Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria – Meets the Standard	Exceeds expectations for all 8 criteria - Excellent	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	This mission statement is clear and concise in who the program serves. The missions statement could lengthen to include aspirational and achievement goals for the future. Also, this mission statement could discuss more about equity in achievement and student outcomes which aligns with the Foothill College's Mission Statement.	I LOVE how clear and concise this mission is, but debated about checking off the box for "indicates the activities of the program" because I wondered what exactly the activities are. Should it have a little more detail, e.g. offers clinical experience, hands-on training? (The description of the program's dual purpose on the website, https://foothill.edu/sportsmed, is excellent!) To better align with the college mission, it would also be great to see a statement about equity.		The mission statement is clear in pointing out that it has two functions, providing effective medical care for athletes and providing a learning environment for students interested in sports medicine. The statement does not differentiate who the students and/or stakeholders are for each function, nor does it indicate a primary function. The statement suggests that one aspect of the program is student services while the other is instructional but that is not made explicit nor are the

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
				activities associated with each clearly defined.
Program Learning Outcomes				
Overall, this section:	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 2 or fewer of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	The Program Learning Outcomes are strong but could include a statement about the levels of learning and how they build towards higher order thinking. It was a good idea to include all the areas in the sports medicine discipline just missing what the student will walk away with from those areas.	I like how clear and easy to understand these PLOs are and that they build up to the practical outcome of providing quality medical care to student athletes, but I wonder if "an entry-level of knowledge and skill" is too general to be measurable. Would specifying the knowledge and skills help instructors in the program practice good course design?	The first PLO, I was able to get a feel for what kind of entry-level of knowledge and skills based on the listed disciplines - athletic training, physical therapy, strength...etc. The second PLO, pulls from the mission statement but what does "quality medical care" looks like and mean. Maybe use this PLO opportunity to expand on what is written from the mission statement?	The second PLO provided states that students will be providing quality medical care for the athletes. However, the first PLO states that students will demonstrate entry-level knowledge and skills. The two PLO's contradict each other in that one is expecting students to gain entry-level skills which is not the same as providing quality medical care. It does not seem plausible that students would be treating an athlete who has suffered a torn ACL. Learning outcomes should focus on the student. I don't see

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
				how these PLOs are measurable or build towards higher order thinking skills.
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent
FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The narrative to explain and propose action for continuing to increase FTES is excellent. The narrative includes strategies that can be taken now and in the future. Stacking programs so they can build off one	Although the FTES enrollments trends are positive over the previous years, there was an understandable decline last year after the college went virtual. The FTES action narrative shows credible enthusiasm for a	Does the department plan on working with other departments on campus who work closely in the Dual Enrollment field?	FTES has increased but the explanation did not include context in terms of size of the program. The proposed plan to stabilize FTES is sound and shows flexibility in the program to adapt to new teaching modalities.

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
	another is evident as part of the strategy to increase FTES.	program rebirth following the pandemic and good ideas. (Note: I didn't see this explicitly spelled out, but I assume the suggested actions were informed by the data mentioned in the FTES narrative explanation, i.e. that growth in the dual-enrollment program led to added sections and increased enrollment and that transitioning the core courses to hybrid and/or online also increased		
C. Sections - Enrollment Trends				
Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*				
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard
Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Reader Feedback	The narrative explains well how the program as adapted and redesigned the program director position to better the productivity. As stated in the narrative the program director position has a dual role as the head athletic trainer and faculty member heading this program.	No comments here.		The narrative is not applicable for this section since sections and FTES have both increased.
D. Productivity - Enrollment Trends				
1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
Productivity Narrative Explanation (If Applicable) - *Explain why the productivity is flat, increased or decreased.*				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria – Needs Major Improvement to Meet the	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
		Standard		
Reader Feedback		Impressive increase in productivity, and the narrative provides a reasonable explanation for it. Because the productivity increased, the proposed action narrative was not required. I like the reminder that ongoing work is needed to ensure that the Program Director position accurately reflects academic productivity (since this person is also responsible for providing medical services), but the narrative was too vague to meet any of the criteria above.		Productivity for the program has increased and thus a narrative is not needed. I am unclear as to how the statement "With the return to Athletics following the pandemic, continued work will need to be done for program faculty and staff ensuring appropriate instruction and medical services." contributes to productivity.
E. Enrollment by Student Demographics				
a. Enrollment by Gender				
Enrollment by Gender Narrative Explanation - ***Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.***				

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the gender/sex is between 21% to 30% - Needs Some Improvement to Meet the Standard
Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria – Needs Major Improvement to Meet the Standard
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard
Reader Feedback	Declared major of Kinesiology by Gender for 2019-2020: Female: 7 which is 64%	Enrollment by gender seems to loosely reflect the industry trend. As an outsider looking at the Enrollment by Gender		Five years ago, the program had more male enrollment than female enrollment. Now, there is more female enrollment

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
	Male: 4 which is 36%	Action Narrative, I'm curious to know how you promote sports medicine to students; as written it seems a little vague, but details/examples might show both aspirational and practical actions.		than male enrollment. The statewide average is 54% male and 45%. female, so there is a bit of disparity between Foothill and the state. Based on data from the National Athletic Trainers' Association, 55% of athletic trainers are female. Foothill's data is closer to the national trend than the statewide trend. The narrative provided by the department doesn't include actions that are within departmental control nor is there an action plan to increase gender parity. It is unclear as to what the department does to promote sports medicine to all students which was in the action plan.

b. Enrollment by Ethnicity

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard
Enrollment by Ethnicity Narrative Explanation (If Applicable) - ***Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).***				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard
Enrollment by Ethnicity Action Narrative (If Applicable) - ***Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.***				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria – Needs Major Improvement to Meet the

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
				Standard
Reader Feedback	The narrative acknowledges where the enrollment trends are and what might be impacting them. It might be a good idea to discuss strategies on how to increase Asian Am. Enrollment for the future although stable might look at how to increase.	If the goal is for the program's enrollment by ethnicity to mirror that of the college, then it's important to figure out why the enrollment rate for Asians is lower in sports medicine (22%) than in the college as a whole (38%). Is this rate similar in Kinesiology & Athletics in general or in sports medicine programs at other coleges? To increase enrollment, consider outreach to Asian students, e.g. through the Asian Students Club.		The demographics of the students in sports medicine classes do not mirror the college's. However, I do not think that this warrants an action plan as the proportion of Latinx and African American students is higher than that of the college's. I do not agree that this section needs major improvement to meet the standard. There is no explanation given as to why the demographic trend is the way it is other than possibly following the national trend.
F. Student Course Success				
a. Student Course Success				
1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Student Course Success Narrative Explanation - ***If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.***				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
Student Course Success Action Narrative (If Applicable) - ***Describe the proposed actions for stabilizing/increasing the student's course success percentages.***				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent			
Reader Feedback	Success rates are something that this program should be proud of.....	Excitement about the increase in student success across the board seems justified! Because it increased, the course success action narrative was not required.		No narrative is needed for this section since student course success is increasing.
b. Student Course Success by Student Groups				
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?		The gap between the two groups has decreased over the time span - Meets the Standard	There is no gap between the two groups - Excellent	The gap between the two groups has decreased over the time span - Meets the Standard

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard
Course Success by Student Groups Action Narrative (If Applicable) - *What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?*				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative is not included		The narrative includes fewer than 4 of the criteria – Needs Major Improvement to Meet the Standard
Reader Feedback		I see an impressive decline in the course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups from a 12% difference in 2015/16 to 4% in 2019/20. The explanation offered ("efforts of our amazing faculty") is a little vague, and if possible it would be		While the success rates has increased for the two different groups, a difference in success rate still exists. There is no explanation as to why the gap in success rate has decreased nor that it still exists. There is no plan provided to narrow the success gaps.

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
		interesting to expand on this for readers outside of the program.		
G. Student Course Success by Demographics				
a. Student Course Success by Gender				
What does the data indicate about course success?				
Female	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Male	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
Course Success by Gender Narrative Explanation - ***If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.***				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Course Success by Gender Action Narrative (If Applicable) - ***Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.***				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative is not included		The narrative is not included
Reader Feedback		I'm curious to know details about the "curricula and support strategies that foster and promote student success" mentioned here. Are they the factors you identified as contributing to higher success rates in general (addition/change in dynamic faculty due to additions of Dual Enrollment sections, reassignment of current faculty and retirement of past faculty, and move to a hybrid/online format that is more in line with current trends in student learning), or do you have other ideas in mind? You piqued my		No narrative is needed for this section. However, there was no explanation provided as to why the success rates increased. The number of students 19 years old and below has increased by nearly a factor of 6. Based on the inquiry tool available in the Portal, the success rates for students 19 years old and below are higher than for students 20 years old and older. A deeper dive into course success differentiating dual enrollment and open enrollment classes should be analyzed.

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
		interest, and I want to know more!		
b. Student Course Success by Ethnicity				
What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Asian	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Filipinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has improved over the time span - Excellent	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Pacific Islander	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
White	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Decline to State	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).*				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*				
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
Student Course Success by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/improving the course success by ethnicity.*				
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative includes fewer than 4 of the criteria - Needs	The narrative includes fewer than 4 of the criteria - Needs Major

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
			Major Improvement to Meet the Standard	Improvement to Meet the Standard
Reader Feedback	Reader would suggest a narrative for course success differences specifically for African Am students compared to all others.	Although course success rates declined for Native Americans, the sample size seems too small to be significant (1-4 students each year). Again, I'd like to see more detail about the curricula and support strategies you have in mind to foster and promote student success. The areas of focus for rebuilding the program that you list in the last box are great - smart, specific, measurable. Maybe they would fit in some of the narrative explanations that didn't meet all the criteria. Because hands-on training is such an important part of the sports medicine program, it was especially hard hit by the pandemic.	What an awesome success! I am glad to hear that the program has been a success for all ethnicity. I would like to know more about what the program is doing to make this happen. I see that the faculty play a big role, but what other potential factors contributed to the success of this program especially for all students.	There should be a narrative for this section. The success rate for African American students is 80%, while the overall success rate is 90%. There is a 10% gap difference. This gap is not addressed in the program review.

Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
		I'm impressed with the positive attitude that shines through in spite of the challenges you faced this year and with your increased success rates!		

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Re-Accreditation Information				
2. Did the program maintain accreditation?				
4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?				
Did the program make the required improvements?				
Reader Feedback	The program does not need accreditation. Not applicable.	The program does not require accreditation, so #2 and #4 are not applicable.		The program does not need accreditation. This section is not applicable.
B. Advisory Board				
1. Did the program hold an annual advisory board meeting each year of the five-year cycle? **2. Did the program submit the advisory board meeting minutes each year of the five-year cycle?** **3. Did the program include the web address/link to the online minutes?**				
Overall, in this section:	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard		No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes - Needs Improvement to Meet the Standard

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
4. Were there any advisory board commendations/special mentions identified?	Not Applicable	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	
5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board? **6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?**				
Overall, in this section:		The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	
Reader Feedback	Cannot answer since I cannot find advisory board feedback or recommendations. As stated in the review "Advisory Board minutes submitted to CTE Coordinator. We need to develop a place on our website to post our Advisory Board minutes each year"	The recommendation to continue and expand the internship component of the program was unfortunately impossible to carry out during the pandemic, but using this time to refresh the program's internship opportunities means the program will be well positioned when the Bay Area opens back up.		I could not provide feedback to this section since I could not find the advisory minutes. The program review says they are posted but there is no link provided to access the minutes. Furthermore, they were not posted in the CTE website for Foothill.

C. Regional Labor Demand

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
1. In the data table above, what does the regional labor demand data trend indicate?	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent
2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback		I like the list of careers students in the program may pursue. Not sure about demand for athletic trainers increasing during the pandemic, but maybe after it's over.		
D. Regional Labor Supply				
1. In the data table above, what does the regional labor supply data trend indicate?	Labor supply is projected to be flat - Meets the Standard	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply is projected to increase - Needs Improvement to Meet the Standard
2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.				
Overall, in this section:	The narrative exceeds expectations – the narrative	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria – Needs Major

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
	could be used as an exemplar - Excellent			Improvement to Meet the Standard
Reader Feedback		The readers were informed by the Office of Instruction that the labor supply chart reflects duplicated counts of students, which may not serve as the best data for labor supply. There is no feedback to provide to the program at this time.		The narrative provided includes conflicting statements. The first statement says labor supply is increasing, but the second states that overall the supply is flat or decreasing. I am not sure how increasing the education level of athletic trainers to a master's level is connected to the labor supply increasing.
E. Regional Wages				
1. In the data table above, what does the wage data trend indicate?	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the Standard
2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria – Needs Major Improvement to Meet the

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
		Standard		Standard
Reader Feedback		I like the ideas for improvement, but I don't see reasons for the trend. is it a question of supply and demand? Do athletes use apps that reduce their reliance on trainers? (Sorry if this is a stupid question, don't know enough about the profession, so I'm just speculating!)	Due to further investigation.	The narrative does not include explanations of the trend. It mentions doing further investigation as to why occupational wages remained flat.
F. Program 13.5 Course Completion				
1. In the data table above, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard	The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement to Meet the Standard
2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.				
Overall, in this section:	The narrative exceeds expectations – the	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
	narrative could be used as an exemplar - Excellent			Standard
Reader Feedback		Sports medicine is clearly a broad field with overlap and connections to other programs, so it makes sense that certain courses would be popular, but students might not complete all 13.5 CTE units.		
G. Program Graduate Employment Rates				
1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is 79% to 70% - Needs Some Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard	Employment rate is less than 69% - Needs Major Improvement to Meet the Standard
2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.				
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes fewer than 3 of the criteria – Needs Major Improvement to Meet the Standard

CTE Sports Medicine Program Review

Rubric Evaluation	Katy Ripp (Same Division Faculty)	Mary Thomas (Faculty At-Large)	Pauline Brown (Classified Staff At-Large)	Debbie Lee (Dean)
Reader Feedback		The guesses about reasons for the low employment rate among graduates of the program seem plausible to me, and I like the plan to follow up with students to see if it is actually the case that they are pursuing their education rather than going straight to work.		The reason provided for the decreasing employment rate includes students pursuing advanced education after transferring from the community college. However, the data provided includes only students who did not transfer to a postsecondary institution. This response does acknowledge that the industry is changing with sports medicine careers increasing the educational level to a master's degree.