

Comprehensive Program Review Report



Program Review - Sports Medicine

Program Summary

2022-2023

Prepared by: Llsa Lorenzi

What are the strengths of your area?: The Sports Medicine Program has two agreements with Masters Entry Level Athletic Training programs that will allow graduate students to intern in the athletic training clinic. These students will work with a variety of COS sports and allow current COS sports medicine students the opportunity to network and understand the process of education and skills required to reach their goals of becoming an athletic trainer. Current agreements are with University of Idaho and Fresno State University. A benefit of these agreements allows the preceptors (supervising staff) to attend no cost or low cost courses through the university to improve their skills and continuing education units.

2. The Sports Medicine Program continues to update the medical protocols for COVID as recommended by the National Collegiate Athletic Association (NCAA), Centers of Disease Control and Prevention (CDC), California Community College Athletic Association (CCCCAA) and the county of Tulare. Other update concerning concussions, environmental conditions heat conditions and air quality from the CCAA (bylaws of the CCAA), will be implemented for the safety of our student athletes.

3. In 2021-22 five students from the Sports Medicine Program transferred to four-year colleges/universities. Three of the students received an AS degree in Sports Medicine while the others received an AA degree in Kinesiology. Students met the requirements for transfer into Kinesiology and Exercise Science undergraduate options. Additionally, one student completed the pre-requisite coursework and clinical hours to gain admission into a Master's Entry Level Degree program in Athletic training.

4. Overall enrollment has increased in the sports medicine program from 16.5 students in 2021-22 to 21 students so far in 2022-23. This is a 23% increase. This is a result of more students overall enrolling in college since the pandemic started, and also due to more networking and recruiting with local high schools who offer sports medicine curriculum, local athletic trainers who help connect interested students and presentations in current courses where students may be majoring in sports medicine.

What improvements are needed?: 1. After reviewing the data located under College of the Sequoias Program Review Dashboard, the following data needs to be addressed:

a) Full-Time Equivalent Students (FTES)/Full-Time Equivalent Faculty (FTEF) Ratio for the Sports medicine Department has decreased the last three program reviews: 2019-20 the ratio was 13.21%, 2020-21 it was 11.64% and this year its 11.9% whereas the target is 17.5%. While the percentage has narrowly increased in the past one year, this needs improvement. There are two possibilities for this decrease: 1. The National Athletic Trainers Association (NATA) changed their requirements for certification from a bachelor's degree to Entry Level Master's Degree in Athletic Training. This eliminated the direct pathway for certification. Now students must spend an extra 1-2 years before they can sit for the certification exam. Many students are not willing to do this, so they change their major from Sports Medicine to Kinesiology. This has affected enrollment in the Sports Medicine Program, which leads to the decrease in FTES/FTEF ratio. 2. The college continues to experience lower enrollments from previous years due to the pandemic and moving from an online environment to a face-to-face format. Students are beginning to become more involved in the college and this data should improve with time.

2. In the past two years, the amount of insurance injury claims has increased and thus put more demands on the time of the athletic trainers. This is due to the number of injuries increasing as overall student-athlete numbers and exposures have increased. In 2019-20 there were 44 claims, 20-21 had 20 claims and 21-22 had 56 claims. This is around a 27% increase from our pre-pandemic years. In three short months of 2022 there have already been 31 claims filed. Additionally, the college switched accident insurance companies and the current company does not provide as many services for the student-athlete such as

contacting medical providers to track down billing information. This results in the student-athlete relying more on the athletic trainer to act as a liaison between insurance companies and medical providers for billing to help get their bills paid by the secondary insurance company.

3. Assistant Athletic Trainer salary needs to become comparable to industry standards. The Assistant Athletic Trainer is not on the same salary schedule as the Athletic Trainer even though the expected job responsibilities remain equitable. With the increase in the number of insurance claims and student-athletes, the assistant athletic is asked to increase workload and complete the insurance claims process. This is not only due to the amount of claims but also due to the urgent necessity to file the claim in a timely process. Throughout the California Community College system, the majority of athletic training staffs do not have different titles or salary schedules for athletic trainers as ours does. The last re-classification of the Assistant Athletic Trainer occurred in 2017 and has not been re-visited for the second position addition. A re-classification application and investigation of responsibilities and workload should be evaluated to determine proper salary schedule placement. If both full-time positions can be made equal, the replacement of these positions if it occurs also becomes a seamless process. Current Asst. Athletic trainer salary starts at \$55,723 while the Athletic Trainer starts at \$67,829. According to the National Athletic Trainers' Association 2021 Salary Survey Subsection report, the average salary nationally for a two-year collegiate institution is \$70,005. To adjust for significant inflation over the past one year, with a 7.1% increase this equates to current salary of \$74,975.

3. An ongoing request to have the Sports Medicine budget augmented or the following added to the technology budget in Athletics in order to provide Concussion Evaluation/Management/Treatment, and Electronic Medical Recording System for the health care of student athletes required by Federal Drug Administration (FDA), California Community College Athletic Association (CCCCA) and Health Insurance Portability and Accountability Act (HIPAA).

A) Concussion evaluation/management/treatment - ImPACT Program - \$1000.00

Required by California Community College Athletic Association - By Law 9.6.1 - Concussion Management

ImPACT, an FDA cleared medical device, is used by healthcare, educational, and sports organizations to help assess and manage concussions. Baseline and Post Injury Testing Baseline testing is a pre-season exam conducted by a trained health care professional. Baseline tests are used to assess an athlete's balance and brain function (including learning and memory skills, ability to pay attention or concentrate, and how quickly he or she thinks and solve problems), as well as for the presence of any concussion symptoms. Results from baseline tests (or pre-injury tests) can be used and compared to a similar exam conducted by a health care professional during the season if an athlete has a suspected concussion. Baseline testing generally takes place during the pre-season—ideally prior to the first practice. Baseline testing should include a check for concussion symptoms, as well as balance and cognitive (such as concentration and memory) assessments. Computerized or paper-pencil neuropsychological tests may be included as a piece of an overall baseline test to assess an athlete's concentration, memory, and reaction time. During the baseline pre-season test, health care professionals should also assess for a prior history of concussion (including symptoms experienced and length of recovery from the injury). It is also important to record other medical conditions that could impact recovery after concussion, such as a history of migraines, depression, mood disorders, or anxiety, as well as learning disabilities and Attention Deficit/Hyperactivity Disorder. Baseline testing also provides an important opportunity to educate athletes and others about concussion and return to school and play protocols. Until athletes successfully pass all aspects of the ImPact test, they are not sent back to the doctor, which is a cost savings to the District.

B) Electronic Medical Recording System per industry standards - Athletic Trainer System (ATS) - \$1000.00

The Sports Medicine program needs to update its Electric Health Record system to stay in compliance with Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Right and Privacy Act (FERPA). This program would include Pre-Participation Physicals, Medical History of the Student-Athlete, Treatment Records, Injury Assessment Evaluations/Reports and all medical forms for athletic participation, which may be required.

Describe any external opportunities or challenges.: The CCAA has adopted a non-traditional padded practice season for football during the spring (CCCCA Constitution and Bylaws: Bylaw 3.17). Previously, no padded practices were allowed. This new legislation could mean an increase in the number of injuries and also an increase in the time devoted to treating these injuries for student-athletes. The sport of football is the leader in significant injuries, insurance claims, and overall number of injuries. The football team has significantly increased its numbers over the past 3 years (which means there will be an increase in overall exposure and total injury numbers). This could increase the number of insurance claims as well. Fitting of protective equipment will need to be accomplished again for these padded practices as well as additional physical exams, paperwork and concussion testing.

The industry of athletic training is seeing an increase in the types of settings for employment. Companies like Amazon, Fed Ex, PG&E, and other industrial and large corporations have begun to employ athletic trainers to care for the on-site employees. With

competitive salaries and more convenient work hours that allow work-life balance, there appears to be a decreased number of interested candidates working in the collegiate and secondary school setting. California Community Colleges have had numerous job openings in the past six months that have been difficult to fill or a low number of applicants.

The CCCAA is also proposing an update to their environmental health and safety guidelines for student-athletes during training and competition. With increasing climate temperatures reaching new record levels and for more days per year, athletic trainers will be tasked with monitoring Wet Bulb Globe Temperature to ensure safe practice/competition conditions. In order to monitor conditions currently we have to send someone outside to collect a measurement. By using a Kestral Heat Stress monitor, we can mount this device to our outdoor areas and use Bluetooth technology to alert us when conditions become unsafe for our student. This would cost around \$650.

Overall SLO Achievement: I assessed 10 SLO assessments for 4 different SMED courses and found all but one SLO to be satisfactory. Compared to previous results, I believe these outcomes to be satisfactory. The HW60/SMED 60 course tends to have less satisfactory results than the Sports Medicine program courses. This could be due to more general student population or non-sports medicine/exercise science majors enrolling in the course to take as an elective.

Changes Based on SLO Achievement: No changes to the course SLOs at this time.

Overall PLO Achievement: With the economy and the college recovering from the pandemic and low-enrollment, the PLOs are stabilizing, but still need improvement. Students are starting to come back to the classroom in the traditional format, but still face challenges at home with employment, family responsibilities, and other involvements. Success rates in 2 courses (SMED 40, SMED 60) have improved from previous years (see attachment), while SMED 151, 153 have regressed since pre-pandemic. In 2021-22, students were emerging from an online-only environment to a face-to-face format using hands-on skills, especially in SMED 151 & 153. However, many students were wanting to remain in an online format for convenience or personal preference and active participation became a challenge. While trying to accommodate student's personal challenges unrelated to school, at times this resulted in a lack of participation which then affected knowledge retention and skill achievement. With more students participating in the current year, this should help improve overall success rates and educational motivation from peer-to-peer contact and connection.

Changes Based on PLO Achievement: No current changes to the PLOs or assessment methods at this time. Improvement plans going forward would include more student engagement activities in the classroom and lab to keep students connected and learning. I attended a conference on teaching this past summer which helps give ideas to boost student engagement such as less "lecture" and more student involvement in activities. With time, more ideas and activities will be developed. Also, more access to materials on Canvas so students can review them at any time. Additionally, I propose that we visit a few universities and tour their athletic training and physical therapy areas. Many students have never visited a university and are often left to their own imagination. By having students set foot on these campuses like Fresno State and Chico State, students start looking into their future and can become more motivated to succeed and take the next steps into their success.

Outcome cycle evaluation: Sports Medicine program courses are evaluated each semester in order to meet industry standards for employment and transfer requirements. The Sports Medicine Program is committed to assessing each semester in order to ensure that students are learning the most current techniques as well as utilizing strategies that lead to student success. There is effective participation with other Certified Athletic Trainers with the courses assessments. Program assessment is completed in cooperation with the Sports Medicine Advisory Committee.

Action: 2021-2022 Replacement of Full-Time Faculty Position

Hire a Full-Time Faculty Sports Medicine person.

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: This person will be responsible for SLO's and PLO's as they relate to the Sports Medicine Program.

Person(s) Responsible (Name and Position): Brent Davis - Dean of Physical Education and Athletics

Rationale (With supporting data):

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: The health, wellbeing and safety of student athletes.

Resources Description

Program Review - Sports Medicine

Personnel - Faculty - Replacement position - full-time faculty position - Sports Medicine (Active)

Why is this resource required for this action?: Retirement of current faculty person.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.):