PROGRAM REVIEW: SPORTS MEDICINE

2015-2016

SOLANO
COMMUNITY COLLEGE

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SELF-STUDY TEMPLATE

1.1 Introduction

The Sports Medicine Program at Solano College has existed since 1993. Program curriculum allows students to transfer into baccalaureate programs in Kinesiology, Health Sciences, or related areas with a Sports Medicine emphasis. The broad field of Sports Medicine/Fitness Science includes post-baccalaureate employment opportunities in clinics, secondary schools and collegiate levels for Kinesiology Pedagogy, Athletic Training, Physical Therapy clinics, Sports Rehabilitation facilities, Biomechanics labs, Exercise Physiology labs, Motor Learning facilities, Sports Orthopedics clinics, Sports Podiatry, Sports Psychology, Cardiac Rehabilitation clinics, EKG technician, and fitness technician. The Associate in Science Degree requires completion of 60 total units, including the 34 of unit major, the general education requirements, and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

As a part of the program, we describe our mission as to:
Establish a professional knowledge base for the Sports Medicine/Fitness Science student that consists of the cognitive scientific framework and the relevant psychomotor skills to effectively and safely treat all in-season athletic injuries for Solano College Athletes as described by the California Community College Athletic Association (CCCAA). Participants in the Solano College Sports Medicine Program assist in medical referral for other non-athletic injuries. Our goal is to guide athletes through the process of injury recovery, and brief athletes on the use of Solano College Injury Insurance. All in-season athletes (male and female) will receive the same opportunities from the sports medicine program. Students who take the Sports Medicine coursework are well prepared to be able to assist the Head Athletic Trainer with specialized treatment, injury prevention and rehabilitation programs for injured athletes.

One of the strengths of our program is our relationship with our Athletic Staff of Coaches, Assistant Coaches, and athletes. As we analyze our program, we will specifically look at the Kinesiology classes that are part of the Sports Medicine degree with the following course numbers and titles:

- KINE 020A - Introduction to Kinesiology
- KINE 020H - Care and Prevention of Athletic Injuries
- KINE 020S – Advanced First Aid and Emergency Care
- KINE 055A – Sports Medicine - Athletic Training Practicum I
- KINE 055B - Sports Medicine - Athletic Training Practicum II
- KINE 057- Introduction to Sports Psychology

1.2 Relationship to College Mission and Strategic Goals

The Sports Medicine Program adheres to the Mission of Solano College by providing care for and treatment of all Solano College athletes and their injuries. The goals of the Sports Medicine faculty and staff include educating students in the program, guiding athletes through the process of injury recovery, and assisting athletes on the use of Solano College Injury Insurance. All athletes (male and female) will receive the same opportunities from the sports medicine program.

Using the matrix provided in Table 1, describe which of SCC's Strategic Directions and Goals the program supports. Address only the goals relevant to the program.

Table 1. SCC's Strategic Directions and Goals

Goal 1: Foster Excellence in Learning
Obj. 1.1 Create an environment that is conducive to student learning *Program Evidence*: Typical learning environment for the students start in the didactic classroom setting followed by psychomotor labs and finally clinical application of skills from the labs with injured student athletes.
Obj. 1.2 Create an environment that supports quality teaching *Program Evidence*: While the College as a whole sets the tone for objective 1.2, our faculty utilizes resources the college provides to support quality teaching. There are demonstrations on taping techniques and how to handle specific injuries. The instructor offers PowerPoint lectures, YouTube presentations on taping techniques and links from the books used, interaction with the students..
Obj. 1.3 Optimize student performance on Institutional Core Competencies *Program Evidence*: Staff and faculty encourage the students to improve their communication skills by increasing critical thinking and information competency through acceptance of personal responsibility and professional development. The staff and faculty believe that in order to optimize student success, more Sports Medicine faculty member need to be hired.
Goal 2: Maximize Student Access & Success
Obj. 2.1 Identify and provide appropriate support for underprepared students *Program Evidence*: All Sports Medicine syllabi list campus-wide student support services and faculty and staff refer students to appropriate individuals as needed. Many courses have prerequisites to properly prepare students requisite skills. Anatomy/Physiology students receive encouragement to seek outside assistance/tutoring for these courses.

Obj. 2.2 Update and strengthen career/technical curricula
Program Evidence:

Faculty members utilize Perkins Funding by purchasing new equipment for the Athletic Training Room from which students learn and achieve competency as they progress to an accredited baccalaureate program in Athletic Training and or externships in the clinical settings. The students learn to operate equipment such as Laser Therapy, Game Ready System, and balance rehabilitation.

Obj. 2.3 Identify and provide appropriate support for transfer students
Program Evidence:

The Sports Medicine Transfer Associate of Science Degree is aligned with the Commission on Accreditation of Athletic Training Education (CAATE). Program faculty members are currently modifying the core curriculum to meet the California Transfer Model Curriculum (TMC) for Kinesiology.

Obj. 2.4 Improve student access to college facilities and services to students
Program Evidence:

Beginning in Fall 2015, Sports Medicine Program offerings will include night courses to reach students that are not available during the day. The Sports Medicine faculty and staff informs students of the available Solano student services to program matriculation.

Obj. 2.5 Develop and implement an effective Enrollment Management Plan
Program Evidence:

Curricular course offerings have been arranged to permit student completion of required courses to meet graduation and certificate requirements in a timely manner. This is a cohort model that permits students to assimilate more complex material and apply their ability and skills that stem directly from establishing a solid professional knowledge base.

Goal 3: Strengthen Community Connections

Obj. 3.1 Respond to community needs
Program Evidence:

The Sports Medicine Program currently includes an outreach option to local high schools and special events. Services consist of practice and game coverages for athletic injury care and prevention such as taping, wrapping, concussion management, and first aid. Program participants are currently working with schools in Dixon, Vacaville, Fairfield, Napa, and Vallejo high schools.

Obj. 3.2 Expand ties to the community
Program Evidence:

The Head Athletic Trainer holds office as the President of the California Community College Athletic Trainers (CCCATA) which in turn elevates the statewide profile of the Sports Medicine Program. In addition, the high school outreach initiative serves as a recruiting tool for students who want to pursue career opportunities in Sports Medicine.

Goal 4: Optimize Resources

Obj. 4.1 Develop and manage resources to support institutional effectiveness
Program Evidence:

Utilize Perkins Funding to further develop the Sports Medicine Program and increase the number of Sports Medicine faculty. Additional new equipment purchases such as a Laser unit for therapy, Game Ready unit, and new foam rollers for rehabilitation exercises help maintain student access to state-of-the-art technology.

Obj. 4.2 Maximize organization efficiency and effectiveness
Program Evidence:

Continued collaboration of faculty and staff with students to enhance program effectiveness by having meetings to analyze what is working for the Program and what is not working.

Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions
Program Evidence:

Sports Medicine technology changes often. Certified Athletic Trainers require Continuing Education Units (CEUs) to maintain professional currency standards as part of our commitment to life-long learning. The Perkins Funding allowed recent purchases of state of the art modality machines such as Electric Stimulation, Ultrasound and Laser Therapy.

1.3 Enrollment.

Our last Academic Program Review took place during the 2008-2009 academic year and presented data will reflect the 2008-2016 academic year to present. A variety of Sports Medicine courses are examined as some of the Kinesiology courses are required for the major. The specific classes listed are as follows:

- KINE 020A - Introduction to Kinesiology
- KINE 020H - Care and Prevention of Athletic Training
- KINE 020S - Advanced First Aid and Emergency Care
- KINE 020V - Introduction to Sports Science
- KINE 020W - Concepts of Physical Fitness

Sports Medicine – number of sections offered; Kinesiology – number of students enrolled
Full Time Equivalent Students (FTES) and Weekly Student Contact Hours (WSCH)

CourseID (gr..		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
KINE 020A & PE 020A	Unique Sections	1	1	1	1	1	1	1	1	1
	Total FTES	2.6	2.5	3.2	4.5	3.3	2.5	2.9	3.2	1.2
	WSCH	78.0	75.0	96.0	135.0	99.0	75.0	87.0	96.0	36.0
KINE 020H & PE 020H	Unique Sections								1	1
	Total FTES								2.3	0.7
	WSCH								69.0	21.0
KINE 020S & PE 020S	Unique Sections							1	1	1
	Total FTES							2.7	2.9	2.0
	WSCH							81.0	87.0	60.0
KINE 020V & PE 020V	Unique Sections	3	3	3	2	2	2	2	1	1
	Total FTES	7.8	7.5	8.7	6.0	5.1	4.3	4.7	2.7	1.3
	WSCH	234.0	225.0	261.0	180.0	153.0	129.0	141.0	81.0	39.0
KINE 020W & PE 020W	Unique Sections	3	2	1	1				1	1
	Total FTES	8.4	6.2	3.1	2.8				2.6	1.4
	WSCH	252.0	186.0	93.0	84.0				78.0	42.0

CourseID (gr..		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
KINE 020A & PE 020A	Unique Sections	1	1	1		1	1	1	1
	Total FTES	4.0	4.1	4.1		1.6	2.4	3.1	3.2
	WSCH	120.0	123.0	123.0		48.0	72.0	93.0	96.0
KINE 020H & PE 020H	Unique Sections	1	1	1	1	1	1	1	1
	Total FTES	3.2	2.9	2.9	3.3	2.9	3.1	2.6	2.6
	WSCH	96.0	87.0	87.0	99.0	87.0	93.0	78.0	78.0
KINE 020S & PE 020S	Unique Sections		1	1	1	1	1		
	Total FTES		3.0	2.9	3.5	3.1	2.9		
	WSCH		90.0	87.0	105.0	93.0	87.0		
KINE 020V & PE 020V	Unique Sections	2	2	2	1	1	2	1	1
	Total FTES	5.7	7.5	4.4	2.7	2.7	3.5	2.2	2.2
	WSCH	171.0	225.0	132.0	81.0	81.0	105.0	66.0	66.0
KINE 020W & PE 020W	Unique Sections	4	3	3	2	2	1		1
	Total FTES	10.8	9.5	9.2	5.7	4.4	3.1		2.3
	WSCH	324.0	285.0	276.0	171.0	132.0	93.0		69.0

CourseID (group) 2		Summer 2008	Summer 2009	Summer 2010	Summer 2011	Summer 2013	Summer 2015	Summer 2016
KINE 020A & PE 020A	Unique Sections							1
	Total FTES							0.00
	WSCH							0.00
KINE 020S & PE 020S	Unique Sections							1
	Total FTES							0.00
	WSCH							0.00
KINE 020V & PE 020V	Unique Sections	1	1	1	1	1	1	1
	Total FTES	1.80	2.20	1.80	2.50	1.60	1.50	1.90
	WSCH	54.00	66.00	54.00	75.00	48.00	45.00	57.00
KINE 020W & PE 020W	Unique Sections	1	1	1				1
	Total FTES	2.30	1.90	1.10				2.30
	WSCH	69.00	57.00	33.00				69.00

The above data represent the classes that pertain to the Sports Medicine Program. The goal is to double the number of students to take Sports Medicine classes and completing the Associates Degree in Sports Medicine by Fall 2017.

1.4 Population Served.

The population served by Sports Medicine courses is predominately female in each semester from Fall 2009 to Spring 2016. Ethnic representation for students in the Sports Medicine Program are listed in the table below. Demographics were not analyzed as part of the last program review, so demographic comparisons are not possible.

Percentage of students by ethnicity 2010-2016

Ethnicity Category		Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Null	Headcount	1							1										
	Success Rate	0%							100%										
Am. Indian or Alaskan Nati..	Headcount	4	2	1	3	2		1	2						1	1	1	2	1
	Success Rate	40%	0%	0%	33%	100%		0%	100%						100%	100%	100%	100%	
Asian or Pacific Islan..	Headcount	16	25	4	17	30	4	17	16	18	24	3	13	25	28	26	2	26	26
	Success Rate	68%	89%	40%	56%	58%	75%	69%	78%	79%	86%	67%	86%	71%	94%	84%	50%	82%	0%
Black Non-Hispanic	Headcount	22	52	5	31	47	8	32	27	24	25	3	11	30	12	11	2	18	22
	Success Rate	39%	45%	40%	50%	43%	50%	59%	59%	58%	64%	67%	58%	69%	67%	64%	100%	55%	0%
Hispanic	Headcount	19	28	3	17	27	1	19	23	13	16	3	12	17	18	15	3	28	21
	Success Rate	74%	85%	33%	67%	74%	100%	70%	74%	85%	91%	67%	64%	67%	78%	61%	100%	72%	0%
Other	Headcount	24	27	3	23	38	2	8	13	3	11	1	3	6	4	1	1	1	
	Success Rate	64%	54%	100%	73%	75%	0%	70%	94%	100%	85%	100%	33%	100%	100%	100%	100%	100%	
White Non-Hispanic	Headcount	36	66	10	36	36	4	30	34	20	35	4	19	34	28	16	5	32	22
	Success Rate	66%	76%	91%	71%	76%	75%	61%	72%	73%	87%	75%	63%	81%	69%	88%	60%	76%	0%

In terms of age, Kinesiology students typically fall into the traditional college student ages of between 18-25, with 3-5% of the students 36-46 years of age or older. Program faculty members attribute this distribution to the possibility that some older students tend to come back to the college to take courses that may support sports program of their children or they are potentially considering a career change.

Percentage of students by age 2013-2014

Term Age (group)		Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Less than 17	Headcount	1	2		3		2		1					1					1
	Success Rate	100%	50%		100%		0%		100%					100%					
17-20	Headcount	58	76	10	55	65	4	48	46	36	39	4	30	42	39	35	5	41	38
	Success Rate	66%	71%	50%	51%	61%	100%	60%	68%	81%	84%	50%	67%	64%	82%	68%	60%	71%	0%
21-25	Headcount	24	48	8	32	51	2	28	37	19	34	5	16	32	24	22	6	33	29
	Success Rate	48%	78%	63%	67%	76%	100%	66%	82%	67%	79%	60%	68%	80%	88%	92%	83%	75%	0%
26-30	Headcount	17	28	3	14	28	4	10	12	8	7	1	4	19	12	5	1	15	7
	Success Rate	50%	51%	100%	67%	59%	50%	67%	77%	75%	100%	100%	40%	63%	62%	80%	100%	76%	0%
31-40	Headcount	13	28	2	18	25	5	10	10	9	20		6	11	10	5	2	11	8
	Success Rate	80%	53%	33%	74%	52%	67%	62%	75%	67%	77%		83%	100%	82%	60%	100%	77%	0%
41-50	Headcount	4	12	2	4	8	1	10	8	6	7	2	1	4	4	2		5	5
	Success Rate	25%	73%	100%	100%	70%	0%	70%	56%	50%	89%	100%	0%	100%	75%	100%		83%	
51-55	Headcount	4	3		1	2	1		1		2	1	1	2	2			1	1
	Success Rate	75%	83%		100%	50%	100%		0%		100%	100%	100%	50%	50%			0%	
56-60	Headcount	1	2			1		1				1				1		1	3
	Success Rate	100%	50%			100%		100%				100%				100%		100%	0%
61-65	Headcount		1	1							1								
	Success Rate		0%	100%							100%								
71+	Headcount								1		1			1					
	Success Rate								100%		100%			100%					

Males are underrepresented in the Sports Medicine program at 30%. Faculty and staff members hypothesize several causal reasons why more women enroll in our program. First, women represent a greater portion of the college enrollment in general (approximately 60%) due to the higher overall enrollment of women wanting a higher education. With the directives of Title IX in creating more equality among gender and sports, our goal is to give more opportunities for women to participate in athletics. Second, the potential exists that our culture may socialize woman as nurturers and many individuals may view the field of Sports Medicine in such a light. Conversely, some men may see working within health care as a less "masculine" career that may

be accompanied by peer pressure to look at alternative careers. While salaries in the field Sports Medicine may not come with high pay, financial compensation continues to improve. Low salaries may dissuade some students who are looking to be the principle breadwinners from choosing this profession. Our general Kinesiology activity courses tend to show relatively higher levels of male personal training and fitness. While we have not made specific efforts to recruit males in our program, we do encourage those who enroll. We do have male representation on the faculty and have had several high profile male Kinesiology educators as role models and mentors.

1.5 Status of Progress toward Goals and Recommendations.

Table 2. Educational Master Plan

	Educational Master Plan	Status
1.	Redesign and implement the Sports Medicine transfer degree to match the Kinesiology TMC.	The Sports Medicine faculty and staff are trying to reflect as much of the Sports Medicine Program at Sacramento State University so that our students have a smooth transfer over into the program and bypass the Observation Phase.
2.	Created an outreach program to recruit high school students into the Sports Medicine field	Completed several presentations and tours and reaching out in May 2016 to recruit students with interest in Sports Medicine. For example, hosting some on campus tours through the Sports Medicine Facility
3.	Redesigned individual courses (KINE 055 A &/or B Sports Medicine Practicum)	Completed KINE 055A and KINE 055B through curriculum committee
4.	Writing curriculum for a four unit Anatomy/Physiology course to match TMC	Faculty and staff members met with Anatomy and Physiology faculty of SCC and agreed to move forward to changing the curriculum to meet the needs of Sports Medicine and Kinesiology students
5.	Hire Sports Medicine specific (NATA certified Athletic Trainer) required to teach Sports Medicine courses	Completed Fall 2014. Hired adjunct instructor. However, hope to gain a full-time Sports Medicine Specific Instructor with expertise in care and prevention of athletic injuries for Fall 2016.
6.	Offer night courses to target coaches	Offer Fall 2015 in KINE 020H

Table 3. Program Review Recommendations

	Program Review Recommendations (Previous Cycle)	Status
1.	Help students obtain an Associate of Science Degree with fewer hurdles	Currently modifying major and curriculum with anticipated completion by Spring 2016.
2.	Incorporate new Anatomy/Physiology facility needs, in Measure Q plans	Anatomy Faculty will share these needs with their division when working on building plans.
3.	Update faculty teaching materials and provide space for storage	New materials such as anatomical charts and 3-D anatomical models will be requested using Perkins Funding Fall 2015.
4.	Recruiting materials/brochures	Use Sports Medicine club fundraising account to purchase laptop to use for presentations when recruiting students.
5.	Hire one full time faculty	Sports Medicine Program has been associated with an Associate's Degree for 20 years at Solano College and has not had a full-time faculty member. The National Athletic Training Association Certification requires properly credentialed individuals to teach courses, existing full-time Kinesiology faculty are not qualified Could faculty be trained?
6.	Explore new technology in Anatomy/Physiology curriculum	Virtual Anatomy/Physiology computer programs can give students another educational tool to increase their basic understanding of the human body and how it functions

1.6 Future Outlook.

Labor market data for Athletic Training/Sports Medicine in California is not clearly identified. The US Bureau of Labor Statistics project a "much faster than average" growth for 2014-2024. The growth projection is 21%, and the Median Pay is $45,000 per year.

Due to the conception of the internet and social media, the public awareness of sports injuries has increased including recognition as to the types and environments associated with particular

injuries. Concussion lawsuits have brought attention for the need of certified athletic trainers at all levels. The National Athletic Trainers Association (NATA) notes that the presence of Athletic Trainers correlates with a reduction in catastrophic injuries which in turn helps reduce liability and risk for high schools, colleges, and universities. Labor market data projects an increase in hiring of certified athletic trainers by 12% over the next few years.
The faculty and staff at Solano Community College prepare students to transfer to an accredited program in Sports Medicine/Athletic Training and other health care entities. Due to the fact that our head Athletic Trainer is a classified employee and is unable to teach due to constraint of her full time status, we were able to hire on a Sports Medicine specific, NATA certified, adjunct to teach our courses on Care and Prevention of Athletic Injuries and our Internship Practicum. In the future, we hope to make this position a full-time faculty member of the Sports Medicine Program to broaden our scientific-based courses and serve as a resource for other programs in the School of Health Sciences.

The Sports Medicine faculty and staff are continuing to do community outreach to the local high schools to recruit new students into the Sports Medicine Field and increasing awareness of athletic injuries. The State of California maintaining a strong Athletic Training community with organizations including the NATA, California Athletic Trainers Association (CATA), Far West Athletic Trainers Association (FWATA), and the California Community College Athletic Trainers Association (CCCATA).

The present salary allocation for the Assistant Athletic Trainer position Solano Community College remains non-competitive at $18/hour as compared to current market rates. The NATA reports that in 2014, full-time average college Assistant Athletic Trainer position is about $58,000 - $65,000. The future hires will need to meet these averages to find quality applicants.

Curriculum Development, Assessment, and Outcomes

Program Learning Outcomes

Sports Medicine Program Outcomes
Students who complete an Associate Degree will be able to:
1. Analyze the psychological, physiological, and social benefits of physical activity
2. Create an understanding of the 5 basic components of fitness (including the Frequency, Intensity, Time, Time [FITT]) and the Protection, Rest, Ice, Compression, Elevation [PRICE] principal.
3. Apply an understanding of the current trends and practices in human performances and the importance of diet and exercise for lifetime fitness
4. Students will apply skills competency with athletic injury treatment, prevention and rehabilitation
5. Students will create a working knowledge of pathology and vocabulary of athletic injuries

2.1 Using the chart provided, list the Program Learning Outcomes (PLOs) and which of the "core four" institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it a passing grade on certain assignments or exams that demonstrate acquisition of the PLO, is it acquiring specific skills necessary for a licensing exam, completing a portfolio, etc.?

Table 4. Program Learning Outcomes

Program Learning Outcomes	ILO (Core 4)	How PLO is assessed
1. Students will demonstrate an understanding of Sports Medicine, current research and trends in the field, & their application to responsive practice in the Kinesiology setting.	I A,B II A,C,D	Score of 70% or higher in KINE 020H; article research paper project, analyze competencies through quizzes and exams with proper application of tape and wrapping;
2. Students will demonstrat an understanding of the context of health care including the concepts of rehabilitation of athletic injuries	I B,D II A,D IV A	Score of 70% or higher in KINE 020H; Instructor 10 quizzes, 3 exams, with a 5-10 minute presentation, 1 practical; score of 70% or higher on rehabilitation concepts in KINE 055A and KINE 055B
3. Students will demonstrate an understanding of the context of health care including the concepts of rehabilitation of athletic injuries by creating treatment programs through their observation and assessment with the Head Athletic Trainer.	I D II A,D IV A,C	Score of 70% or higher on KINE 055A and KINE 055B; Within observation and assessment phase, students interact with athletes. Students complete an intake form related to the medical history of the athlete. The Athletic Trainer comes over and continues the assessment. Student assessment includes 4 graded labs: Applications of heat and cold, taping techniques for the ankle, wrist and thumb, and wraps on the quadriceps, hamstring, groin, and hip flexor areas.

4. Students will demonstrate proper decision making in their work with injured athletes by building awareness of self as a health care provider.	I D II A,D IV A,C	Score of 70% or higher on KINE 055A and KINE 055B; Within observation and assessment phase, students interact with athletes. Students complete an intake form related to the medical history of the athlete. The Athletic Trainer comes over and continues the assessment. Student assessment includes 4 graded labs: Applications of heat and cold, taping techniques for the ankle, wrist and thumb, and wraps on the quadriceps, hamstring, groin, and hip flexor areas.

2.2

Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Learning Outcomes

Course	PL01	PL02	PL03	PL04
	Injury Trends	Exercise A & P	Treatment	Emergency
BIO 005	I	I		
BIO 006	I	I		
CHEM 010	I	I		
KINE 020A	D		D	
KINE 020H	M	M	M	M
KINE 020S	D	D	D	M
KINE 020V	D	D	D	D
KINE 055A	M	M	M	M
KINE 055B	M	M	M	M

2.3

Table 6. Program Learning Assessments

Program Learning Outcomes	Date(s) Assessed	Results	Action Plan
1. Students will demonstrate an understanding of Athletic Training and Sports Medicine theory, current research and trends in the Sports Medicine field upon completion of the program.	Fall 2014	2014 the Sports Medicine faculty and staff began to match the Kinesiology TMC. In Fall 2014, an average of 11% did not receive a grade of 70% or better in our majors courses	Due to the state changes of the Kinesiology TMC, the Sports medicine faculty and staff are proposing changes in our Sports Medicine major to reflect the Kinesiology TMC and it will allow a smooth transfer for our students to four year schools.
2. Students will demonstrate an understanding of the context of health care including the concepts of athletic injury care in exercise anatomy and physiology. Students will demonstrate an understanding of the context of health care including the concepts rehabilitation of athletic injuries	Fall 2014	Not yet Assessed	We reintroduced KINE 055 and we separated into two courses (KINE 055A and KINE 055B) in Spring 2015 to give our students the hands-on training that they need to be competent in their field of study.

3. Students will demonstrate an understanding of the context of health care including the concepts of rehabilitation of athletic injuries by creating treatment programs through their observation and assessment with the Head Athletic Trainer.	Fall 2014	Not yet Assessed	We reintroduced KINE 055 and we separated into two courses (KINE 055A and KINE 055B) in Spring 2015 to give our students the hands-on training that they need to be competent in their field of study.
4. Students will demonstrate proper decision making in their work with injured athletes by building awareness of self as a health care provider.	Fall 2015	Not yet Assessed	The Sports Medicine faculty and staff would like to offer more internship opportunities for our students to provide them with the option to gain experience on their own to test their own decision making skills. Preceptorship from the Head Athletic

2.4

Due to the state changes of the Kinesiology TMC, we are proposing changes in our Sports Medicine Associate's degree to reflect the Kinesiology TMC, which will allow a smooth transition for our students to four year schools. The Sports Medicine faculty and staff were able to hire a Sports Medicine specialist, NATA certified, adjunct to teach our Care and Prevention of Athletic Injuries and Internship/Practicum courses. Previously, our Care and Prevention of Athletic Injuries course was taught by a non-certified athletic trainer, whereas now our new adjunct faculty member now gives a better insight into how Athletic Trainers view the Sports Medicine field. We were able to re-establish the Internship/Practicum course that was discontinued a few years ago to students to be able to hone in their psychomotor and assessment skills during practices and games. The Internship/Practicum course was split into two sections, KINE 055A upper extremity (shoulder, neck, chest, head, arm, hand) and KINE 055B lower extremity (back, stomach, hips, upper leg, lower leg, foot) that conceptualizes the human body into quadrants, allowing a more integrated and comprehensive treatment approach for both

athletes and students. Projected increases in enrollment provide the rationale to convert the part-time Assistant Athletic Trainer position to full-time with a corresponding increase in pay to current market levels.

Student Learning Outcomes

2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary? What is the planned assessment cycle (need to be assessed at least twice during the program review cycle)? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.
(Don't need to list all the SLOs), talk about any changes and why they occurred
Within the Care and Prevention of Athletic Injuries, the SLOs for this class are as follows:

- Develop working knowledge of the Athletic Training principles
- Develop a working knowledge of Athletic Training vocabulary
- Demonstrate adequate skills in taping, wrapping and padding of the upper and lower extremities for the prevention and care of common athletic injuries
- Develop a working knowledge of the pathology of athletic injuries
- Demonstrate adequate skills and recognition of common athletic injuries
- Develop and appreciate the role of a certified athletic trainer
- Work cooperatively in a small group
- Utilize writing and communication skills in labs and assignments

Our new instructor will reassess his classes and his course work and make appropriate changes necessary to fit the needs of the students in the future. Any deficiencies located within coursework, (e.g., for example in the taping labs), he would give them more time to practice, show more examples through video and demonstrations. He would record his demonstration and post it on the class website to be reviewed by students who need more time.

Within the Internship/Practicum course, the SLO's are the same. The instructor would add into his curriculum more guest speakers as one means to create more interest in the Sports Medicine field.

We strive to support our adjunct faculty to work collaboratively and discuss together the strengths and weaknesses of the assessments and ensure we are linking this analysis to the program level outcomes and resource allocation.

2.6
Since our faculty for the Sports Medicine Program is new, the Sports Medicine staff will make sure to inform him about this expectation of completing all SLOs for every year and give him any needed support. The Sports Medicine faculty and staff believe the dean should be responsible for keeping faculty members on track to complete all necessary SLOs the required.

2.7
Peer review will be utilized to determine whether areas of needed change or improvement.

Curricular Offerings

Solano College 2014-2015 Catalog	Proposed List of Classes for new catalog
REQUIRED COURSES **UNITS** BIO 004: Human Anatomy 5 BIO 005: Introductory Physiology 5 KINE 020A: -Introduction to Kinesiology 3 KINE 020H: Care and Prevention of Athletic Injuries 3 KINE 020S: Advanced First Aid and Emergency Care 2 KINE 020V: Introduction to Sport Science 3 KINE 020W: Concepts of Physical Fitness 3 KINE Activity Courses* 2-3 CHEM 010 Intermediate Chemistry *(Prerequisite to BIO 005)* 4 NUTR 010: Nutrition** 3 **Total units 33-34** Plus CSU, IGETC, or Solano Option A general education requirements ***Recommended Electives*** CIS 001 Introduction of Computer Science HED 002 Health Education KINE 055 Sports Medicine – Athletic Training Internship/Practicum KINE 057 Introduction to Sports Psychology MATH 011 Elementary Statistics PSYC 020 Personal and Social Behavior	**REQUIRED COURSES** **UNITS** BIO 004: Human Anatomy 5 BIO 005: Introductory Physiology 5 KINE 020A: Introduction to Kinesiology 3 KINE 020H: Care and Prevention of Athletic Injuries 3 KINE 020S: Advanced First Aid and Emergency Care 2 KINE 055A: Athletic Training Practicum I 3 KINE 055B: Athletic Training Practicum II 3 CHEM 010: Intermediate Chemistry 4 NUT 010: Nutrition 3 **KINE 057: Introduction to Sport Psychology** 3 **Total units 34** ***Recommended Electives (select 2)*** CHEM 011: Organic Chemistry HED 002: Health Education NURS 111: Medical Terminology NURS 052: Pharmacology KINE Activity Courses

2.8 Course offerings.

Since the last program review cycle, discussions have followed to refine the Sports Medicine Program to reflect switching classes from the required courses to the recommended electives. Faculty and staff have met with the Anatomy and Physiology instructors to discuss a request for a reconfigured course that increases emphasis on a musculoskeletal related focus and scales back in other areas (and thus may remain at a high unit value).
Below you will see the requirements of the Sports Medicine Program 2014-2015 catalog:

Students should enroll in electives courses that will fulfill the appropriate Kinesiology Degree Option at the intended CSU in order to complete the Bachelor's degree at that institution. With this new list of courses, faculty and staff members believe that the updated Sports Medicine Degree is consistency with the Kinesiology TMC will provide our students the opportunity for our students complete their respective Associate Degrees and be able to transfer into the CSU system more smoothly, thus bypassing the observation phase of the Athletic Training Internship.

Kinesiology

Sports Medicine/Fitness Science – (Transfer)

Program Description
Designed to allow students to transfer into baccalaureate programs in Physical Education or related areas with a Sports Medicine emphasis. The broad field of Sports Medicine/Fitness Science includes post-baccalaureate employment opportunities in teaching, athletic training, physical therapy, sports rehabilitation, biomechanics, exercise physiology, motor learning, sports orthopedics, sports podiatry, sports psychology, cardiac rehabilitation, EKG technician, and fitness technician.

Associate in Science Degree
The Associate in Science Degree can be obtained upon completion of a total 60 units, including the 33-34-unit major, the general education requirements, and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes
Students who complete an Associate Degree will be able to:

1. Understand the psychological, physiological, and social benefits of physical activity.
2. Demonstrate an understanding of the 5 basic components of fitness (including the F.I.T.T.) and the R.I.C.E. principle.
3. Demonstrate an understanding of the current trends and practices in human performance and the importance of diet and exercise for lifetime fitness.

REQUIRED COURSES	**Units**
KINE 020A Foundations of Physical Education	3
KINE 020H Care and Prevention of Athletic Injuries	3
KINE 020S Advanced First Aid and Emergency Care	2
KINE 020V Introduction to Sports Science	3
KINE 020W Concepts of Physical Fitness	3
KINE Activity courses *	2 - 3
BIO 005 Introductory Physiology	5
BIO 004 Human Anatomy	5
CHEM 010 Intermediate Chemistry	4
NUTR 010 ** Nutrition	3
Total Units	**33 – 34**

***At least one activity course selected from four of the seven listed categories: Aquatics (002A, 002B, 002C, 002D, 002E), Combatives (003A, 003C, 003D, 003E), Dance (004A, 004B, 004C, 004D, 004F, 004H, 004J, 004K, 004N), Fitness Courses (005C 005G, 005J, 005K, 005M, 005N, 005P, 006A, 006E, 006F, 006C, 078), Individual Sports (007A, 007C, 007D, 007E, 007F), Racquet Sports (008A, 008B, 008C, 008E, 008F), and Team Sports (009A, 009B, 009C, 009E, 009F, 009G, 009H, 009P, or Intercollegiate Athletics course).**

****For those transferring to UC in preparation for a physical therapy major, it is recommended that CHEM 011-Basic Organic Chemistry & Biochemistry be taken in place of NUTR 010.**

Recommended Electives
CIS 001 Introduction to Computer Science
HED 002 Health Education
KINE 055 Sports Medicine--Athletic Training Internship/Practicum
KINE 057 Introduction to Sports Psychology
MATH 011 Elementary Statistics
PSYC 020 Personal and Social Behavior

For PE courses, see corresponding KINE courses. Please contact the Dean of Health Sciences for clarification.

KINE 009C **1.0 or 1.5 Units**
Intermediate Soccer
Prerequisite: KINE 0098B with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Covers intermediate soccer skills. Through team competition, emphasis is placed upon offensive and defensive tactics and strategies. Develop knowledge and understanding of the current collegiate soccer rules and fitness. Formerly PE 009C. *One-half hour lecture, one and one-half or two and one-half hours activity.*

KINE 009E **1.0 or 1.5 Units**
Intermediate Basketball
Prerequisite: KINE 009A with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Lecture and demonstration cover second derivative skills and philosophies of basketball: court leadership, team offenses and defenses, motivation, team strategies, court decorum and sportsmanship. Skill exams and written exams serve to evaluate student achievement. Formerly PE 009E. *One half hour lecture, one and one-half or two and one-half hours activity.*

KINE 009F **1.0 or 1.5 Units**
Beginning Baseball
Course Advisory: SCC minimum English and Math standards. Using a lecture and lab format the class covers the fundamental skills of baseball: throwing, catching, fielding, catching fly balls, hitting, bunting, base running, sliding, and playing defensive positions. Offensive and defensive drills practiced in preparation for low-level competition in class. History, rules, and terminology are included. Skills exams and written exams serve to evaluate student achievement. Formerly PE 009F. *One-half hour lecture, one and one-half or two and one-half hours activity.*

KINE 009G **1.0 or 1.5 Units**
Softball
Course Advisory: SCC minimum English and Math standards. Covers the fundamental techniques of softball, terminology, rules, and history. Practice, skill drills, and class competitions are provided to enhance skill development and game strategy. Skills exams and a written final exam serve to evaluate student achievement. Students must provide their own glove. Formerly PE 009G. *One-half hour lecture, one and one-half or two and one-half hours activity.*

KINE 009H **1.0 or 1.5 Units**
Beginning Volleyball
Course Advisory: SCC minimum English and Math standards. Covers the basic skills: serve, pass, set attack, and block. Skill development is emphasized. This course presents lecture information on team play, rules, history, and basic game strategy. Physical conditioning is an integral part of the course. Skills exams and written exams serve to evaluate student achievement. Formerly PE 009H. *One-half hour lecture, one and one-half or two and one-half hours activity.*

KINE 009P **1.0 or 1.5 Units**
Intermediate Volleyball
Prerequisite: KINE 009H with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Covers the intermediate skills: serve, pass, set, attack, and block. The course focuses on offensive and defensive tactics and strategies in preparation for high-level competitive play. A comprehensive physical conditioning program is included to prepare the player for the rigors of volleyball activity. Formerly PE 009P. *One-half hour lab, one and one-half to two and one-half hours activity.*

KINE 020A **3.0 Units**
Introduction to Kinesiology
Course Advisory: SCC minimum English and Math standards. This course is an introduction to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions. Formerly PE 020A. *Three hours lecture.*

KINE 020D **2.0 Units**
Baseball Theory and Practice I
Course Advisory: SCC minimum English and Math standards. A comprehensive baseball course designed for the athlete and coach. The course includes the theories and applications of offensive and defensive strategies, the game plan as it relates to the statistical performance of a particular team, and the use of scouting in assessing the skills and weaknesses of the opposing coach and team. Skills exams and written exams serve to evaluate athlete achievement. Formerly PE 020D. *One hour lecture, two hours activity.*

Kinesiology

KINE 020E **2.0 Units**
Baseball Theory and Practice II
Course Advisory: SCC minimum English and Math standards. A continuation of Kinesiology 020D. A comprehensive baseball course designed for the athlete and coach. The course includes advanced theories and applications of offensive and defensive strategies, the evaluation of the game plan as it relates to the statistical information and skill performance of a team, and the use of assembling advanced scouting reports to assess the skills and weaknesses of the opposing coach and team. Skills exams and written exams serve to evaluate the student. Formarly PE 020E. *One hour lecture, two hours activity.*

KINE 020F **2.0 Units**
Football Theory and Practice I
Course Advisory: SCC minimum English and Math standards. Comprehensive course for athletes and coaches of football in preparation for intercollegiate competition. The course focuses on the analyses and applications of the principles underlying all football techniques, the psychology involved in the development of winners, and the scientific and empirical principles of training. Skills exams and written exams serve to evaluate athlete achievement. Formerly PE 020F. *One hour lecture, two hours activity.*

KINE 020G **2.0 Units**
Football Theory and Practice II
Course Advisory: SCC minimum English and Math standards. A continuation of Kinesiology 020F. An advanced course for athletes and coaches of football in preparation for intercollegiate competition. The course focuses on the analyses and applications of the principles underlying offensive and defensive strategies and formation of game plans. Skills and written exams are used evaluate student learning. Formerly PE 020G. *One hour lecture, two hours activity.*

KINE 020H **3.0 Units**
Care and Prevention of Athletic Injuries
Course Advisory: SCC minimum English and Math standards. An introduction to the field of Athletic Training as a profession and as an academic discipline. Designed to train students in the recognition, rehabilitation, and prevention of athletic injuries. Emphasis is on learning and applying a variety of taping techniques and athletic training therapies. Written examinations and practical examinations serve to evaluate student achievement. Required of Physical Education majors and minors. Formerly PE 020H. *Three hours lecture.*

KINE 020J **2.0 Units**
Softball Theory and Practice II
Course Advisory: SCC minimum English and Math standards. A continuation of Kinesiology 020P. An advanced softball course designed for the athlete and coach. The course includes advanced theories and applications of offensive and defensive strategies, evaluation of the game plan as it relates to statistical information and skill performance of a team. It also covers assembling advanced scouting reports to assess the opposition. Skill exams and written exams serve to evaluate the student. Formarly PE 020J. *One hour lecture, two hours lab*

KINE 020M **2.0 Units**
Volleyball Theory and Practice I
Course Advisory: SCC minimum English standard. Study of the theories of offensive and defensive strategies of competitive volleyball. Athletes will study, analyze, and practice offensive and defensive skills and strategies in preparation for seasonal, intercollegiate competition. Skills exams and written exams serve to evaluate athlete achievement. Formerly PE 020M. *One hour lecture, two hours activity.*

KINE 020N **2.0 Units**
Volleyball Theory and Practice II
Course Advisory: SCC minimum English standard. A continuation of PE 020M A study of advanced theories of offensive and defensive strategies of competitive volleyball. Students will analyze advanced offensive and defensive strategies and will develop in-depth scouting procedures. Skills exams and written exams serve to evaluate student achievement. Formerly PE 020N. *One hour lecture, two hours activity.*

KINE 020P **2.0 Units**
Softball Theory and Practice I
Course Advisory: SCC minimum English and Math standards. Comprehensive course designed for the intercollegiate softball athlete and for the coach of fastpitch softball. The course focuses on the theories, analyses, and applications of offensive and defensive skills and strategies. Written exams and practical exams serve to evaluate athlete achievement. Formerly PE 020P. *One hour lecture, two hours activity.*

KINE 020Q **1.5 or 2.0 Units**
Soccer Theory and Practice I
Course Advisory: SCC minimum English and Math standards. A comprehensive course designed for the intercollegiate soccer athlete and for the coach of soccer. The course focuses on the theories, analyses, and application of offensive and defensive skills and strategies. Written exams and practical exams serve to evaluate the student achievement. Formerly PE 020Q. *One hour lecture, and one to two hours activity.*

KINE 020R **1.5 or 2.0 Units**
Soccer Theory and Practice II
Course Advisory: SCC minimum English and Math standards; KINE 020Q or equivalent soccer experience. Continuation of Kinesiology 020Q. A study of advanced theories of offensive and defensive strategies of competitive soccer. Students will analyze advanced offensive and defensive strategies and will develop in-depth scouting procedures. Skill exams and written exams serve to evaluate student achievement. Formerly PE 020R. *One hour lecture, one to two hours activity.*

KINE 020S **3.0 Units**
Advanced First Aid and Emergency Care
Course Advisory: SCC minimum English and Math standards. A course designed to prepare individuals who may administer emergency care to the injured and ill. Upon successful completion of the course, students will be knowledgeable in Advanced First Aid and Emergency Care, cardiopulminary resusitation (CPR), and Automatic External Defibrillator (AED) for infants, children, and adults. Upon successful completion of the appropriate exam, the student will be elligible for certification in First Responder First Aid and CPR. Required of Physical Education/Kinesiology majors/minors and Transfer Model Curriculum. An additional fee may be required to receive an official American Red Cross CPR card. An American Heart Association certification is required for students pursuing EMT certification. Formerly PE 020S. *Three hours lecture.*

KINE 020V **3.0 Units**
Introduction to Sports Science
Course Advisory: SCC minimum English and Math standards. A course covering the basic elements of sport sciences including: kinesiology, motor learning, biomechanics, exercise physiology, sports medicine, sport psychology and training theory. Formerly PE 020V. *Three hours lecture.*

KINE 020W **3.0 Units**
Concepts of Physical Fitness
Course Advisory: SCC minimum English and Math standards. A comprehensive fitness course that includes the study of the human organism and its reactions to fitness and physical activity. The course focuses on the physiological adaptations, exercise training/prescriptions, nutrition, ergogenic aids, environmental factors, and the major medical and health conditions. Written exams and measurements of activity serve to evaluate student achievement. Formerly PE 020W. *Three hours lecture.*

Kinesiology

KINE 020X **2.5 Units**
Basketball Theory and Analysis I
Course Advisory: SCC minimum English and Math standards. A comprehensive basketball theory course designed for coach and athlete. The course includes the theories and analyses of offensive and defensive strategies, the development of the offensive and defensive game plan as it relates to statistical data, and spontaneous adjustments in offensive and defensive. Written exams serve to evaluate student achievement. Formerly PE 020X. *Two hours lecture, one hour activity.*

KINE 020Y **2.5 Units**
Basketball Theory and Analysis II
Course Advisory: SCC minimum English and Math standards. A continuation of KINE 020X. A comprehensive basketball theory course designed for coach and athlete. The course includes the advanced theories and analyses of offensive and defensive strategies and the development of the game plan using statistical data and the scouting report. Written exams and skill exams serve to evaluate student achievement. Formerly PE 020Y. *Two hours lecture, one hour activity.*

KINE 055 **2.0 Units**
Sports Medicine - Athletic Training
Prerequisite: KINE 020H with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. Supervised volunteer athletic experience which provides students with the opportunity for immediate recognition and treatment of sports injuries. Emphasis is on taping techniques and rehabilitation which enables athletes to return to competition. Formerly PE 0055. *One hour lecture, three hours weekly by arrangement.*

KINE 057 **3.0 Units**
Introduction to Sports Psychology
Course Advisory: SCC minimum English and Math standards. Introduction to psychological concepts, strategies and skills designed to help individuals overcome the barriers to optimal athletic performance. Skills such as imagery, goal setting, cognitive restructuring, attentional focusing, arousal regulation, and coping will be presented. With this course students establish a goal(s) and work toward it while fostering a winning environment. *Three hours lecture.*

KINE 071 **0.5 to 1.5 Units**
Back Care and Injury Management
Course Advisory: SCC minimum English and Math standards. A course designed for students with interest in back care or managing a back injury. Individualized and group exercises will focus on functional motor control, balance, coordination, flexibility, developmental movement, individually developed exercises and strength and endurance for students with back injuries. There will be an emphasis on encouraging independence in personal health and teaching lifelong fitness knowledge and skills. Formerly PE 071. *One-half hour lecture, one-half or two and one-half hours activity.*

KINE 078 **1.0 or 1.5 Units**
Fit Ball Training
Course Advisory: SCC minimum English and Math standards. A fitness course that utilizes fitness ball techniques that can increase strength, flexibility, endurance and lean body composition. Fitness ball exercises can help to improve and develop functionality and agility through strengthening weak muscles as well as core muscles. Students will learn to safely and effectively execute strengthening exercises for all the major muscle groups with and without hand weights, flexibility exercises and balancing exercises. Skill exams and written exams serve to evaluate student achievement. Formerly PE 078. *One-half hour lecture, one and one-half or two and one-half hours activity.*

KINE 083 **2.0 or 2.5 Units**
Fire Candidate Physical Fitness
Course Advisory: SCC minimum English and Math standards. Provides lifelong fitness knowledge to gain employment with a federal, state, county, city or special district fire agency. Provides certification with the Fire Service Joint Labor Management Wellness/ Fitness Initiative "Candidate Physical Ability Test." Same as FIRE 083. Formerly PE 083. *One hour lecture, two or three hours activity.*

2.9 Fill rates/Class size.

Faculty and staff members of the Sports Medicine Program engage in community outreach via presentations to the surrounding high schools discussing careers in Athletic Trainer and Sports Medicine. The community outreach efforts can help stimulate program interest to a point where we would have to add another section. Projected cohort sizes will be capped at fifteen (15) due to space restrictions for psychomotor labs and practicums.

2.10 Course sequencing.

Currently the Kinesiology courses are offered enough for students to complete. However the summer offerings for Chemistry and Physiology are limited and students would like more flexible times or these courses.

The recommended Sports Medicine degree sequence is:

FALL (1)	**FALL (2)**	**SUMMER**
Introduction to Kinesiology (3) First Aid/CPR (3) Sport Psychology (3) General Education (3) General Education (3)	Nutrition (3) Chemistry 10 (4) Practicum II (3) General Education (3) General Education (3)	Physiology or Chemistry 11 (5) (4)
SPRING (1)	**SPRING (2)**	
Anatomy (5) Care/Prevention of Athletic Injuries (3) Practicum I (3) General Education (3) General Education (3)	Physiology or Chemistry 11 (5) (4) Health Education (3) General Education (3) General Education (3)	

2.11 College Preparedness/Basic skills.

The basic skills that are most helpful to the Sports Medicine students are Speech and Statistics. These courses are usually completed in the first year of the program to help prepare students for the Math Component of Chemistry and the Communication skills necessary for First aid and the Practicum courses. The prerequisite that is prevalent for the Sports Medicine students is the Chemistry 10 Prerequisite for the Physiology course. Since this is already written into the major, students understand the need for this course.

Students should be able to perform basic skills necessary to communicate and understand what is being communicated to them. If faculty identified deficiencies, students are referred to student services available tutoring. Instructors are also encourage the students to come by during office hours for more help with the assignments and the athletic training room hours to practice the skills taught in the class.

2.12 Student Survey.

We had 18 Kinesiology students who took the Care and Prevention Class fill out a questionnaire administered after the spring 2015semester with7 students who chose not to fill out the survey. Survey methodology focused on student preference for class time, major courses and interests in changes, hurdles and future recommendations. Student responses identified the BIO courses were difficult for the Kinesiology students, and difficult to schedule general courses as well, due to the hourly demand of these 5 unit, with lab courses. This information was shared with the BIO faculty/dean. Another was a request for more internship courses. We have added an internship class for Fall and Spring, and has been a competency and hand's on format to therapy. This course has been well received by our students and allows for a more open communication with our students.

2.13 Four-year articulation (if applicable)

The Sports Medicine faculty and staff would like, to try to follow the Kinesiology TMC in conjunction with the Commission on Accreditation of Athletic Training Education (CAATE) that Four-Year institutions are required to follow. At this time, the biology, chemistry and care and prevention classes all articulate with the four year institutions. We would also like to articulate our Care and Prevention of Athletic Injuries course on Assist .Org; with all of the State and Private schools in California that offer Athletic Training.

2.14 High school articulation (if applicable).

We have recently been a part of several CTE work force meetings that connect with the local high schools that offer Health Science Programs. Vallejo high school will be offering a boot camp bridge course, summer of 2016 that Sports Medicine Faculty will teach. Into to Kinesiology has been reformatted to teach high school students about Kinesiology, and will have the opportunity to complete several field trips to Solano College Sports Medicine. Alison Aubert is a member of the Vacaville Unified School District Advisory Board for the design and implementation of Kinesiology, Nutrition, and Athletic Training Curriculum at Vacaville and WC Wood High Schools. Sports Medicine Faculty has also been asked to allow Vanden High School Job Shadows, and guest lecture in the Health Science courses. Dixon High School has sent several Job Shadow students for their Public Service Academy students.

Sports Medicine also attended a Career Faire at WC Wood high school, and passed out program information. We have offered a dozen tours and presentations on campus at Solano College for visiting High Schoolers. We have offered a night course of the Care and Prevention course for High School students to take, and they have requested Vacaville Campus offerings as well.

2.15 Distance Education (if applicable).

Our 2016 summer bridge boot camp at the Vallejo Campus, will act as a distant education outreach course. We hope to capture the interest of future Health Science/Sports Medicine students from Vallejo. We are presently working on a Canvas online course for Care and Prevention of Athletic Injuries that would be a hybrid style course. Students would be required to attend a hands on lab once per month in the evening to learn the taping, stretching and evaluation skills. We also have requested the opportunity to offer more Sports Medicine courses at the Vacaville Campus.

2.16 Advisory Boards/Licensing (CTE) (if applicable).

Our advisory board has been established for one year and have met via conference call twice. The members are: Julie Baclene PT, ATC
Bob Blakewell PT, ATC
Robert Peterson MD
Melissa Bartholemew ATC
John Frisch ATC
Carica Macariola MA, ATC
Daniel Romero MS, ATC
Alison Aubert MS, ATC

We will meet in person once our CTE program status is finalized and will continue to meet twice per year.

STUDENT EQUITY & SUCCESS

3.1 Student Success.

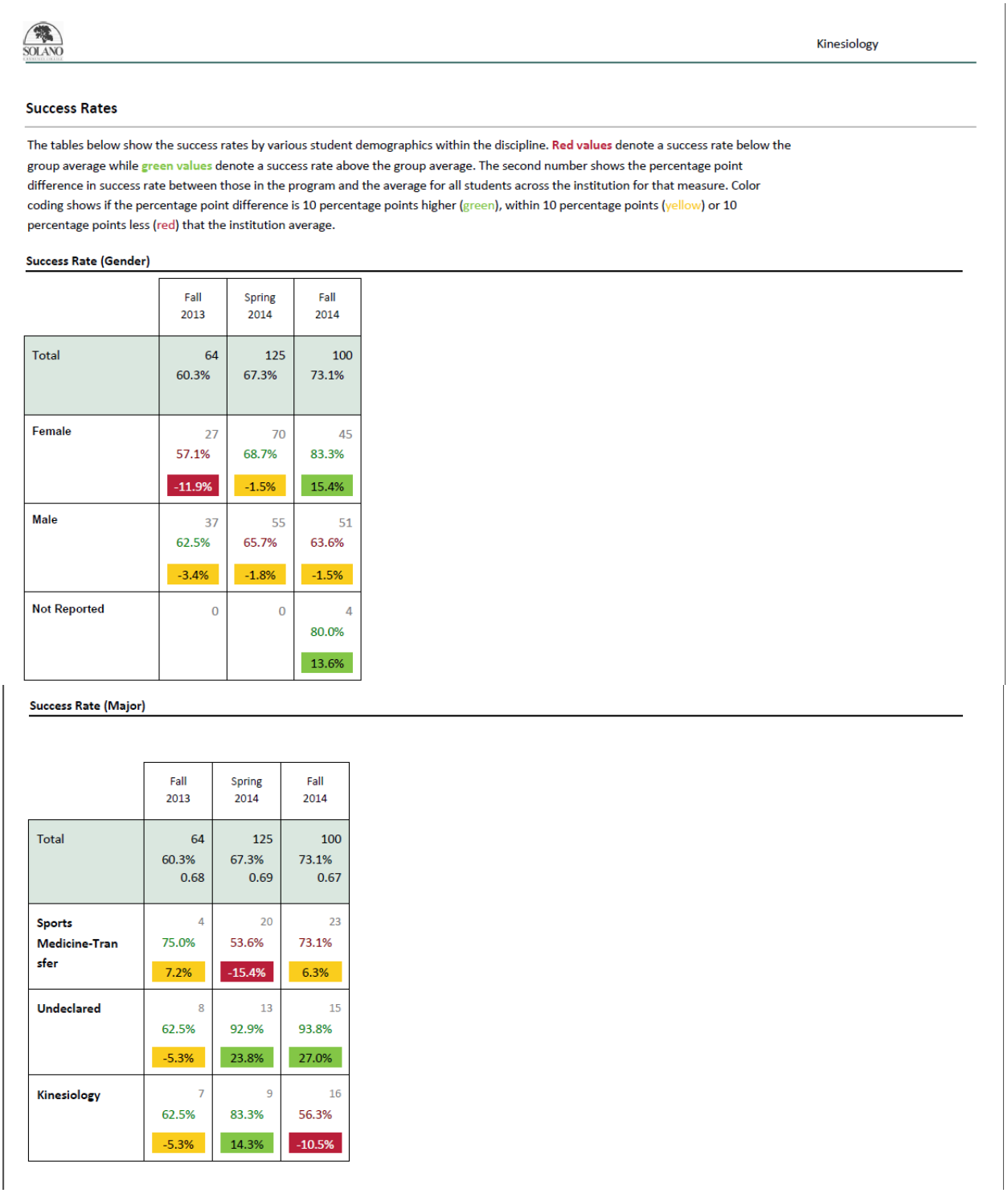
The Solano College Educational Master Plan describes styles of learning, and student equity. Student success is promoted through quality instruction designed to teach a variety of learning styles, in-class activities and out of class assignments designed to link theory to practice and engage students in the learning process. The Sports Medicine faculty and staff work closely with our students though advisory meetings, practicums in the athletic training room, and field trips. If a student has difficulty with an assignment, the Sports Medicine faculty and staff members refer the student to counseling and DSP services to help create a healthy learning environment for them to find success.

The Sports Medicine faculty and staff also encourage the student athletic trainers to participate in community externships such as the Dixon Rugby Club and working with high schools to provide athletic training services. These externships provide a way for our student athletic training students to have real-world experience to apply their basic knowledge of care and prevention of athletic injuries, emergency response, and administration in a professional setting.

Our efforts to equalize student success is the focus on knowing students as individuals, closely tracking their progress throughout the semester, and communicating with at-risk students as to his or her progress with the potential of designing an Individualized Educational Program including the use of appropriate student services as needed. Curricular design provides opportunities for student work collaboratively to augment the educational process with additional financial support to assist economically disadvantaged students obtain necessary course materials.

Table 1 contains the Success Rate (the percentage of students successful in courses [grades of A, B, C, and CR] out of total students enrolled in courses) for Kinesiology students. While Table 2 shows that only 2 people within our discipline had applied for an AA/AS degree during the Academic Years of 2009-2010 through 2011-2012. The values however, do not specify if the students were just Kinesiology majors or Kinesiology majors with the emphasis of Sports Medicine. Currently, proposed curricular changes will allow future students to complete an Associate of Science Degree in Sports Medicine from SCC while also transferring to a 4-year institution. The increased desirability to complete the degree with the ability to transfer should heightened profile of this degree which should then attract more students and permit a more meaningful tracking of outcomes.

We have recently utilized the Health Sciences Tutor/Mentor in the Academic Success Center and hope to include her in future Sports Medicine faculty meetings to determine a course of action for future tutoring and use of the ASC. This allows all students equal opportunity to resources that support student success.



SOLANO

Kinesiology

Success Rates

The tables below show the success rates by various student demographics within the discipline. **Red values** denote a success rate below the group average while green values denote a success rate above the group average. The second number shows the percentage point difference in success rate between those in the program and the average for all students across the institution for that measure. Color coding shows if the percentage point difference is 10 percentage points higher (green), within 10 percentage points (yellow) or 10 percentage points less (red) that the institution average.

Success Rate (Gender)

	Fall 2013	Spring 2014	Fall 2014
Total	64 60.3%	125 67.3%	100 73.1%
Female	27 57.1% -11.9%	70 68.7% -1.5%	45 83.3% 15.4%
Male	37 62.5% -3.4%	55 65.7% -1.8%	51 63.6% -1.5%
Not Reported	0	0	4 80.0% 13.6%

Success Rate (Major)

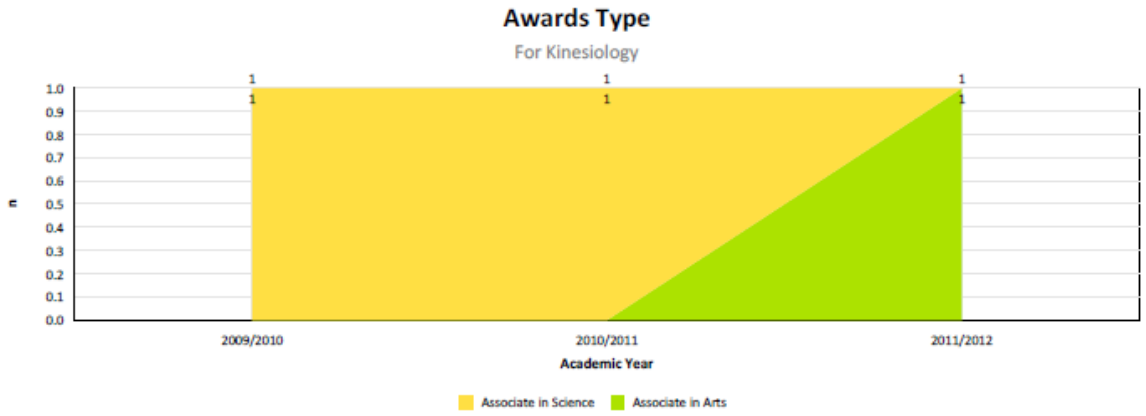
	Fall 2013	Spring 2014	Fall 2014
Total	64 60.3% 0.68	125 67.3% 0.69	100 73.1% 0.67
Sports Medicine-Transfer	4 75.0% 7.2%	20 53.6% -15.4%	23 73.1% 6.3%
Undeclared	8 62.5% -5.3%	13 92.9% 23.8%	15 93.8% 27.0%
Kinesiology	7 62.5% -5.3%	9 83.3% 14.3%	16 56.3% -10.5%

3.2 Degrees/Certificates Awarded (if applicable).

Our Sports Medicine graduating statistics have not been clear due to several issues due to our Sports Medicine Major and its design. Therefore many students simply transfer to four year programs without receiving an AS Transfer degree in Sports Medicine. They are accepted into

the transfer program due to the courses completed at Solano within Sports Medicine. However they have likely received a degree in Interdisciplinary Studies/ Wellness and Self Development instead of the more time consuming AS Degree in Sports Medicine. These changes have been made to our degree and will take effect Fall 2016. We hope to show 10-15 graduates per year.

Kinesiology



		2009/2010	2010/2011	2011/2012
Total		1 100.00%	1 100.00%	1 100.00%
Associate in Arts	Total	0 0.00%	0 0.00%	1 100.00%
	Other			1 100.00%
Associate in Science	Total	1 100.00%	1 100.00%	0 0.00%
	Asian or Pacific Islander		1 100.00%	
	White Non-Hispanic	1 100.00%		

		2009/2010	2010/2011	2011/2012
Total		1 100.00%	1 100.00%	1 100.00%
Associate in Arts	Total	0 0.00%	0 0.00%	1 100.00%
	Male			1 100.00
Associate in Science	Total	1 100.00%	1 100.00%	0 0.00%
	Female	1 100.00	1 100.00	

3.3 Transfer (if applicable).

Each year we transfer 5-8 students for continuance in Sports Medicine/Athletic Training. These students often have the courses completed that are necessary for acceptance to Athletic Training Programs. Many of these students have received a transfer degree from Solano College in

Interdisciplinary Studies with an emphasis of Wellness and Self Development, due to the difficulty to complete the existing Sports Medicine Degree.
We actively participate in our students transfer by reviewing the program of transfer and review what is expected in these programs. We also have several students already embedded in these 4 year programs that will mentor and meet with our transfer students. We take tours and meet with program directors at several local programs, to make the transition less intimidating for our students. Most of our Students transfer to Sacramento State, San Jose State and San Diego State. We will take students on visits to Sacramento State each year.

3.4 Career Technical Programs (if applicable).

We recently attended a CTE interest meeting held on campus. We found that to qualify for a CTE program we need to apply and include Job projection data. We plan to complete this process this summer 2016.

The KINE 020H and KINE 055 courses must be taught by a Certified Athletic Trainer or the courses will not transfer to an institution capable of awarding an accredited Athletic Training Degree. The NATA requires that Athletic Trainers must complete 50 Continuing Educational Units (CEUs) every 3 years as one standard to maintain current athletic training certification to practice anywhere in the United States. To complete approved CEUs, Athletic Trainers attend national, state, and district meetings and cover such topics as ethics, concussion management, new rehabilitation and treatment techniques, and theories to discuss and practice. The NATA designates continual educational courses and mandates a percentage of Evidence Based Practice (EBP) courses.

The faculty promote quality instruction by diversifying our classroom teaching strategies such as combining lecture with small group work, individual reflection, videos, and hands-on classrooms experiences. After each semester, faculty members reflect on what was successful and what needs to be changed to more effectively promote student learning. Importantly, faculty members also work to build a sense of community in the classroom and athletic training room setting by being open and respectful of the athletes and the staff with whom they work. Faculty members provide accessible during office hours and express genuine concern for student learning. Faculty members also refer students to campus services after identification of student needs and encourage student development through basic skills courses, campus workshops, or one-on-one interaction with instructors for better understanding of the material and skills.

Faculty and staff members use a variety of teaching techniques including lecture, demonstrations, video modules, group work, and practice settings as part of the student learning experience. Students also receive time in class to ask questions and review before every test and quiz.

Faculty and staff members educate future athletic trainers and professions who display knowledgeable, effective communication and problem- solving skills, as well openness and kindness. Faculty and staff members model these characteristics in our classroom instruction and in the athletic setting.

PROGRAM RESOURCES

4.1 Human Resources.

At present, we do not have a full-time faculty member and have only one adjunct faculty member hired in January 2015. The adjunct faculty member serves as the Assistant Certified Athletic Trainer for the athletic training program. The Head Certified Athletic Trainer is in charge of the athletic training room and is responsible for the care of athletes on campus; and a part time certified athletic trainer who comes and covers practices and games when the head athletic trainer is out of town. We have found that the lack of a full time faculty representative has limited our success in growing our program and curriculum. We have had several Deans that have not understood this fact and allowed Kinesiology to speak for the Sports Medicine program needs.

Alison Aubert has been working for Solano College since 1993. Her accomplishments include 2009 National Athletic Trainer of the Year, 2008 Solano Adjunct Faculty of the Year, 2003 Far West Athletic Trainer of the Year, 2002 California Athletic Trainer of the Year, and 2000 California Community College Athletic Trainer of the Year. She has been an active member of the Boosters Club on campus, and a member of the Hall of Fame Committee.

Daniel Romero is a 2014 graduate from the Master of Science Program in Athletic Training at Oklahoma State, receiving a Masters in Athletic Training. He currently serves as the Assistant Athletic Trainer and adjunct faculty member responsible for instruction and growth of the Solano Student Athletic Training Staff.

4.2 Current Staffing.

The Sports Medicine faculty and staff added adjunct faculty beginning in the fall 2014 to teach the Care and Prevention and Internship classes who also is the Assistant Athletic Trainer in the athletic training room. Current faculty and staff of the Sports Medicine Program suggest the creation of a plan to transition the part-time Athletic Training/Faculty position to a full-time position so that we can have representation and perspective in faculty meetings. Adjunct Sports Medicine Faculty have been responsible for faculty driven processes such as curriculum and program review. Although we have a limited number of faculty members, we have made a large impact in the community and high school programs.

4.3 Equipment.

We have just completed an Instructional Equipment request with VP Brown for a replacement vehicle to remove injured athletes from our outdoor facilities. Our previous vehicle lasted 16 years, but cannot be repaired at this time. The impact without a vehicle would be a liability and negative impact on our Athletic Insurance.

Each modality used by instructors in the athletic training program, as part of the student education process is evidence based. We have two computers in the athletic training room where we can input athlete information to get our student athletic trainers familiar with the Sports ware software, the software of choice at the collegiate level. The acquisition of more charts, modalities and 3-D models to assist students in the visualization of the complicated anatomy will also strengthen the program.

4.4 Facilities.

Many of the facilities used as part of the Sports Medicine Program reside within building #1700. Current classroom and the athletic training room facilities meet programmatic needs of our

program. Our Sports Medicine facility is also used by our coaches as a recruitment tool. Potential Athletes are given a tour of the entire Kinesiology building, and the Sports Medicine department is the highlight of the tour.

4.5 Budget/Fiscal Profile.

Our General Fund account is used to purchase medical supplies needed for Solano Athletes per year. Our General fund historically has been $10,000-$12,000. This is used each year to be sure all athletes have equal access to our Sports Medicine supplies. We often project what each team will need, and be sure these items are in stock. Medical supplies increase each year, however our budget has remained the same for the past 5 years. I have requested additional funding for the Instructional side to assist in the growth of our Major.

We have also requested an increase in pay per hour, and annual budget for the Assistant Athletic Trainer position. This position is a Certified Athletic Trainer and is only compensated at $18 per hour. I have requested an increase to pay $35 per hour, which is the California Athletic Trainers Association recommended hourly pay. We hope to have an Instructional budget in the future to purchase additional teaching supplies.

PROGRAMMATIC GOALS & PLANNING

This section will be submitted to the governing board as an overview of programmatic strengths and areas of growth.

5.1

Our program's strength has been our outreach and collaboration with Solano County high schools that have health science programs. Our Program Director has been invited to serve on a Vacaville Unified District CTE advisory committee. Our National Award Winning Athletic Trainer, Alison Aubert; guides the student athletic trainers and mentors them with College transfers to finish and pursue a career in athletic training. Our Sports Medicine faculty and staff are also very active in the Leadership of California Athletic Trainers, which allows this exposure to the Sports Medicine Students. The instructors in our program also demonstrate a commitment to student learning through innovative teaching practices, such as Evidence Based Practice; Hands on Skills and Competencies. Some of the accomplishments that we have had recently was, to request an adjunct faculty and reinstate the internship program for our students. After meeting with our past VP and President, and our new Health Science Dean this part time faculty position was added, and curriculum was supported. Improvement is required in the need for a Full Time Faculty member for Sports Medicine. These requests have been made to the Health Science Dean.

5.2

Table 7. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. High School Outreach	Coordinate with Assistant Athletic Director to Coordinate	Fall 2015	Daniel Romero	NR
2. Hire full-time faculty	Submit faculty hiring request	Fall 2016	Alison Aubert	DB
3. Replace Injury Vehicle	Submitted request	Summer 2016	Alison Aubert	SP
Long-Term Goals	**Planned Action**	**Target Date**	**Person Responsible**	**Source**
1. Increase hourly rate for Assistant Athletic Trainer	Athletic Director implementation	Fall 2016	Alison Aubert	DP

2. Create two additional options for Sports Medicine Degree	Approval by Dean of Health Sciences	Fall 2018	Alison Aubert	SP
3. Increase Sports Medicine Staff as sports are increased	Request given to Athletic Director	Spring 2017	Alison Aubert	DP
4. The improvement of the identity on campus	Faculty campus awareness and/counsel or meetings	Spring 2017	Daniel Romero	NR

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.