Ohlone College
Program Review Report

- **Program Description and Scope:**
  1. *Program Review Title:* Kinesiology: Athletic Training
  2. *Academic year:* 2013/2014
  3. *Review Type:* Instructional Disciplines
  4. *Program/Departments:* Kinesiology: Athletic Training (08005)
  5. *Authority Code:* 49-Director, Kinesiology and Athletics
  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 participating 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/physical therapy 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.*

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 not typically available at the community college level.
Certified Athletic Trainers (ATC) can be found in practice almost anywhere people are physically active. Traditionally, ATCs 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-five years, employment opportunities for ATCs 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 on their academic and ultimate career pathway. As seen from the National Athletic Trainers’ Association (NATA) 2011-12 Salary Survey data analysis (the most recent available data), the profession is also showing significant improvement related to compensation. ATCs nationwide are being compensated 16% more than they were in 2008 and 28% more today than they were in 2005. ATCs in District 8 (which includes California, Nevada, Hawaii and Guam) have the highest average salaries in the nation and are compensated 13% more than in 2008 and 28% more than in 2005. ATCs 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 Kinesiology: Athletic Training 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 symposiums and seminars.

A student-driven, official Athletic Training Club was founded during the 2012-13 academic year. Amongst the Club goals are to provide students with information regarding academic advising, identifying transfer options and requirements, identifying scholarship opportunities, exposing students to new and emerging topics in Kinesiology/Athletic Training and promoting an atmosphere of inclusion, support and collegiality amongst Club members. The Club also participates in fund raising events to generate opportunities to defray costs for members to attend professional symposiums and seminars.

In addition, 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. A group of athletic training students met with Athletic Training Education Program faculty and Certified Athletic Trainers in the Athletic Department at San Jose State University during a field trip to SJSU during the 2013 spring semester.

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

Program faculty maintains 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 faculty 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.) via those mediums. During the 2012-13 academic year, a new ‘combination’ therapy unit was purchased affording additional exposure for students to the application of electrical stimulation and ultrasound treatments in addition to the introduction of a light therapy element that was previously not available as a treatment application and learning opportunity.

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 that 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 learning 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 3 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 program faculty does not know definitive perspective regarding that item at this time.

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) based in Fremont is maintained. A new relationship has been established with the Eden Area ROP based in Hayward. Program faculty serves as an advisor to both of these ROPs, develops and maintains course articulation agreements between the programs and provides clinical experience rotation opportunities for high school students interested in athletic training/sports medicine careers. Efforts have also been made to initiate similar relationships with the Contra Costa County Office of Education ROP, based in Pleasant Hill, and the Tri-Valley ROP, based in Livermore, 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 3 years, program faculty has 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. Additionally, program faculty has secured and maintains CPR/AED/First Aid 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 and 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 underserved populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote teamwork 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.

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 and 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 academic and 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 faculty 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 (e.g. – area ROPs 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 supporting 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 -

- Recognize the diverse aspects of athletic training and related programs (employment settings, educational preparation/programs, certification, continuing education requirements, professional development and responsibilities).
- 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).
- Administer basic therapeutic modalities under the supervision of a staff athletic trainer, including thermotherapy, cryotherapy, ultrasound, electrical stimulation and light therapy techniques.
- 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.

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.

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.

Indicate program assessment strategies used.

Capstone course
Performance Assessment
Skills Assessment
Other

For PSLO 1, sub-outcome 1, assessment is performed via student completion of course and program level survey instruments associated with the KIN 381 and KIN 382 courses and, ultimately, upon completion of the degree requirements.

For PSLO 1, sub-outcomes 2-6, primary 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 secondary 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.

Describe the criteria and standards used to appraise student work.

Students are asked to complete course level survey instruments 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 program level exit survey instrument upon completion of
their courses at Ohlone College and prior to their transfer to a four-year institution. Likert-scale based indirect assessments have been developed and will be utilized for the first time at the end of the 2013 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 was implemented for the first time during the 2012 fall semester and remains in effect at the current time.

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

For the 2013 spring semester, the number of students passing and not passing KIN 381 are as follows: 17 pass/1 no pass. A total of 7 students were enrolled in the course as repeat students, having successfully completed competency manual assessments in a previous academic semester. Thus, no assessment data is available for those 7 students for the 2013 spring semester.

Various items contribute to a student not passing KIN 381 in any given semester. In some cases, it is due solely to the inability to successfully complete the competency manual evaluations. In other cases, students stop coming to class and/or do not fulfill the required positive attendance hours in addition to or instead of not completing the competency manual evaluations.

For the 2013 spring semester, assessments were made of student performance on KIN 381 competency manual items as they relate to SLO 4 and 5. SLO 4 is associated with implementation of fracture and dislocation splinting as well as crutch and cane fitting. SLO 5 is associated with implementation of emergency assessment and
management knowledge and skills. For SLO 4, there are 6 competency item assessments that must be completed. For the 11 students who were assessed, the range of scores for the 6 items combined (total possible of 18) was 12 to 16. (1 student did not attempt any competency manual assessments and, thus, earned 0 points – data for this student is not included) and the average score was 2.43/3. For SLO 5, there are 33 competency item assessments that must be completed. For the 11 students who were assessed, the range of scores for the 33 items combined (total possible of 99) was 77 to 90 (1 student did not attempt any competency manual assessments and, thus, earned 0 points – data for this student is not included) and the average score was 2.56/3.

For the 2013 spring semester, assessments of KIN 381 competency manual items associated with course SLO 4 and 5, students collectively performed at an ‘above proficiency’ level on all assessed items.

For the 2013 spring semester, the number of students passing and not passing KIN 382 are as follows: 1 pass/2 no pass. A total of 1 student was enrolled in the course as a repeat student, having successfully completed competency manual assessments in a previous academic semester. Thus, no assessment data is available for that 1 student for the 2013 spring semester.

Various items contribute to a student not passing KIN 382 in any given semester. In some cases, it is due solely to the inability to successfully complete the competency manual evaluations. In other cases, students stop coming to class and/or do not fulfill the required positive attendance hours in addition to or instead of not completing the competency manual evaluations.

For the 2013 spring semester, KIN 382 competency manual assessments were unable to be completed as the 2 individuals who did not pass the course did not attempt competency manual evaluations during the semester and 1 individual was a repeat student.

For the 2013 spring semester, assessments of KIN 382 competency manual items associated with course SLOs are not available.

No specific course or program level survey instrument assessment results are available at this point, but data will be collected from A.S. -
Kinesiology: Athletic Training degree program courses for the 2013 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.

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

The modification of the KIN 381 and KIN 382 competency manual evaluation methods from an ‘all or none’ approach to a 3-level assessment produces much richer data from which to ascertain student success. The data for those courses from the most recent assessment associated with the 2013 spring semester seem to represent a high level of student success relative to the assessed SLO for KIN 381. Circumstances associated with KIN 382 assessment data for the same semester were unique and atypical. Future semester should afford faculty the opportunity to effectively generate data to assess student learning for SLO associated with that course.

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>
<td>I</td>
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<tr>
<td>BIOL 103B</td>
<td>I</td>
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<tr>
<td>BIOL 130</td>
<td>I</td>
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<tr>
<td>CFS 109</td>
<td>I</td>
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<td>CHEM 109</td>
<td>I</td>
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<td>HLTH 101</td>
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<td>KIN 240</td>
<td>I</td>
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<td>KIN 257</td>
<td>P</td>
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<td>KIN 258</td>
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<tr>
<td>KIN 381</td>
<td>M</td>
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<tr>
<td>KIN 382</td>
<td>M</td>
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</tbody>
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SLO Matrix Comments

PSLO 1 and all associated sub-outcomes are formulated via ongoing dialogue between program 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.

Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.
List expected student achievement outcomes: 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 in Attached Files) 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. From previous data presented in a different format, 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 data presented in the new format for the 2012-13 academic year identified student success rates at 60.26% for the 2010-11 academic year, 67.82% for the 2011-12 academic year and 74.45% for the 2012-13 academic year. KIN department student retention rates were not clearly delineated within the new format. Efforts will be made by program faculty to connect with the College Research and Planning office to investigate the potential for and mechanism by which program specific data can be
generated moving forward to enhance the ability to identify student success measures.

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, S11 - 4, F11 - 12, S12 - 18, F12 - 9, S13 - 18 and F13 - 11.
- 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, F12 - 9, S13 - 3 and F13 - 10.

It must be noted that those two courses were each repeatable up to three times per student prior to the current academic year, and each student must pass each course at least one time in order to complete the degree requirements for the program. Subsequent to Title V changes regarding course repeatability, the KIN 381 and KIN 382 courses will no longer be repeatable once they have been successfully completed. For students who have successfully completed both of those courses and desire to continue to participate in clinical experience opportunities, enrollment in Special Projects courses in Kinesiology that are currently being vetted at the Curriculum Committee level within the College. 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, the Mission Valley ROP and the Eden Area ROP, and also developing relationships with the Contra Costa County Office of Education ROP and Tri-Valley 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.

A relatively 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 objective 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 required courses and, subsequently, complete them satisfactorily. For the science courses that are required for the degree program (BIOL 130, CHEM 109, BIOL 103A and 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 and CHEM 109 are pre-requisites 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. In fact, several students have completed all of their other degree requirements, excepting the BIOL 103A and BIOL 103B courses and have chosen to transfer to a four-year institution to complete those courses there. While that ultimately creates the opportunity for said students to submit transcripts for those courses to Ohlone and, in essence, retroactively earn their degrees, that process is difficult to manage and track and represents a hardship as such that negatively impacts students. A meeting occurred during the 2013 spring semester between program faculty and the primary instructor for the BIOL 103A and BIOL 103B courses. From that discussion, it seems that there is no willingness to consider potential revisions/alterations to the course pre-requisite and sequencing elements that are currently in place. The potential exists for the BIOL department to be able to hire a new faculty member specifically to teach additional sections of those courses, which would certainly create greater enrollment opportunities for students. That said, given the prominence of those courses, it is likely that at least a percentage of students will continue to face challenges completing their degree requirements, especially relative to the BIOL 103A and BIOL 103B courses in a timely fashion while enrolled at Ohlone.

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

Budget resources have been significantly enhanced via access to CTE funding opportunities over the course of the past few academic years. Program faculty
have been able to effectively utilize all allocated CTE funds to contribute to student learning and success via the purchase of new and modern capital and consumable supplies as well as to participate in continuing education opportunities to maintain faculty certification and enhance faculty perspective in emerging topics in the field of Athletic Training which subsequently creates new learning opportunities for students.

*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.*

Secondary to potential and likely changes to the source of the existing second ATC to work in the athletic training room and contribute to student success via supervision of clinical experiences and evaluating student performance on competency manual assessments, which comes from the graduate athletic training program at San Jose State University, it will be prudent for the College to consider how to address those staffing needs moving forward. As it is, the graduate assistant position associated with the SJSU program that has been in existence for many years, represents a volatile situation with designated turn-over with the individual filling that position changing every two years. The College has been fortunate to have largely been able to secure high quality and competent individuals to serve in that capacity, but the identification of the individual to fill that role is not entirely at the discretion of the College or program faculty, which creates angst whenever the requisite turnover time frame approaches. Current perspective from the Program Director at SJSU is that there are changes forthcoming to the program there which will directly impact whether or not the potential to continue to identify graduate assistants to serve in that capacity at Ohlone exists. The inability to ensure the presence of a high-quality and competent individual in the role of second ATC not only potentially compromises student-athlete health care but also likely impacts student success via the lack of clinical experience supervision and clinical education opportunities for program students. It is prudent for the College to be proactive in pursuit of a viable, long-term solution to these staffing concerns.

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

*Additional Program Table Data*
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) continuously assess student performance on SLO items and identify any necessary modifications that need to be considered secondary to assessment data; 2) enhance tracking of student course retention, course completion and program completion by tracking only students who declare Kinesiology: Athletic Training as major, which will require direct communication and collaboration with the College Research and Planning office and staff; and 3) continued efforts to collaborate with BIOL department and college administration to investigate course sequencing/pre-requisite items that are part of the degree program to enhance student access to required courses in a timely manner to increase the opportunities for students to complete degree requirements while at Ohlone.

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.

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 and the Sports Medicine course offered by Eden Area ROP. A handful of students have matriculated to Ohlone College to pursue the Kinesiology: Athletic Training degree program secondary to their experience in those academic courses. 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 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 while also participating in guest lectures/presentations and facilitating field trips, students from the academy will come to Ohlone to begin their educational pathway due to the experiences they have had in the SHAPE academy.

The number of students who are completing most or all of their degree requirements while at Ohlone prior to transferring to four-year institutions is increasing, at least anecdotally.

For the data available for the 2013 spring semester, student success measures on assessed SLOs for the KIN 381 and KIN 382 courses are quite high and represent a solid foundation upon which to continue refining and growing this program. It would appear from the data that teaching and assessment strategies are leading to the desired outcomes.

Access to CTE funding for the past several academic years has substantially enhanced the ability to purchase new equipment and supplies to enhance opportunities for student learning and success, especially as they prepare transfer to four-year institutions to continue their pursuit of their academic and professional objectives.

According to the evidence, what are the areas needing improvement?

The development and implementation of course and program survey instruments for the 2013-14 academic year will produce data that may guide program faculty toward areas in need of improvement.

Program faculty will always have as elements of their mission the desire to make any and all efforts to increase the number of students who fulfill degree requirements and graduate from Ohlone with the A.S.
Kinesiology: Athletic Training degree. Another program mission is to continuously evaluate and improve upon recruitment strategies and methods of reaching out to interested students, within and outside the College community.

Program faculty need to evaluate the viability and productivity associated with the established articulation agreements between the College and the Mission Valley and Eden Area ROPs to ensure that those agreements are in the best interest of stakeholders on both sides of the relationships.

There will continuously be a need to identify and secure funding source/s for the purchase of new equipment and supplies to enhance student learning opportunities.

Secondary to potential and likely changes to the source of the existing second ATC to work in the athletic training room and contribute to student success via supervision of clinical experiences and evaluating student performance on competency manual assessments, which comes from the graduate athletic training program at San Jose State University, it will be prudent for the College to consider how to address those staffing needs moving forward. As it is, the graduate assistant position associated with the SJSU program that has been in existence for many years, represents a volatile situation with designated turn-over with the individual filling that position changing every two years. The College has been fortunate to have largely been able to secure high quality and competent individuals to serve in that capacity, but the identification of the individual to fill that role is not entirely at the discretion of the College or program faculty, which creates angst whenever the requisite turnover time frame approaches. Current perspective from the Program Director at SJSU is that there are changes forthcoming to the program there which will directly impact whether or not the potential to continue to identify graduate assistants to serve in that capacity at Ohlone exists. The inability to ensure the presence of a high-quality and competent individual in the role of second ATC not only potentially compromises student-athlete health care but also likely impacts student success via the lack of clinical experience supervision and clinical education opportunities for program students. It is prudent for the College to be proactive in pursuit of a viable, long-term solution to these staffing concerns.
Program Improvement Objectives:
Objective:

Increase student exposure to the most relevant and cutting-edge equipment and supplies within athletic training in order to best prepare them for the next level of education.

Action Plan

1. Research emerging topics and trends in athletic training in effort to identify desirable and appropriate equipment and supplies to enhance student learning opportunities.
2. Identify and secure funding source/s for the purchase of those identified items.

Staffing

N/A for this PIO

Equipment (other than technology)

Purchase identified desirable and appropriate equipment and supplies to enhance student learning opportunities. 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.

Technology

Purchase identified desirable and appropriate equipment and supplies to enhance student learning opportunities. 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.

Facilities

N/A for this PIO
Assessment Plan

How will you assess the effectiveness of your PIO?

Assessment of this PIO will occur via multiple mechanisms:

- Identification of desirable and appropriate equipment and supplies to enhance student learning that are appropriate within an intercollegiate athletic training environment via research
- Establishing the funding source/s to secure purchasing of those items
- Upon purchase and integration of new equipment and supplies into the curriculum, modifications will be made to KIN 381/382 competency manuals to reflect the new content that students must learn and, ultimately, demonstrate competence with via evaluation per relevant course SLO – evaluation of this content will subscribe to the 3-level assessment mechanism already in place for those courses

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.
3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

PIO Assessment

Enter assessment results with analysis.

Not yet available – new PIO.

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.
Outside Review Results

List each team members name and title.
None.

Discuss key feedback provided by team and how it was incorporated into the report
None.