

## Program Review: Kinesiology- Athletic Training

### Program Description and Scope:

- *Program Review Title:* Kinesiology: Athletic Training
- *Academic year:* 2016/2017
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Kinesiology: Athletic Training (08005)
- *Authority Code:* 49-Dean of Kinesiology, Athletics and Broadcasting
- *External Regulations:* No
- *Provide a brief narrative that describes the instructional program/discipline:*

Ohlone College has a long history of individual/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 supervising and coordinating the provision of all athletic training 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.

### College Mission:

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
  - Career Entry (CTE)
  - University Transfer
- *State Your Program Mission/Purpose:*

The Associate in Science in Kinesiology: Athletic Training degree offered by Ohlone College is currently designed primarily to prepare students to pursue a baccalaureate degree in Athletic Training at institutions with accredited Athletic Training Education Programs. This degree program will enable students to develop a strong foundation in the kinesiology and athletic training disciplines.

The theoretical knowledge, laboratory, and clinical experience skills acquired by students in this program will also contribute to the enhancement of their success in obtaining entry-level jobs in the fitness and allied healthcare industries.

o *Briefly Describe Program Accomplishments:*

There have been 17 individuals who have successfully completed the requirements for the Associate in Science in Kinesiology: Athletic Training degree since 2005. There have been numerous other individuals who have completed the majority of the courses for this degree who have transferred to other institutions to take courses secondary to obstacles identified during their academic careers at Ohlone College and/or due to logistical elements that have impacted their pathways. There have been 14 individuals who have transferred to other institutions, regardless of whether or not they earned the Associate in Science in Kinesiology: Athletic Training degree at Ohlone, and are either enrolled in or have successfully completed degree programs in Athletic Training at those institutions, including 6 individuals who successfully passed the Board of Certification examination and are now Certified Athletic Trainers (ATC).

## Achievement and Resource Data Analysis:

*Research Questions:*

1. The success rates for both Filipino and White students has declined in the past year to levels that are below the college-set minimum. What can be done as a part of the PIO process to identify and address this drop in success rates for these two groups?

## Resource Assessment Summary:

1. *Academic Year:* 2015-2016
2. *Activity Center Fund 10 Budget Allocation:* \$9000.00
3. *FTES:* Fall: 26 Spring: 23 Summer: 0
4. *WSCH/FTEF:* Fall: 454 Spring: 535 Summer: 0
5. *Course Sections Offered:* Fall: 11 Spring: 9 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 9 Spring: 7 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 2 Spring: 2 Summer: 0

## Human Resources:

1. *# of FT Faculty:* 2
2. *# of PT Faculty:* 3
3. *# of Classified Staff:* 2
4. *# of Administrators:* 1
5. *% Faculty release/reassigned time:* 0%
6. *Technology:*
  - Specialized Software
  - Simulation
  - Technology Enhanced Instructional Equipment

7. *Physical Resources:*

- General Classrooms
- Specialized Labs
- Athletic Fields

• **Program Analysis PSLOs - Student Learning:**

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

1. *PSLO Matrix:*

<b>Course</b>	<b>PSLO-1</b>
BIOL 103A	I
BIOL 103B	I
BIOL 130	I
CFS 109	I
CHEM 109	I
HLTH 101	I
KIN 240	I
KIN 257	P
KIN 258	P
KIN 381	M
KIN 382	M

2. *Please Indicate the PSLO(s) which you are reporting on:*

- 1. Recognize the diverse aspects of athletic training and related programs (employment settings, educational preparation/programs, certification, continuing education requirements, professional development and responsibilities).
  2. 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).
  3. Administer basic therapeutic modalities under the supervision of a staff athletic trainer, including thermotherapy, cryotherapy, ultrasound, electrical stimulation and light therapy techniques.
  4. 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.
  5. 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.

6. 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.
3. *Analyze and summarize your assessment findings â?? What in the data jumped out?*
4. *Give examples of assessments used for your PSLO analysis:*  
All KIN:AT PSLO assessments are associated directly with student performance on KIN 381/382 competency manual items. As the capstone courses for the program, those courses, and the performance assessments associated with them, represent the opportunity to identify and analyze student performance toward achieving desired outcomes.
5. *Describe input from Program Advisory Committee (if applicable):*  
N/A
6. *Comments:*  
PSLO 1 and all associated sub-outcomes was formulated via lengthy 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, 6<sup>th</sup> 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.

## Program Improvement Objectives

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
Minimize barriers and enhance opportunities for students to transfer to four-year institutions with accredited athletic training education programs (ATEP).

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Completion
- Persistence
- Success Rates
- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

Program completion data and, potentially, the creation and implementation of student and alumni survey instruments assessing perspective regarding the comprehensive curriculum and academic program at Ohlone are the primary mechanisms for assessing this PIO. The outcome of those instruments may result in the pursuit of new course articulations, new course creation, modification of the existing curriculum/program, and/or consideration for requisite/pre-requisite options/substitutions in other departments. Ultimately, any and all of those items may enhance student success at Ohlone as well as at their transfer institutions in more tangible and timely fashions.

**PIO Action Plan:**

*How will you accomplish this?*

Communicate with ATEP Directors/Faculty at CSU/other institutions via e-mail and/or personal interactions in order to investigate and identify barriers/obstacles and subsequently create and enhance optimal pathways for student transfer to four-year institutions with ATEPs - this identifies the primary objectives of the sabbatical leave for program faculty for the 2017 spring semester. Engage in dialogue with faculty in other departments at Ohlone that are part of this academic program in order to consider what options may or may not be viable for curricular modification to limit (ideally, eliminate) the impact of barriers to program completion secondary to discovering viable curricular changes to consider for implementation.

*What is your timeline?*

Time and logistical limitations, coupled with the inability to know with certainty what may be learned during the investigation and, subsequently, what/how to pursue resolution will likely impact the timeline for this process. Program faculty has been granted a sabbatical leave for the 2017 spring semester with an expressed purpose and intention to pursue information that will likely be essential and integral to the outcome/s for this PIO.

*Who is going to do this?*

Program faculty and Division Dean

*PIO Status:*

- In-Progress

*Closing the loop - Describe the results of your PIO implementation or completion:*

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

- No fiscal resources required.

**PIO Resources:**

- Resource: People Time  
Description: Program faculty will need to spend time pursuing and identifying the PIO objective information to create matrices to enhance alignment with four-year institutions with ATEPs.
- Resource: Data from Research and Planning Office  
Description: Data regarding student success within the program to date. Existing articulation agreements with four-year institutions with ATEPs.

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
Implement efforts to improve success rates for Filipino and White students secondary to the identification of success rates for those populations falling below district standards.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Retention
- Student Learning & Achievement
- Course Completion
- Success Rates

*How will you assess the effectiveness of your PIO:*

Evaluation of data provided by the District Research and Planning office identifying student success rates.

**PIO Action Plan:**

*How will you accomplish this?*

Program faculty will investigate the potential for support of students in the identified populations via tutoring and/or established learning communities/support groups on campus. In addition, it is possible that efforts associated with the sabbatical leave outcomes for program faculty for the 2017 spring semester may provide insight in regards to opportunities to enhance student success in general, and especially relative to the identified populations.

*What is your timeline?*

Ideally, student success rates for the identified populations will be enhanced within the current academic year. Certainly, evidence of success, or the lack thereof, of those efforts will be identifiable associated with the subsequent program review process for the 2018-19 academic year.

*Who is going to do this?*

Program faculty with assistance from Division Dean and/or other administrative resources/individuals within the District.

*PIO Status:*

- New

*Closing the loop - Describe the results of your PIO implementation or completion:*

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: To explore pedagogies for identified student populations

**Attached Files:**

- [KIN 381 Competency Manual - Revised, Fall 2016.pdf](#)
- [KIN 382 Competency Manual - Revised, Fall 2016.pdf](#)
- [Program Completion Survey Form.pdf](#)
- [Course Evaluation Form.pdf](#)
- [KIN\\_AT Program Review 2016 data set.xlsx](#)