Annual

Program

Of

Athletic Training

For

2019-2020

Prepared by

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# 1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

ATH Program Review Data AY 2019

Looking at all courses with an ATH course code

**Number of Faculty:**

full time: 1 (Manning)

part time:2 (Jones, Martin)

**Enrollment & Student credit hours by Faculty type:**

Full time: 3 total credit hours taught, with 6 total students enrolled

Part time: 20 credit hours taught, 70 total students enrolled

**Average Class size:**

8.4 students in Face-to-Face classes

0 students in online classes

8.4 students across all courses

**Completion rates:**

100% face-to-face

0% online

100% all courses

**Pass (‘D’ or better) rates:**

92.1% face-to-face

0% online

92.1% all courses

**Pass (‘C’ or better) rates:**

86.8% face-to-face

0% online

86.8% all courses

**Number of Majors:** 11 (5 returned in Fall 2019)

**Degrees Awarded:** 1

# 3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative: Athletic training students had the opportunity to work hands on with all 6 out of 6 sports at ICC. Students were able to achieve significant knowledge of the athletic training profession and job setting including pre-practice set up for all sports, treatments and rehabilitation techniques for various injuries across multiple sport disciplines as well as how to be responsible as young professionals. Ongoing assessment plans include plans to measure the efficiency of student athletic trainers and their ability to conduct basic injury evaluations as well as apply multiple taping techniques depending on the severity and type of injury. There is a plan to reflect a passing rate of 90% or higher among athletic training students.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

### Narrative:

* IncludeAdvisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

This is not applicable to the Athletic Training Program, however the current Head Athletic Trainer and Athletic Director plan to create a group to advise for this program. These people might include the team doctor, the team chiropractor, the head of Athletic Training, the Athletic Director, the Program Director, the head Football Coach, and possibly other head coaches. They plan to meet at least once a semester.

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

This is not applicable to the Athletic Training Program.

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

The Athletic Training Strategic Alliance made up of the Board of Certification (BOC), Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers’ Association (NATA) and NATA Research & Education Foundation proposed a new degree requirement for Athletic Trainer. The NATA boards and CAATE board, with the full support for the BOC and NATA Foundation boards, unanimously approved to redesign current stands for degree programs. The new design moves the degree plan from a Bachelor’s to a Master’s. These changes indirectly effect our program, making our program more appealing to those wanting to begin their education in a smaller, more hands-on setting. Students can accomplish this and seamlessly transfer to an Accredited Athletic Training Education Program without increasing the number of years to degree completion.

Due to the college’s current standing as an accredited institution of higher learning through the Higher Learning Commission (HLC), the Athletic Training program and its individual courses are likewise accredited. As such, the Athletic Training program helps the college meet Criterion 3 and 4, as well as the sub-criterion under each.

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

### Narrative:

The newly approved curriculum was approved by Academic Council in February 2018 and was effective for AY2018-2019. The changes resulted from the changes in Athletic Training Education Programs to master's Programs. This new curriculum is designed to allow students to follow the Direct Link program through Kansas State University. The design is also flexible, allowing students to choose between two different science courses depending on the requirements of their transfer institution. The option was based upon Wichita State’s and Kansas State’s current preferences for what students should have taken for transfer courses.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

**Athletic Training**

**Degree**: Associate of Science

**Program Description**: The Associate of Science Degree in Athletic

Training is intended to enable students to complete the necessary

general education electives at the freshman and sophomore level for

students in pursuit of a Bachelor of Science Degree.

**Analysis & Oral Communication (9 hours) Credit Hours**

English Comp I (ENG 1003) 3

English Comp II (ENG 1013) 3

Public Speaking (COM 1203) 3

**Mathematics (6 hours) Credit Hours**

College Algebra (MAT 1023/MAT 1025) 3

Elementary Statistics (MAT 1103) 3

**Sciences (15 hours) Credit Hours**

Biology I (BIO 1115) 5

Chemistry I for Non-Majors (PHS 1015) 5

Additional Science (Select 1)

Anatomy & Physiology (BIO 2045)\*\* 5

College Physics I (PHS 1055)\* 5

**Fine Arts and Aesthetic Studies (3 hours) Credit Hours**

Music Appreciation (MUE 1303) 3

Theatre Appreciation (THR 1013) 3

**Cultural Studies (3 hours) Credit Hours**

World History I (HIS 1003) 3

World History II (HIS 1013) 3

**Health and Well-Being (7 hours) Credit Hours**

General Psychology (BEH 1003) 3

Nutrition (BIO 2053) 3

College Success (SSC 1021) 1

**Social Awareness (3 hours) Credit Hours**

Introduction to Sociology (SOC 1003) 3

**Business and Technology (6 hours) Credit Hours**

Computer Concepts and Apps (CIT 1003) 3

Macroeconomics (BUS 2033) 3

**Area of Study Courses (16 hours) Credit Hours**

Intro to Athletic Training (ATH 1003) 3

Care & Prevention of Athletic Injuries (ATH 1103) 3

Practicum I (ATH 1002) 2

Practicum II (ATH 2002) 2

First Aid: Responding to Emergencies (ATH 1013) 3

Medical Terminology (HEA 1143) (optional) \*\* 3

Total: 65-68

\*This course is required for students transferring to Kansas State

University

\*\*This course is required for students transferring to Wichita State

University

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

There is a need as noted from reviewing previous budgets and looking ahead for taping and teaching supplies. Our students benefit and require hands-on demonstration as well as practice for the completion of their degree. These supplies have previously been absorbed by the Athletic Training (athletic) budget but with an increase in student-athlete numbers and no increase in supplies budget, this is no longer something that can continue to be provided through that avenue as all purchases must be purchased with the health and safety and benefit our student-athletes in mind. A budget specific for Athletic Training (academics) to provide teaching supplies would help benefit the success of the degree program. The proposed budget we would like to have is $2,000. This would adequately provide all supplies students need. Part of this money could be collected by adding a lab fee for classes that require supplies.

We also see a need for an additional part time to full time faculty to teach the Athletic Training courses. Currently we employ two full time Athletic Trainers for our athletic teams in which they usually work up over 120 hours a week between the two of them, during peak times. There are times the training room is not covered because the Athletic Trainers are teaching courses in the Athletic Training degree program.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

This review was completed by Tamara Blaes with details and input provided by Eric Figurski, Athletic Director and Anthony Vidali, Head Athletic Trainer. Student data provided by Anita Chauppie.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

The PRC agrees with the Annual Program Review. We encourage the Athletic Training staff to move forward creating the advisory committee and with the additional budget requests for supplies.

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.