Ohlone College
Program Review Report

- **Program Description and Scope:**
  1. *Program Review Title:* Kinesiology: Athletic Training
  2. *Academic year:* 2012/2013
  3. *Review Type:* Instructional Disciplines
  4. *Program/Departments:* Kinesiology: Athletic Training (08005)
  5. *Authority Code:* 49-Director, Athletics and Exercise Science
  6. *External Regulations:* Yes _ No X
  7. *Provide a brief narrative that describes the instructional program/discipline.*

Ohlone College has a long history of individual and team participation in intercollegiate athletics and has a significant associated history of providing athletic training services for all student-athletes who have participated in intercollegiate athletics. Athletic training services, for many years, focused solely on the delivery of athletic health care services. Those services historically were provided either through classified district employees or through outsourced contracts with local sports medicine clinics. In 1998, the District built a full-time, certificated position for the athletic trainer, who is responsible for the provision of all athletic health care services for student-athletes in addition to teaching classes within the Kinesiology 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 Associate of Science Degree, specifically, A.S. in Kinesiology: Athletic Training. The degree has been a part of the inventory of programs offered at Ohlone College since the fall semester of 2004.

8. *Describe how the program specifically serves students, faculty and staff.*

The creation of this degree program is very unique as it relates to other academic programs and degrees within the District. From the beginning, this degree program has focused 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 applications via structured clinical experiences in the Ohlone College athletic training room. This approach allows 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 in practice almost anywhere people are physically active. Traditionally, certified athletic trainers 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 twenty years, employment opportunities for certified athletic trainers have expanded into several non-traditional practice settings, including hospitals, physical therapy/sports medicine 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 College is an important step in their career path. As seen from the National Athletic Trainers’ Association (NATA) 2011 Salary Survey data analysis (the most recent available data), the profession is also showing significant improvement related to compensation. Certified athletic trainers nationwide are being compensated 14-18% more today than they were in 2008. Certified athletic trainers in District 8 (which includes California) are compensated 14% more than in 2008 and 28% more than in 2005. Certified athletic trainers in District 8 are compensated, on average, approximately 15% greater than the national average.

Students are introduced to the athletic training profession via the required coursework for the program and they are provided with interdepartmental academic advising and assistance with transfer processes and athletic training education program applications. Students are also encouraged to participate in local/state/regional/national athletic training and sports medicine seminars and program faculty are working to utilize existing relationships in the Bay Area to create campus tours and professional presentations from athletic trainers working within four-year institution athletic departments (e.g. - Stanford University, San Jose State University, Santa Clara University) and professional sports (e.g. -Oakland Raiders) organizations.

9. **Describe how the program addresses current needs and applies current technologies.**

Program faculty maintain active status as a Certified Athletic Trainer (ATC) through the Board of Certification (BOC). This national certification has Continuing Education Requirements (CEUs) on an annual basis in order to maintain certification, which is requisite for the position. Continuing education requirements give program faculty the opportunity to remain current regarding trends and developments in the field of athletic training that can be shared with students via classroom and clinical experience opportunities. Purchase of 5 year licenses for the Sports Injury Management Systems (SIMS) and ImPACT Concussion Management software programs during the summer of 2010 exposes students to mainstream technology utilized in the provision of athletic training health care to student-athletes. During the 2012 spring semester, a micro-documentary highlighting the program was produced using CTE resources. That documentary is available via the college website and also is accessible via other internet-based sites when searched for (e.g. - YouTube, etc.).

10. **Discuss the impact of the program on the college and/or other programs.**

The A.S. - Kinesiology: Athletic Training degree program has the potential to impact the College in a very positive way. Students in the program typically enroll in full-time class loads and desire to fulfill the requirements for the
program degree and, subsequently, transfer to a four-year institution to continue the pursuit of their academic and professional objectives. This supports the college objective of increasing full-time enrolled students, enhancing transfer numbers and increasing the number of 'completers' who earn degrees and/or certificates as a result of their academic performance at Ohlone College.

On the other hand, the College’s impact on the A.S. - Kinesiology: Athletic Training transfer 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 students in courses which utilize consumable supplies and equipment as part of the laboratory applications. Previous practice within the athletic training program was to purchase supplies needed for the academic year that directly facilitate care provided to Ohlone student-athletes. Unfortunately, because that was the only budget allocated to the program, student materials were also purchased through the same line item, which detracted from the ability to successfully stock the athletic training room for the provision of appropriate health care services and forced program faculty to ration skill practice for students in laboratory sections when utilization of limited supplies and resources was involved. Significant positive progress has been made in that area via program access to CTE funding for the past 2 academic years which has provided the opportunity to enhance access to supplies and equipment, capital and consumable, that impact student learning opportunities with laboratory class environments as well as clinical experience courses. It is hoped that program access to CTE funding will remain viable in the foreseeable future but the definitive perspective regarding that item is not known to program faculty at this time.

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.) program faculty and administration are in the conversational/discussion 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, Korea and China to name just a few. The ability to recruit international students who are interested in the field of athletic training/sports medicine to Ohlone College using the transfer focus A.S. degree as a tool may prove to be very enticing.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The A.S. - Kinesiology: Athletic Training degree program positively impacts the community in several ways. A continued relationship with the Mission Valley Regional Occupations Program (ROP) is maintained. Program faculty
serve as an advisor to the ROP, develop and maintain course articulation agreements between the programs and provide clinical experience rotation opportunities for high school students interested in a career in athletic training/sports medicine. Efforts have also been made to initiate similar relationships with the Eden ROP and the Tri-Valley ROP to further expand community interaction and awareness. Program faculty are also actively involved with the Science, Health, Physical Education & Athletics (SHAPE) program at Irvington High School in Fremont. Program faculty serve on the advisory board for the SHAPE program, collaborate on dual-enrollment courses conducted at the high school and provide career exploration and pathways to college via SHAPE activities. Over the past 2 years, program faculty have arranged for campus visits and presentations with a variety of allied health care programs at Ohlone College for students from the SHAPE program and students in the Eden ROP Sports Medicine course. Program faculty has secured CPR/AED Instructor certification in order to provide that level of training to intercollegiate athletics coaches, athletic training program students and interested college faculty and staff.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. **Core Values, Goals & Objectives:**
     **College Core Values**
     - We open access to higher education and actively reach out to under-served populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote team work and open communication.

- **College Goals/Objectives**
  1. **Through innovative programs and services, improve student learning and achievement.**
     1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
     6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
     8. By 2015, increase the number of students taking 12.0 units or more per semester to a rate of 30% compared to headcount enrollment.
     9. By 2011, achieve 100% completion of professional development in online education.
instructional methods and online course management for faculty who teach fully online or hybrid courses.

12. By 2012, establish mutual agreements with local school districts to redefine expectations of partnership in light of reduced staffing and budget support while maintaining clear pathways for students.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

1. By 2011, produce a local strategic plan for Career Technical Education to include an inventory and assessment of our current programs, environmental scan data, a SWOT analysis, and a five-year set of goals, objectives and action plans.

2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

7. By 2015, upgrade the Fremont campus, including functionality, sustainability, safety, accessibility, and aesthetics.

4. Briefly describe how the program supports the college mission, vision selected college values.

The Kinesiology: Athletic Training transfer degree program actively supports the Ohlone College mission statement via the provision of required general education courses as part of the degree program, access to career entry in a variety of sports medicine and allied health care career paths and by promoting the transfer of students to colleges and universities with accredited athletic training education programs, especially within California and the CSU system.

The program promotes access to higher education for under-served populations via its relationship with the SHAPE program at Irvington HS which is comprised primarily of at-risk students. The program promotes diversity with the majority of enrolled students belonging to at least one minority group, and all students are exposed to multiple cultural and ethnic minority groups via the provision of athletic training services to Ohlone College student-athletes during supervised clinical practicum experiences. All Kinesiology department courses required for program completion are taught in a Web Enhanced format utilizing Blackboard resources to augment student learning and access to information. Program faculty and students collectively pursue individual and group excellence in and out of the traditional classroom environment in an atmosphere of mutual trust, respect and open communication.
5. Briefly describe how the program supports selected college goals.

The program is committed to improving student success in traditional classroom environments, non-traditional clinical practicum experience opportunities and the pursuit of a bachelor's degree upon transfer to a four-year institution by providing a solid general education and career-entry foundation. Students are strongly encouraged to enroll in a full-time class load in order to complete the program degree requirements in a reasonable time frame, and most students that are part of the program typically enroll in 15 or more units each semester in order to positively progress toward their academic and career objectives. The program is committed to working with the college CTE staff and department to advance opportunities to meet area and regional educational needs. Access to CTE funding sources serves to significantly enhance student learning opportunities via increased exposure to learning tools, equipment and supplies, especially within required course laboratory sections and clinical experiences. The program works diligently to effectively utilize all financial, human, technological and physical resources to maximize student learning.

6. Briefly describe how the program supports selected college objectives.

The program aspires to increase the number of students who receive the A.S. degree in Kinesiology: Athletic Training. The accomplishment of that objective would directly increase the number of students enrolling in full course loads each semester and enhance the ability of transferring students to perform at or above the level of their peers upon arrival at a four-year institution. Program faculty and administration will continue to work with the college CTE staff to address any and all relevant items associated with determining the needs of the local community and will continue existing relationships with local agencies (ROP and SHAPE) toward that objective. The program has purchased software resources that contribute to enhanced student perspective regarding the efficiency of medical record-keeping and the administration of concussion management strategies consistent with national trends in those arenas. The Measure G bond supported Fremont campus enhancements, including the renovation of Building 9 and other athletic facilities has the potential to substantially further advance student learning and achievement by providing a modern environment within which students advance their perspective and professional development.

- Program SLOs & Assessment
  1. Program SLO -
     a. Recognize the diverse aspects of athletic training and related programs (employment settings, educational preparation/programs, certification, continuing education requirements, professional development and responsibilities).
     b. Demonstrate knowledge and skill relative to activation and implementation of the college athletic department emergency action plan, including primary
and secondary surveys of an injured individual, and administration of emergency care procedures (first aid, control of bleeding, wound care, fracture/dislocation packaging, bloodborne pathogen protection and CPR/AED).

c. Administer basic therapeutic modalities under the supervision of a staff athletic trainer, including thermotherapy, cryotherapy, ultrasound, electrical stimulation and light therapy techniques.

d. Identify introductory elements and basic progression parameters of therapeutic exercise and rehabilitation programs, including resistance exercise, flexibility and stretching, proprioceptive exercise, core stabilization exercise and cardiorespiratory exercise applications.

e. Explain and identify techniques and items associated with injury recognition, evaluation and assessment, including taking an appropriate injury history. Demonstrate the ability to identify prominent anatomical landmarks via palpation and assess ranges of motion of the foot, ankle, knee, hip, wrist/hand/thumb, elbow, shoulder and spine.

f. Perform basic athletic taping and wrapping applications for injury prevention and management. Identify appropriate padding and bracing devices and apply as indicated for injury prevention and management.

a. **Indicate program assessment strategies used.**
   
   i. Capstone course
   ii. Performance Assessment
   iii. Skills Assessment
   iv. Other

For PSLO 1, sub-outcome 1, assessment is performed via student completion of satisfaction and perception survey instruments associated with the KIN 257, KIN 381 and KIN 382 courses.

For PSLO 1, sub-outcomes 2-6, assessment is performed via performance and skills assessments that are embedded within the competency manual evaluations associated with successful completion of the required Clinical Experience in Athletic Training courses (KIN 381 & KIN 382) that function as de facto capstone courses for the Kinesiology: Athletic Training degree program.

For PSLO 1, sub-outcomes 2-6, additional assessment data is obtained via assignments, quizzes and examination items embedded within KIN 257 and KIN 258 lecture/laboratory courses. Specific assessment data will be identified via course level SLO.

b. **Describe the criteria and standards used to appraise student work.**

Students are asked to complete satisfaction and perception surveys for each course in the Kinesiology department that is part of the A.S. - Kinesiology: Athletic Training degree program. Students are also asked to complete an exit survey upon completion of their courses at Ohlone College and prior to their transfer to a four-year institution. Likert-scale based indirect assessments are developed and will be utilized for the first time toward the end of the 2012 fall semester.
Secondary to multiple discussions between program faculty and supervising administration, in addition to insight gleaned from presentation by program faculty during the 2012 spring semester faculty fixed flex meeting and to the SLOAC, modifications have been made to the KIN 381 and KIN 382 competency manual evaluations. Instead of the historical 'all or none' assessment for each competency item, a new evaluation process has been created utilizing a 3-level assessment where 3 = mastery of content exceeding competence, 2 = proficiency evidencing competence and 1 = unsatisfactory performance demonstrating lack of competence. Students must ultimately perform each competency item evaluation at a minimum level of 2 in order to successfully complete the course. This new evaluation process is being implemented for the first time during the 2012 fall semester.

c. Enter assessment results and analyze student success in achieving this program SLO.

No specific assessment results are available at this point, but data will be collected from A.S. - Kinesiology: Athletic Training degree program courses for the 2012 fall semester and beyond. Based upon assessment results, consideration may be given to exploring how to utilize indirect satisfaction and perception surveys for courses that are part of the degree program but outside the Kinesiology department and, thus, outside the direct influence of program faculty.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Faculty needs to assess the development and implementation of satisfaction and perception surveys for individual Kinesiology department courses that are part of the A.S. - Kinesiology: Athletic Training degree program. Faculty also needs to assess the development and implementation of an exit survey for the degree program for students to complete at the termination of their time at Ohlone College prior to transferring to a four-year institution.

e. Future Action (Improvements)

- **SLO Matrix**

  *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
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<tbody>
<tr>
<td>BIOL 103A</td>
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<tr>
<td>BIOL 103B</td>
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<tr>
<td>BIOL 130</td>
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<tr>
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<td>KIN 240</td>
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<tr>
<td>KIN 240</td>
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</table>
• **SLO Matrix Comments**

PSLO 1 and all associated sub-outcomes was formulated via lengthly dialogue between the faculty and administration associated with the A.S. - Kinesiology: Athletic Training degree program. These outcomes tie directly to the five domains of athletic training: 1) injury/illness prevention and wellness protection; 2) clinical evaluation and diagnosis; 3) immediate and emergency care; 4) treatment and rehabilitation; 5) organizational and professional health and well-being, as defined in the *Role Delineation Study, 6th 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.

PSLO 2

• **Course SLO & Assessment**

  **KIN 381 Clinical Experiences in Athletic Training I**

  1. Administer basic therapeutic modalities under the supervision of a staff athletic trainer, including thermotherapy techniques, cryotherapy techniques, ultrasound techniques and electrical stimulation techniques.
  2. Perform basic athletic taping and wrapping techniques for the foot, ankle, thigh, wrist, hand and fingers. Identify appropriate padding devices and apply as indicated for protection/prevention of injury.
  3. Demonstrate the process related to athletic event set-up and coverage from an athletic training standpoint.
  4. Identify the proper techniques for the application of vacuum splints and other splinting application for suspected fracture and dislocation injuries. Demonstrate appropriate fitting and utilization procedures for crutches and cane.
  5. Demonstrate knowledge and skill relative to activation and implementation of the college emergency action plan, including primary and secondary surveys of an injured individual and administration of emergency care procedures (first aid, control of bleeding, wound care, CPR, AED).
  6. Perform vital sign assessments as part of physical examination process.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
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</thead>
<tbody>
<tr>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Skills Assessment</td>
</tr>
</tbody>
</table>

Describe the criteria and/or performance standards used to appraise student work.
From the arrival of current program faculty at Ohlone for the 2008 fall semester and through the completion of the 2012 spring semester, successful completion of KIN 381 was determined by whether or not enrolled students successfully completed all required elements of the KIN 381 Competency Manual (see attachments). If all elements were successfully completed, along with the appropriate number of positive attendance hours, the student/s earned a CR (Credit) grade for the course. If any of the competency elements were not completed successfully, the student/s earned a NC (No Credit) grade for the course. In essence, the competency manual was an 'all or nothing' item related to passing or not passing the course in a given semester.

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
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<tr>
<td>Spring 2010</td>
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<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>Spring 2011</td>
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<td>1</td>
</tr>
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<tr>
<td>Spring 2012</td>
<td>13</td>
<td>5</td>
</tr>
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</table>

Various items contributed to students not passing KIN 381 in any given semester. In some cases, it was due solely to the inability to successfully complete the competency manual evaluations. In other cases, students chose to stop coming to class and/or did not fulfill the required positive attendance hours in addition to not completing the competency manual evaluations.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Due to the 'all or none' approach that did not afford program faculty an opportunity to critically evaluate individual and collective student performance on any particular item relative to competency manual evaluations, a change in the assessment procedures for the competency manual evaluations has been implemented for the 2012 fall semester and beyond. The evaluations now utilize a 3-level assessment scale, where 3 = mastery of content exceeding required competency, 2 = proficiency evidencing satisfactory demonstration of competence and 1 = unsatisfactory performance indicating lack of competence. All competency manual evaluations must be completed with at least a 2 in order to successfully pass the KIN 381 course. Students may attempt competency evaluations as many times as desired in order to pursue achieving a satisfactory evaluation.

Future Action (Improvements)
Describe changes you will make to promote improved student learning

Data will be collected following the 2012 fall semester that will enable program faculty to more critically evaluate student performance on individual elements of the KIN 381 competency manual.

KIN 382 Clinical Experiences in Athletic Training II

1. Administer intermediate therapeutic modalities applications including self-myofascial release, paraffin bath, and massage under the supervision of staff athletic trainers.
2. Perform intermediate athletic taping and wrapping techniques for the knee, patella, elbow and shoulder.
3. Demonstrate skills related to athletic event game set-up and coverage. Perform independent event coverage with communication device and perspective regarding emergency action plan.
4. Identify introductory elements of therapeutic exercise and rehabilitation, including: resistance exercise, flexibility and stretching applications, proprioception exercises and cardiorespiratory endurance applications.
5. Explain and identify the techniques and items associated with injury evaluation including taking an appropriate injury history. Demonstrate ability to identify prominent anatomical landmarks via palpation and assess ranges of motion of the foot, ankle, knee, wrist/hand/thumb, elbow and shoulder.
6. Identify the techniques and processes associated with evaluation of emergency situations, including on-field assessment of an unconscious individual and a clinical evaluation of an individual who has suffered a head injury.
7. Recognize general medical conditions and make recommendations regarding appropriateness of participation for: environmental conditions (heat illness, cold illness, lightning safety), metabolic conditions (cardiac illness, neurological illness, diabetes).
8. Identify procedures for physician referral of athletic injuries, processes for insurance claims, procedures and documents for injury reports/progress notes.
9. Demonstrate the ability to appropriately stock a medical kit.

Indicate planned course assessment strategies

Performance Assessment
Skills Assessment

Describe the criteria and/or performance standards used to appraise student work.

From the arrival of current program faculty at Ohlone for the 2008 fall semester and through the completion of the 2012 spring semester, successful completion of KIN 382 was determined by whether or not enrolled students successfully completed all required elements of the KIN 382 Competency Manual (see attachments). If all elements were successfully completed, along with the appropriate number of positive attendance hours, the student/s earned a CR (Credit) grade for the course. If any of the competency elements were not completed successfully, the student/s earned a NC (No Credit) grade for the course. In essence, the competency manual was an 'all or nothing' item related to passing or not passing the course in a given semester.

Enter assessment results and analyze student success in achieving course SLOs.
For the following semesters/academic years, the number of students passing and not passing KIN 382 are noted:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Pass</th>
<th>No Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
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<tr>
<td>Spring 2012</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Various items contributed to students not passing KIN 381 in any given semester. In some cases, it was due solely to the inability to successfully complete the competency manual evaluations. In other cases, students chose to stop coming to class and/or did not fulfill the required positive attendance hours in addition to not completing the competency manual evaluations.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Due to the 'all or none' approach that did not afford program faculty an opportunity to critically evaluate individual and collective student performance on any particular item relative to competency manual evaluations, a change in the assessment procedures for the competency manual evaluations has been implemented for the 2012 fall semester and beyond. The evaluations now utilize a 3-level assessment scale, where 3 = mastery of content exceeding required competency, 2 = proficiency evidencing satisfactory demonstration of competence and 1 = unsatisfactory performance indicating lack of competence. All competency manual evaluations must be completed with at least a 2 in order to successfully pass the KIN 382 course. Students may attempt competency evaluations as many times as desired in order to pursue achieving a satisfactory evaluation.

**Future Action (Improvements)**

Describe changes you will make to promote improved student learning

Data will be collected following the 2012 fall semester that will enable program faculty to more critically evaluate student performance on individual elements of the KIN 382 competency manual.

- **Student Achievement:** A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

There is some information regarding student achievement that has been provided
to the program. This data sheet was created by the district research department (see program data via link provided above) and represents the only formal data gathered to this point. The data contains information regarding all Kinesiology (KIN) department course offerings and is not specific only to courses that are part of the A.S. - Kinesiology: Athletic Training degree program. Thus, the data are not necessarily representative of student achievement within the program. KIN department student retention rates remained at 87% from the 2010 fall semester to the 2011 fall semester. KIN department student success rates improved from 63% for the 2010 fall semester to 70% for the 2011 fall semester. KIN department student retention rates improved from 79% for the 2011 spring semester to 85% for the 2012 spring semester. KIN department student success rates improved from 58% for the 2011 spring semester to 63% for the 2012 spring semester.

The only courses which are direct reflections of student achievement relative to the measures identified are KIN 381 and KIN 382, since those courses are limited from an enrollment standpoint only to students that are part of the A.S. - Kinesiology: Athletic training degree program. KIN 381 enrollment during the time that current program faculty has been on campus has been as follows: F08 - 4, S09 - 3, F09 - 9, S10 - 11, F10 - 6, F10 - 6, S11 - 4, F11 - 12, S12 - 18. KIN 382 enrollment during the same time period has been as follows: F08 - 0, S09 - 1, F09 - 2, S10 - 6, F10 - 10, S11 - 11, F11 - 2, S12 - 8. It must be noted that those two courses are each repeatable up to three times per student and each student must take each course at least one time in order to compete the degree requirements for the program. It is anticipated that KIN 381 and KIN 382 course enrollments will continue at current levels in the foreseeable future, and it is hoped that the existing relationships that the program and faculty have with the SHAPE Academy at Irvington HS and with the Mission Valley ROP, and also developing relationships with Eden Area ROP, will lead to a greater number of students coming to Ohlone College for the expressed purpose of pursuing the A.S. - Kinesiology: Athletic Training degree.

Only a small number of degrees have been awarded indicating program completion. A significant barrier to program completion for several students is access to courses secondary to course section reductions and other impacts from budget issues. In addition, many students do not identify the A.S. - Kinesiology: Athletic Training degree program as a desired academic option until well beyond their initial semester or year at Ohlone College. For most of the courses in the degree program, there are no pre-requisites, so program advancement is merely a matter of whether or not students are able to get a seat in the program courses and, subsequently, complete them satisfactorily. For the BIOL department courses that are required for the degree program (BIOL 130, BIOL 103A, BIOL 103B), course pre-requisites and sequencing create another set of obstacles for student advancement, especially for students who do not discover the degree program until later in their academic career. Since BIOL 130 is a pre-requisite to BIOL 103A and BIOL 103A is a pre-requisite to BIOL 103B, and compounded by the limited
sections of those courses and course demand at Ohlone, several students find themselves in a position where they have completed all of their General Education requirements and all of the Kinesiology: Athletic Training degree program courses except the Anatomy and Physiology courses. Many of those students do not desire to return to Ohlone College for another 2 semesters in order to complete only those 2 courses in sequence and subsequently transfer to a four-year institution. Thus, they transfer without completing those courses and the degree program. Ohlone College is the one of a very small number of institutions (community college and CSU) which require a general biology (BIOL 130) course as a pre-requisite to anatomy and physiology courses. If the BIOL 130 pre-requisite was not in place for BIOL 103A, it would be easier for students to sequence those courses into a 1-2 year time frame vs. the current practice of integrating a 3 course sequence into the same time frame, especially considering the other limitations identified earlier. As a result, it is likely that more students would be in a position to successfully complete all of the required coursework for the degree program and earn the A.S. - Kinesiology: Athletic Training degree. KIN faculty would welcome an open dialogue with BIOL faculty regarding this issue to investigate whether or not options exist to alter the curriculum and/or pre-requisites for said courses.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The district budget allocation to the Kinesiology: Athletic Training program has not changed since at least the 2008-2009 academic year coinciding with the arrival of current program faculty. Access to allocated CTE funding for the previous 2 years has significantly enhanced the opportunity for program faculty to make capital and consumable item purchases that enrich, in particular, laboratory experiences within required program courses and also the capstone clinical experience courses associated with the program. Without allocated CTE funding, the program would not be effectively able to meet student learning outcomes.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

Current allocated resources are utilized appropriately and to maximum efficiency.

5. Describe any additional notable program achievements (optional).

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

As identified in part above, the following strategies may be able to promote improved student achievement indicators: 1) assess student performance on SLO items and identify any necessary modifications that may be considered; 2) enhance tracking of student course retention, course completion and program completion by tracking only students who declare Kinesiology: Athletic Training as major; and 3) collaborate with BIOL department and college administration to investigate course sequencing/pre-requisite items that are part of the degree program.
**Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. **Describe program achievements and successes.**

Minimal substantive information is at hand at this point relative to program achievements, largely due to the creation of identifiable SLOs and newly implemented tools for the purpose of this program review. Increased enrollment in KIN 381 and KIN 382 courses, which are open only to students declaring the Kinesiology: Athletic Training degree program as their intended pursuit, is evidence of program growth. Enrollment in other degree program required KIN courses (KIN 257, KIN 258, KIN 240) has also increased, although enrollment in those courses is open to any and all students and those courses have some general education appeal for students regardless of their desired academic and career path. A course articulation remains in place between the KIN 257 course and the Sports Therapy course offered by Mission Valley ROP. A handful of students have matriculated to Ohlone College to pursue the Kinesiology: Athletic Training degree program secondary to their experience in that academic course. A few ROP students that have completed internship experiences in the athletic training room at Ohlone College have also matriculated to Ohlone to continue their education. The SHAPE Academy at Irvington HS will graduated its initial group of senior students in June 2011 and it is hoped that, with athletic training faculty continuing to serve on the advisory board for the academy, students from the academy will come to Ohlone to begin their educational program due to the experiences they have had in the SHAPE academy.

2. **According to the evidence, what are the areas needing improvement?**

It is difficult to anticipate any necessary improvement plans to enhance SLO and student achievement until valid data has been obtained. SLO assessment data collection will, as identified previously, be initiated during the 2012 fall semester and will continue thereafter. Once those data are reviewed, faculty will be in a position to determine what options might exist to improve student learning and achievement and, subsequently, to enhance program performance.

An initial step to enhance assessment of SLO is to modify the evaluation criteria for the required Competency Manual content for the KIN 381 and KIN 382 Clinical Experience courses. Historically, Competency Manual evaluations have been completed in an 'all or none' fashion. Students either successfully completed the evaluation of each element and satisfied those elements, or they were unsuccessful in their evaluation of an element, resulting in them not completing that element. Beginning with the 2012-13 academic year, KIN 381 and KIN 382 Competency Manual evaluations will be completed using an evaluation rubric with three levels of performance identified where 3 = mastery of that knowledge/skill element exceeding
competence, 2 = proficiency with that knowledge/skill element evidencing competence and 1 = unsatisfactory performance indicating lack of competence with that knowledge/skill element.

- Program Improvement Objectives:
  1. Objective:

  Increase the number of students earning the A.S. - Kinesiology: Athletic Training degree to improve program completion rates.

  a. Action Plan
     Year 1:

     Improve awareness of degree requirements for current and future students via internal announcements/marketing of degree program and enhanced academic advising as early as possible in student academic careers. CTE micro-documentary was created to enhance visibility of the degree program - viewable via link on college website and also via YouTube.

  b. Staffing
     Year 1:

     Hire second full-time athletic trainer. Position likely best served as classified staff. The position would create enhanced supervision and evaluation for clinical experience opportunities for degree program students, while also enhancing student-athlete health care services. The potential would exist for expanding athletic training room hours and, thus, clinical experience opportunities for students. In addition, the presence of another full-time staff member would allow current program faculty the opportunity to focus more time, effort and energy toward program administration that is currently significantly compromised due to dual roles of faculty/athletic trainer.

  c. Equipment (Include items that fit under department budget codes)
     Year 1:

     Continue annual survey of educational item needs and request for funding via CTE process to provide additional necessary resources for capital and expendable purchases to enhance classroom and clinical experience opportunities for students.

  d. Facilities (Include items that fit under the Facilities budget codes)
     Year 1:

     Investigate facility options per Facilities Master Plan and application of Measure G bond funds as they relate to athletic venues and associated athletic training services, including incorporation of a satellite athletic training facility in the 'fieldhouse' planned near the new athletic fields for baseball, softball and soccer. Participate in opportunities to guide use of
Measure G bond funds, especially as they relate to safety for athletic facilities and remodel/upgrade of athletic training room (Room 9101 in Building 9).

e. **Assessment Plan: List Assessment Strategies**
   
   **Year 1:**
   
   Establish dialogue with other departments on campus, particularly Biology, to discuss current course sequencing and/or pre-requisite obstacles that currently serve as obstacles to degree completion prior to transfer for some students.

f. *Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.*

   1. Through innovative programs and services, improve student learning and achievement.
   
   **Rationale:**
   
   Increasing the number of students earning the A.S. - Kinesiology: Athletic Training degree will improve student learning and achievement directly via enhanced transfer for the continuation of their educational process. This objective also attacks the system-wide directive to increase the number of completers.

   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   
   **Rationale:**
   
   As an identified CTE program,

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2. **PIO Assessment**

   a. *Enter assessment results with analysis.*

   Current data does not effectively identify and indicate degree completers. Anecdotal evidence supports that the program is averaging approximately 8-10 graduates annually.

   b. *Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.*

   Evidence of program completion specifically meets the college objective of increasing student completion numbers.

   c. **Future Action**
Strategies to promote improvements. Specify.

Program administration and faculty will attempt to collaborate with BIOL department administration and faculty to explore potential solutions to primary obstacle that prohibits students from completing program degree requirements, primarily BIOL 103A & 103B.

1. **Objective:**

Improve recruitment of students to the A.S. - Kinesiology: Athletic Training degree program to increase awareness of this allied health care career path.

a. **Action Plan**
   **Year 1:**
   
   Evaluate student recruitment for degree program. Improve awareness of degree program via announcements in KIN/PE/Health courses, on-campus marketing (course catalog, schedule of courses, Monitor, etc.) and collaboration with other related programs/departments on campus (PTA, Nursing, RT, etc.). Enhance existing relationships with Mission Valley ROP, Eden ROP and SHAPE Academy and track students completing courses with 2+2 articulation to KIN 257 to evaluate their resulting academic pathways.

b. **Staffing**
   **Year 1:**
   
   Hire second full-time athletic trainer. Position likely best served as classified staff. The position would create enhanced supervision and evaluation for clinical experience opportunities for degree program students, while also enhancing student-athlete health care services. The potential would exist for expanding athletic training room hours and, thus, clinical experience opportunities for students. In addition, the presence of another full-time staff member would allow current program faculty the opportunity to focus more time, effort and energy toward program administration that is currently significantly compromised due to dual roles of faculty/athletic trainer.

c. **Equipment (Include items that fit under department budget codes)**
   **Year 1:**
   
   Continue annual submissions of request for access to CTE funding in order to provide resources for capital and expendable purchases to enhance classroom and clinical experience opportunities for students. Continue ongoing, annual assessment of equipment needs.

d. **Technology (Include items that fit under IT budget codes)**
   **Year 1:**
   
   Investigate potential to have additional PC computer workstation placed in
athletic training room to allow faculty/staff/students to more effectively utilize and implement medical record keeping using SIMS software program. Would require adding to existing license for software in order to have second operable station which may prove financially restrictive. Investigate potential for placement of video display monitor/DVD player and related item/s in athletic training room to enhance learning opportunities within course laboratory sections and/or clinical experience courses via professional media productions and/or access to on-line educational content.

e. **Facilities (Include items that fit under the Facilities budget codes)**
   **Year 1:**

Investigate facility options per Facilities Master Plan and application of Measure G bond funds as they relate to athletic venues and associated athletic training services, especially relative to 'club house' facility associated with new baseball/softball/soccer fields. Participate in opportunities to guide use of Measure G bond funds, especially as they relate to safety for athletic facilities and remodel/upgrade of athletic training room. Continue ongoing, annual assessment of facilities needs.

f. **Other (Include other resources needed)**
   **Year 1:**

Consider placement of degree program advertisement, as available, in future printed semester schedule of courses. Participate in career day programs, as available, on campus and at area high schools.

g. **Assessment Plan: List Assessment Strategies**
   **Year 1:**

Evaluate enrollment patterns, particularly in KIN 381 & KIN 382 clinical experience courses which should reflect the number of enrolled/interested students and track them as they progress toward degree completion. Evaluate existing and expanding ROP and SHAPE relationships in order to measure and track students matriculating to Ohlone College for the athletic training degree program after participating in those activities while in high school.

h. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

Rationale:

The A.S. - Kinesiology: Athletic Training degree program provides the only career-entry path in the local community, and one of only seven in the state at
the community college level, for individuals interested in a career in Athletic Training.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

Rationale:

Some high school programs, including and most notably the SHAPE Academy at Irvington HS, have a requisite at-risk element for student admission to the program. Continuing and further developing existing mutually beneficial relationships with those programs will increase the opportunity for under-represented demographic (at-risk) groups in the community to have access to higher education in a specific area of interest to those individuals.

2. PIO Assessment
   a. Enter assessment results with analysis.

      Assessment mechanisms not in place so unable to analyze data at this point.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

      Unable to determine without assessment data.

   c. Future Action

      Strategies to promote improvements. Specify.

      Program faculty conducts informal recruitment of students via in-class interactions with students and evaluation of student course performance while enrolled in KIN courses as part of the program - specifically, KIN 240, KIN 257 and KIN 258. In addition, program faculty participates in multiple annual off-site presentations to HS students enrolled in the SHAPE Academy courses at Irvington HS, multiple sections of the Sports Therapy course with the Mission Valley ROP and the Sports Medicine course with the Eden Area ROP to promote awareness of the program and enhance student perspective about the benefits of beginning their college academic pursuits at Ohlone College. Program faculty has coordinated field trips for the SHAPE Academy students and consistently hosts Mission Valley ROP Sports Therapy course students for required internship experiences as part of comprehensive recruitment efforts. Future efforts are being made to enhance the existing relationship with the Eden Area ROP and to develop relationships with the Tri-Valley ROP that has multiple sections of Sports Medicine/Therapy courses as part of their curriculum.
• **Outside Review Results**
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

• **Attached Files**
  1. [PR KIN data 09-10.xls](#)
  2. [KIN 381 Competency Manual.pdf](#)
  3. [KIN 382 Competency Manual.pdf](#)