Sports Medicine-FH

Career and Technical Education Programs Addendum

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Program does not require accreditation.

2. Did the program maintain accreditation?

- [ ] yes
- [x] no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

N/

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

N/A

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- [x] yes
- [ ] no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- [x] yes
- [ ] no

3. Web link to meeting minutes?

Advisory Board minutes submitted to CTE Coordinator. We need to develop a place on our website to post our Advisory Board minutes each year.

4. Were there any advisory board commendations/special mentions identified?

- Numerous comments recognizing the quality of the students, faculty and staff in our program, both in their educational role and in the medical services provided for Intercollegiate Athletics.
- Industry professionals recognized the curricula is in line with current practice in sports medicine careers.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

Extensive discussion about the need for students and professionals with experience in practical application of knowledge. Recommendations to continue and expand the internship component of our program.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

- Continuing to enhance and expand the internship opportunities for our students.
- Look at new areas to expand experiences in to, such as strength and conditioning, physical therapy and medicine.
- The current pandemic has eliminated all on-campus and off-campus internship opportunities. While a major challenge, we are using it as opportunity to refresh and update our opportunities and look forward to resuming our experience opportunities when it is safe to do so.

C. Regional Labor Demand

Labor Demand - Sports Medicine

Total Regional Employment

The total number of jobs for 2018 and 2023 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located

- Bay Area, Athletic Training and Sports Medicine (1228), 2018-2019

	2018	2023	Change 2018-23	% Change
Regional Jobs Total	11,400	12,100	700	6%
Requires a Bachelor's Degree or Higher				
Athletic Trainers (29-9091)	232	262	30	13%
Requires a Requires a High School Diploma or Equivalent				
Fitness Trainers and Aerobics Instructors (39-9031)	11,168	11,838	670	6%

Projected Regional Job Openings

The total number of annual job openings for 2018-23 time period in occupations associated with the selected TOP code in the microregion where the college is located

- Bay Area, Athletic Training and Sports Medicine (1228), 2018-2019

	Projected Average Annual Openings (2018-2023)
Regional Annual Openings Total	2,064
Requires a Bachelor's Degree or Higher	
Athletic Trainers (29-9091)	18
Requires a Requires a High School Diploma or Equivalent	
Fitness Trainers and Aerobics Instructors (39-9031)	2,046

Labor Demand - Geospatial Tech & Data Sci

Total Regional Employment

The total number of jobs for 2018 and 2023 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located

- Bay Area, Geographic Information Systems (220610), 2018-2019

	2018	2023	Change 2018-23	% Change
Regional Jobs Total	12,194	13,154	960	7%
Requires a Bachelor's Degree or Higher				
Computer Occupations, All Other (15-1199)	11,366	12,306	940	8%
Requires a Requires a High School Diploma or Equivalent				
Surveying and Mapping Technicians (17-3031)	828	848	20	2%

Projected Regional Job Openings

The total number of annual job openings for 2018-23 time period in occupations associated with the selected TOP code in the microregion where the college is located

- Bay Area, Geographic Information Systems (220610), 2018-2019

	Projected Average Annual Openings (2018-2023)
Regional Annual Openings Total	1,064
Requires a Bachelor's Degree or Higher	
Computer Occupations, All Other (15-1199)	971
Requires a Requires a High School Diploma or Equivalent	
Surveying and Mapping Technicians (17-3031)	93

1. In the data table, what does the regional labor demand data trend indicate?

- [x] the data trend shows an increase in labor demand
- [ ] the data trend shows a decrease in labor demand
- [ ] the data trend shows no change and/or is flat in labor demand

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.

1. It should be noted that students from our program go on to far more careers than just Athletic Trainers. We collected Labor Market Data for a number of Sports Medicine Careers that our students may choose to pursue, including Athletic Trainer, Physical Therapist, Strength and Conditioning Specialist, Personal Trainer, Chiropractor, Physician, and more.
2. The current data shows a slight increase in job opportunities for Athletic Trainers. This is a reflection of the continued growth of Athletic Training as a profession, both in the traditional setting (high school, college, professional athletics) and the non-traditional setting (industrial settings, etc).
3. In response to the current pandemic, an observation is even further increase in demand for Athletic Trainers to manage and provide medical services for all people, both pandemic related and otherwise. Perhaps this will show in future Labor Market Trends.

D. Regional Labor Supply

Labor Supply - Sports Medicine

Overall	
2011-2012	420
2012-2013	411
2013-2014	379
2014-2015	364
2015-2016	349
2016-2017	402
2017-2018	349
2018-2019	604

Labor Supply - Geospatial Tech & Data Sci

Overall	
2011-2012	660
2012-2013	605
2013-2014	528
2014-2015	543
2015-2016	581
2016-2017	518
2017-2018	542
2018-2019	729

1. In the data table, what does the regional labor supply data trend indicate?

- [x] the data trend shows an increase in labor supply
- [ ] the data trend shows a decrease in labor supply
- [ ] the data trend shows no change and/or is flat in labor supply

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.

The data shows an increase in Labor Supply, particularly in the last year observed (2018-19). Overall the Labor Supply seems to be relatively flat or even slightly decreased. This could be due to the transition of Athletic Training Education to the Master's level of education.

E. Regional Wages

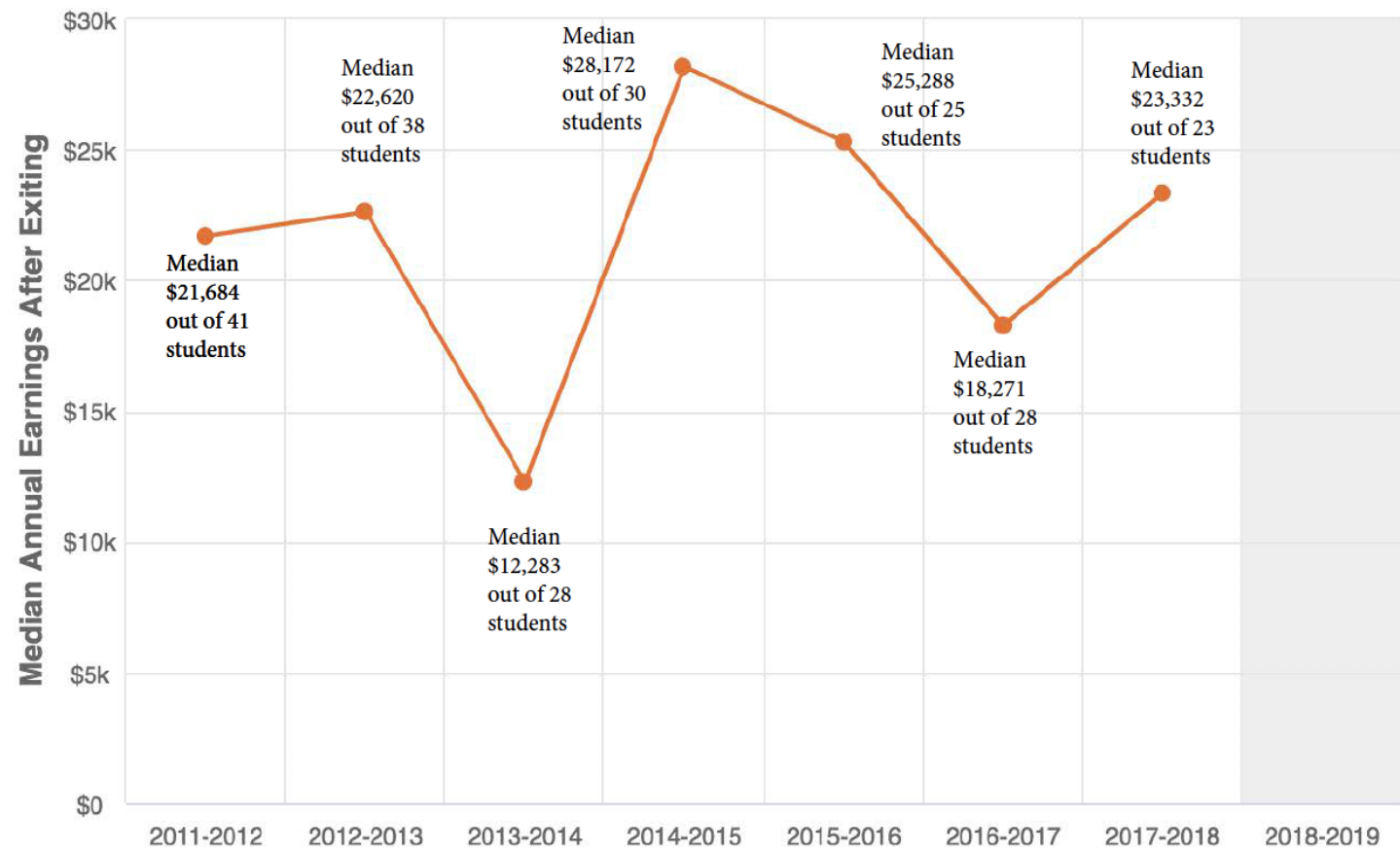
Regional Wages- Sports Medicine

Median Annual Earnings After Exiting

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

DRILL DOWN

Time Trend



Regional Wages- Geospatial Tech & Data Sci

Median Annual Earnings After Exiting

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

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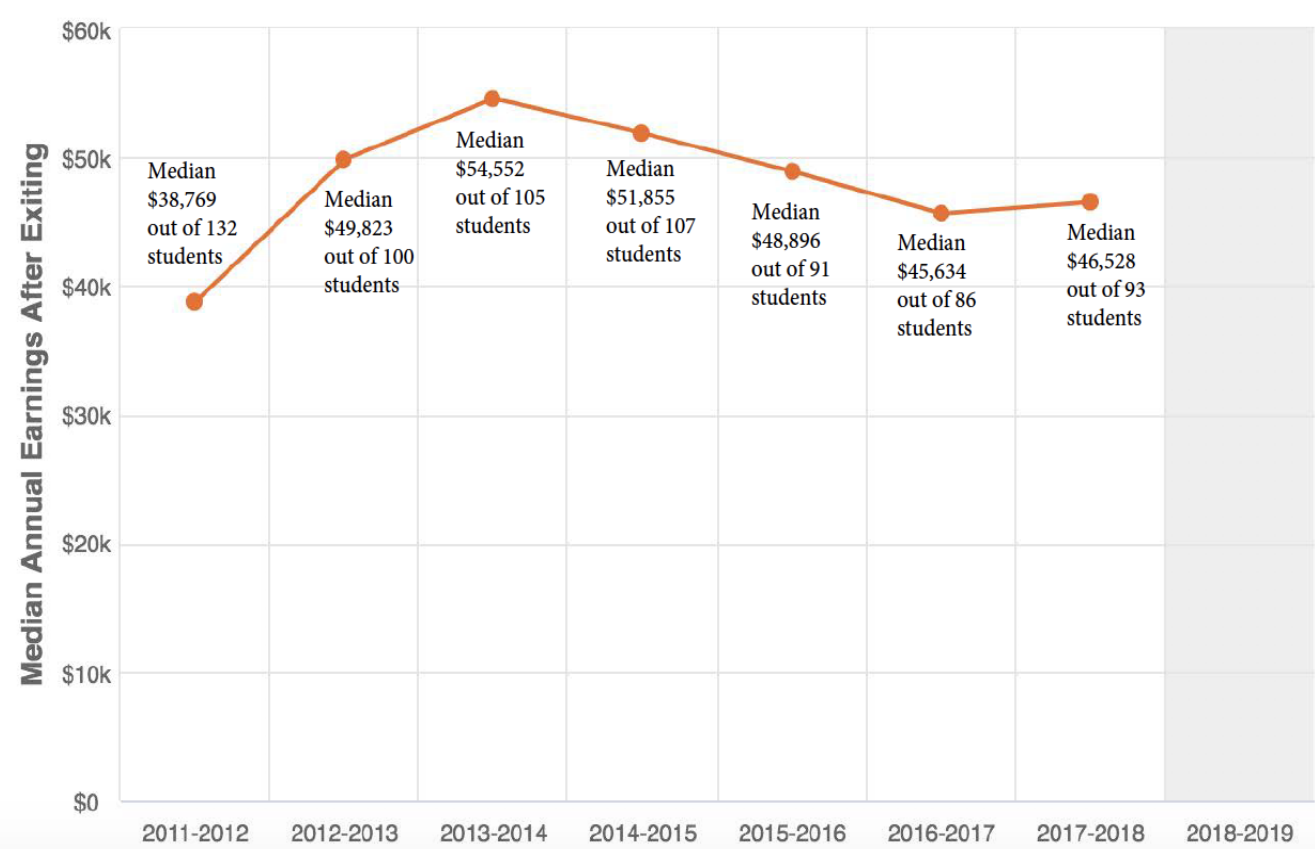


1. In the data table, what does the wage data trend indicate?

- [ ] the data trend shows an increase in wages
- [ ] the data trend shows a decrease in wages
- [x] the data trend shows no change and/or is flat in wages

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 why.

The data shows a relatively flat level of earning for students completing community college sports medicine program. This can be a source of further investigation and planning to prepare students with knowledge and skills that are desired in the workplace and may result in increased wages. Considcoordinating with related programs that offer regional and national certifications as add-ons for our students to further enhance their knowledge and skill sets and strengthen their resumes and earning potential.

F. Program 13.5 Course Completion

Foothill College Program Review 2020-2021
CTE Addendum 13.5 Units

Program 13.5 Course Completion					
Unduplicated Headcount	2015-16	2016-17	2017-18	2018-19	2019-20
Geographic Information Systems Technology	18	8	2	12	10
Sports Medicine	7	5	6	4	4

CTE courses offered between 2015-16 and 2019-20 that were used to retrieve completion counts include the following:

Geographic Information Systems Technology: GIST 11, 12, 52, 53, 54A, 58 and 59.

Sports Medicine: KINS 1, 16A/B/C and 62A/B/C/D/E.

1. In the data table, 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 data trend shows an increase in the number of students completing the 13.5 CTE units
- [x] the data trend shows a decrease in the number of students completing the 13.5 CTE units
- [ ] the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

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.

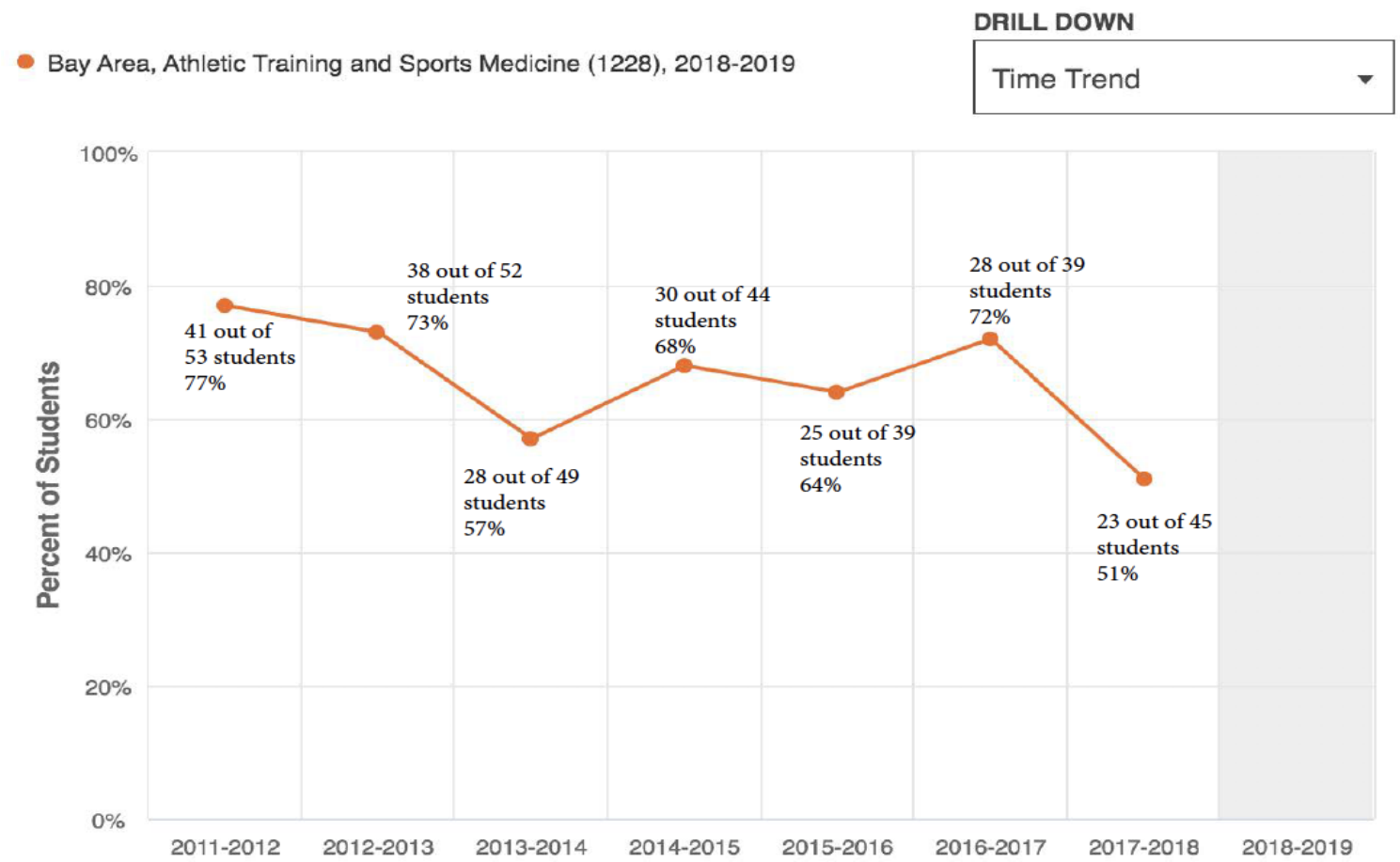
A number of our students choose related degrees in preparation for transfer to further education, including the Kinesiology Transfer Degree. Students often continue to take our core classes for knowledge and experience, but may not pursue all the way through completion of all courses. The development of the Certificates of Achievement in Introduction to Sports Medicine and Advanced Sports Medicine may be a motivator for students to increase their completion of the program core.

G. Program Graduate Employment Rates

Graduate Employment Rates - Sports Medicine

Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit

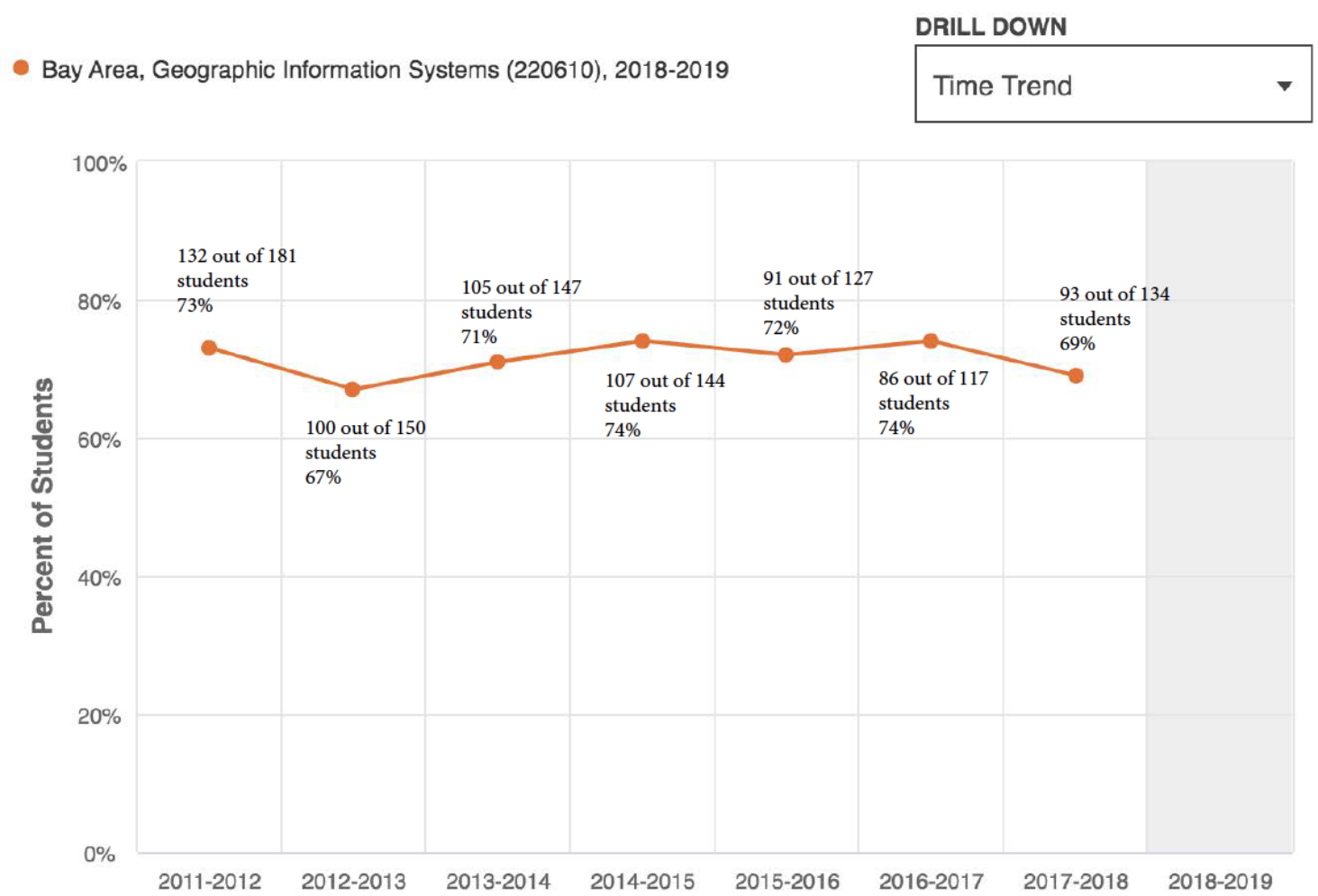


Source: *Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File*

Graduate Employment Rates - Geospatial Tech & Data Sci

Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit



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)?

- [ ] the data trend shows an increase in graduate employment
- [x] the data trend shows a decrease in graduate employment
- [ ] the data trend shows no change and/or is flat in graduate employment

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.

The data shows a decrease in employment rate for students following graduation from Sports Medicine Programs. This is interesting to see. This may be due to students pursuing advanced education following transfer from the community college program. As most Sports Medicine careers require advanced education and degrees, students may simply be continuing in school. Furthermore, the extensive internship requirements of advanced education programs may prevent students from pursuing employment until they complete their schooling. Moving forward a focus on follow up with our students after they complete our program and support for future employment will be a good goal.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- [x] Attended the Writer Orientation/Training in November
- [x] Responses are supported by the data
- [x] Engaged in discussion with IR Coach
- [x] The Self-Study Report was written collaboratively with other program stakeholders
- [x] The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.