplemented by clinical experience opportunities.

Below is an SLO matrix that identifies which course(s) directly connect to one or more of the defined SLO's.

Course	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5
BIOL-103A			1	1	
BIOL-103B		1		1	
BIOL-130		1	1		
CHEM-109		1	1		
CFS-109		2			
HLTH-101	1	1			
KIN-240					2
KIN-257	2	2	2	1	2
KIN-258		2		2	1
KIN-381	3	2/3	2	2	2
KIN-382	3	2/3	2/3	2	2

1

Ratings:

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 Introduced

2 = Practiced with feedback

3 = Mastery

4. Assessment of Student Success in Reaching Program Outcomes

The assessment strategies listed in the previous section have been newly created and, as a result, have not completed a full evaluation cycle in order to gather significant and meaningful data. However, there is information regarding student outcome assessment that was provided to the program. This data sheet was created by the district research department (see attachment A) and will represent the only data gathered at this point.

Notable findings from the district data sheet:

1. The data shows that there has been good growth in the department of Kinesiology.
2. The enrollment-to-retention-to-completion rates are very high.
3. There have been 2 students who have completed the entire program and have been granted the academic degree.

Recommendations for future data analysis:

1. Course tracking should only be linked to those courses directly required for the associate degree.
2. Retention and completion rates should be tracked at the student level. Once students identify themselves as declaring their major in athletic training, then those students would represent the data.

5. Assessment of Program Through Review of the Teaching Learning Process.

The teaching and learning process must occur not only at the student level, but also at the instructor/faculty level. This is evident via the creation of new student learning outcomes and the assessment strategies employed for those outcomes to determine the level of competency. Faculty will have an annual meeting that evaluates data related to student learning outcomes and the assessment techniques utilized for those outcomes. Furthermore, there will be a constant, ongoing assessment of the curriculum in order to stay abreast of new technologies, techniques and applications developed in the field of athletic training.

The hope is that, over time, we will be able to witness improvement in student performance regarding competency evaluations and course grades for all required courses, to increase the number of A.S. transfer degrees awarded annually, and finally, to track outgoing students to determine the percentage of those individuals who complete their Bachelor's Degree in Athletic Training from a four-year institution with an accredited athletic training education program.

Historically to date, the athletic training program has done very well utilizing the fixed amount of resources allocated to it. However, after careful review and in an effort to tie resource perspective to student learning outcomes, there are a few needs that have been identified which should be mentioned:

1. Create an international student connection.
 - a. Work with district staff and faculty to develop relationships with current sister colleges in China.
 - b. Establish and demonstrate a direct link from the Kinesiology: Athletic Training A.S. transfer degree to the next step in the educational process at four-year institutions.
2. Establish the foundation for developing a medical presence in the local secondary school systems.
 - a. Work directly with the Vice President of Student Development and the Vice President of Academic Affairs to begin partnerships within the local secondary school systems.
 - b. Create a position, either certificated or classified, to help support this potential outreach/community service.

6. Assessment of Program Improvement Since Previous Program Review

The Kinesiology: Athletic Training A.S. degree program is currently going through its first program review since the inception of the program. Once the new assessment strategies are put into place and that data related to the program can be evaluated, there will be an opportunity to scrutinize and develop improvements as it relates to the above student learning outcomes.

Due to significant turn-over in the faculty position associated with the Kinesiology: Athletic Training A.S. degree program, there has not yet been a viable opportunity to engage in meaningful and effective assessment of the program and areas in need of improvement or attention. It is assumed that relative stability in personnel will afford the opportunity for the implementation and evaluation of the assessment strategies previously identified.

7. Describe Review and Dissemination Team Involvement

Those directly involved with the completion of the program review were Chris Warden, Jeff Roberts, and Christela Fabio. The two other members of the review and dissemination team, John Peterson and Lisa Trudel-Morano, were able to review the document and provide feedback as they saw fit.

During subsequent program reviews, the dissemination team will be much more involved in the process. Since this effort represents the first program review for this degree, the team felt it was important to complete it and rely on future feedback following implementation of the assessment strategies identified.