



Program Review
Spring 2012

**Athletic Training
Associates of Science
Degree Program**

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AS – Athletic Training Program Review Fall 2006

The Associate of Science in Athletic Training is a two year degree for students who intend to transfer to a four year college or university upon graduation from NCCC. Upon transfer, potential chosen majors may include anything under the broad spectrum of Sports Medicine. Specifically NCCC students are best geared to be competitive to enter Accredited Athletic Training Education Programs (ATEPs) however the courses and experience can be applied to Pre-Med, Kinesiology, Biomechanics, Sports Administration, Physical Therapy and the generalized Coaching degrees as well.

Upon the employment of the newest Head Athletic Trainer in the Summer of 2011, The program had been around for 4 years going into its 5th year in the Fall of 2011. The newest head athletic trainer was hired as an additional full-time position with secondary duties of instructing the existing 4 core athletic training courses. The Athletic Training Program Review was scheduled for Fall 2011 but was postponed for the following Spring semester in 2012 due to the newest Head Athletic Trainer's lack of knowledge of program and its entirety. Moving the program review gave the new Head Athletic Trainer more time to prepare and recommend changes along with a more overall experience at Neosho County Community College.

This Program Review covers the academic years of 2006/2007 to 2010/2011 and will not include information on the current academic year of 2011/2012 nor the current Head Athletic Trainer as instructor.

Section 1: Alignment of the Athletic Training Program Mission and Purposes with the Mission and Purposes of NCCC

A. Current Mission Statement of Program

The mission of Neosho County Community College is to enrich our communities and our students' lives.

The mission of the Neosho County Community College Athletic Training Program is;

- Prepare potential transfer candidates interested in sports medicine, or other healthcare careers, by offering both academic theory and hands on practical experiences in risk management, prevention of injuries, assessment and evaluation of injuries, emergency care, general medical conditions, disabilities, exercise physiology, pathology of injury and illness, sports nutrition, kinesiology, biomechanics, pharmacology, therapeutic exercises and modalities, health care administration, psychosocial intervention/referral as well as professional development.

B. Program contributions to the purposes of NCCC

NCCC Purpose 1:

Student learning through...

- the meeting of students' needs,
- quality educational programs and
- effective assessment processes;

The Athletic Training Program at NCCC provides students with the opportunity to be exposed to and learn the fundamental concepts of athletic healthcare; risk management, prevention of injuries, assessment and evaluation of injuries, emergency care, general medical conditions, disabilities, exercise physiology, pathology of injury and illness, sports nutrition, kinesiology, biomechanics, pharmacology, therapeutic exercises and modalities, health care administration, psychosocial intervention/referral as well as professional development.

The concepts and hands on experiences in these areas are highly beneficial to any student, and often sought out, by four year institutions. By utilizing the Athletic Training Program, those students are maximizing their chances to be the most competitive transfer candidate they can be.

Transfer opportunities can be abundant as the candidates may look towards either a generalized HPER/coaching program at most regional institutions or a multitude of various medical programs at four year colleges and universities offering the Accredited Athletic Training Education (ATEP) option - twelve in the state of Kansas.

Assessment in the Athletic Training courses encompasses both objective and subjective methods; taking into account both the 'classroom' and 'on-field' performance of the student. Assessments are made through quizzes, exams, written research assignments, discussion and the student's performance in the application of the various learned healthcare concepts.

NCCC Purpose 2:

Student success through

- providing personal attention,
- individualized advising and,
- the opportunity to meet personal goals;

The Athletic Training Program at NCCC strives to emphasize the importance of consistent personal and program improvement. Given the ever expanding requirements for healthcare education, students may truly benefit from the extensive one on one interaction with the only Athletic Training instructor. The Athletic Training faculty always attempts to be accessible to students and provide both advisement on what courses to pursue as well as relate beneficial professional experiences based on the student's specific objectives and aspirations. Student's anticipated transfer options are

weighed heavily within the advising process to help ensure as smooth of transition to the four year institution environment as possible.

NCCC Purpose 3:

Ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services and,
- safe and comprehensive facilities;

The Athletic Training Program at NCCC helps broaden student access primarily through the awarding of scholarships and referring the students to seek other financial aid options that may be disbursed from the Financial Aid Office at Neosho County Community College. Recent class sizes have been relatively small allowing more personalized attention to each student whether they are actively pursuing the Athletic Training career track or another healthcare option. Scheduling and delivery of courses is as flexible as possible with a single Athletic Training instructor who is also expected to work around the numerous athletic teams' practice, travel & competition schedules.

NCCC Purpose 4:

Responsiveness to our stakeholders through

- Open communication,
- ethical management of resources,
- accountability and
- the development of leaders;

The Athletic Training Program at NCCC responds to the stakeholders by protecting their investment in both the academic obligation to the Athletic Training students as well as to the athletic obligation to the often more visualized student athletes. The Athletic Training Department is primarily funded by an annual budget as well as through fundraising efforts. The budget is administered by the Head Athletic Trainer and Athletic Director, while the fundraised monies are administered jointly by the Head Athletic Trainer and the NCCC Foundation. As the department is lead by a medical board certified and state licensed healthcare provider; ethical management, accountability and leadership are always present and an emphasized priority to the student population. To the best of my knowledge, there is not a separate Athletic Training Program budget. The cost for any supplies used in class are absorbed directly by the Athletic Training Department's operating budget.

NCCC Purpose 5:

Meeting community needs through...

- collaboration and innovation,
- lifelong learning opportunities,
- cultural enrichment and,
- providing of an educated workforce.

The Athletic Training Program at NCCC meets community needs through maintaining strong professional relationships with fellow local, regional, national and worldwide healthcare providers through continual communications and exchange of ideas via the Head Athletic Trainer and Team Physicians.

Section 2: Curriculum of Program and Outcomes Assessment

A. Program Sheet (see attached)

B. Courses in Program

HPER 205 Basic Prevention and Treatment of Athletic Injuries I

- Discussion of the profession of Athletic Training and the prevention, treatment and rehabilitation of common athletic injuries.
1. Explain the process of becoming and staying a certified athletic trainer and the significance and responsibility of each member of the sports medicine team.
 2. Demonstrate the ability to write and use medical abbreviations and terminology when speaking and writing.
 3. Apply concepts associated with risk management, specifically conditioning techniques, nutrition and supplements, environmental considerations, protective equipment, and bandaging and taping techniques.
 4. Identify and label bony and soft tissue landmarks associated with common musculoskeletal athletic injuries of the lower extremity.
 5. Recognize signs, symptoms and mechanisms of injury in common musculoskeletal athletic injuries of the lower extremity.
 6. Demonstrate appropriate taping and bandaging techniques for designated body parts

HPER 210 Practicum of Athletic Training I

- Designed to give the student exposure to practical experience in the field of Athletic Training. Focus is on evaluation of common athletic injuries.
1. Palpate bony and soft tissue landmarks associated with common musculoskeletal athletic injuries of the lower extremity.
 2. Demonstrate proficiency in following the seven appropriate steps of the injury evaluation process.
 3. Evaluate common musculoskeletal athletic injuries of the lower extremity by applying the seven-step evaluation process.
 4. Identify signs and symptoms of common skin disorders
 5. Identify signs and symptoms of general medical conditions.

HPER 251 Basic Prevention and Treatment of Athletic Injuries II

- Discussion of the profession of Athletic Training and the prevention, treatment and rehabilitation of common athletic injuries.
1. Discuss the different types of tissue loads and how they can affect/injure musculoskeletal tissues.
 2. Compare and contrast the three phases of the healing process and how they relate to various soft tissue structures.
 3. Identify and label bony and soft tissue associated with common musculoskeletal athletic injuries of the upper extremity and spine.
 4. Recognize signs, symptoms, and mechanisms of injury in common musculoskeletal athletic injuries of the upper extremity and spine.
 5. Recognize signs and symptoms of common general medical conditions in the athletic training setting.
 6. Identify indications and contraindications for the use of therapeutic modalities in the clinical athletic training setting.

HPER 211 Practicum of Athletic Training II

- Designed to give the student exposure to practical experience in the field of Athletic Training. Focus is on treatment and rehabilitation of common athletic injuries.
1. Demonstrate proper and safe application of the therapeutic modalities discussed.
 2. Palpate bony and soft tissue landmarks associated with common musculoskeletal athletic injuries of the upper extremity and spine.
 3. Evaluate common musculoskeletal athletic injuries of the upper extremity by applying the seven-step evaluation process.
 4. Identify and determine common general medical conditions in a simulated environment.

C. Assessment Methods

Assessment in the Athletic Training courses is objective and subjective in nature; taking into account both the classroom and 'on-field' performance of the student. Assessments are made through quizzes, exams, written research assignments, discussion, skills checks, and the student's performance in the application of the various learned healthcare concepts.

D. Athletic Training Program Outcomes

Program Outcomes for years 2006/2007 & 2007/2008:

1. Explain the profession of Athletic Training; history, education & regulation.
2. Be able to understand medical terminology.
3. Demonstrate an understanding of physiology; specifically as it relates to the injury and inflammation process.
4. Demonstrate an understanding of anatomy; specifically as it relates to common athletic injuries.
5. Regularly practice OSHA regulations for biohazardous materials.
6. Identify and describe risks factors related to environmental conditions.
7. Demonstrate the ability to evaluate common athletic injuries.
8. Be able to design an appropriate rehabilitation program for a specific injury.
9. Demonstrate an understanding of modalities; therapeutic ultrasound, electrical stimulation and thermal therapy strategies.
10. Demonstrate effective protective taping and bracing techniques.

Program Outcomes for academic years 2008/2009 – 2010/2012:

1. Explain the profession of athletic training, including its history, educational guidelines and professional regulations.
2. Break down, understand and communicate athletic training medical terminology.
3. Demonstrate an understanding of the inflammation process as it relates to injury.
4. Demonstrate an understanding of anatomy, specifically as it relates to common athletic injuries.
5. Identify and describe risk factors related to environmental conditions.
6. Demonstrate the ability to evaluate common athletic injuries.
7. Demonstrate an understanding of the application of therapeutic modalities used in an athletic training setting.
8. Demonstrate effective protective taping and bracing techniques.

Program outcome #5 and #8 was taken out after the 2007/2008 academic year along with a few minor changes in wording.

E. Program Assessment Matrix (see attached)

F. Assessments

- 1) **Results of Assessments (see attached)**
- 2) **Changes made to instruction, curriculum or outcomes as a result of assessment**

To the best of my knowledge, the changes in program outcomes and the removal of 2 are not known.

G. Transferability of Program and Program Courses

I am unsure as to how the athletic training courses transferred over the past 5 years. Recently talking to some of the athletic training program directors of 4-year institutions in the state of Kansas, it was understood that if a transfer student from a junior college was looking to apply to the athletic training program offered at a 4-year institution, only 1 athletic training course (of the 4 NCCC offers) would transfer effectively. Most 4-year institutions in the state of Kansas who are CAATE (Commission of Accreditation of Athletic Training Education)- accredited offer a 3-year athletic training co-hort program starting this one's sophomore year. I have been told by numerous program directors that a student, who has graduated from a junior college, has taken 4 athletic training courses, and wishes to enter into a 4-year institution to become a certified athletic trainer, 1 out of those 4 athletic training courses will transfer. The remaining 3 will be retaken at that institution under the CAATE accredited program guidelines. Also, if that student is accepted into that 4-year institution's athletic training program, they will enter as a sophomore even though that student has completed 2 years at a junior college.

In general, the chances of an athletic training program at a junior college successfully transferring into a 4-year institution without "retaking" a student's 2nd year is, to my knowledge, very unlikely.

H. Efforts to stay current in curriculum

Given the fact that the athletic training instructors were also full-time athletic trainers who work within the athletic department keeps them current when teaching due to the practical application they have every day. As a certified athletic trainer, you must maintain your certification through Continuing Education Units (CEUs) and according to the Board of Certification (BOCATC), an athletic trainer must receive 75 CEUs over a period of 3 years. Gaining CEUs include but are not limited to; attending seminars, attending the National Athletic Trainers' Association Annual Convention, attending regional meetings, state meetings, becoming certified in specific manual techniques, and other workshops and labs.

Section 3: Data – Enrollment and Costs

A. Enrollment Numbers (2006/2007 – 2010/2011)

1) Each Course

a) Headcount

<u>Headcount/Course/Academic Year</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
HPER 205 - Basic Prevention & Treatment of Athletic Injuries	19	15	26	20	19	99
HPER 210 - Practicum of Athletic Training I	3	5	10	8	9	35
HPER 211 - Practicum of Athletic Training II	2	1	4	8	0	15
HPER 251 - Basic Prevention & Treatment of Athletic Injuries II	4	3	1	11	0	19
TOTALS	28	24	41	47	28	168

b) Credit Hours Generated

<u>Generated Hours/Course/Academic Year</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
HPER 205 - Basic Prevention & Treatment of Athletic Injuries	57	45	78	60	57	297
HPER 210 - Practicum of Athletic Training I	6	10	20	16	18	70
HPER 211 - Practicum of Athletic Training II	4	2	8	16	0	30
HPER 251 - Basic Prevention & Treatment of Athletic Injuries II	12	9	3	33	0	57
TOTALS	79	66	109	125	75	454

c) FTE

<u>FTE/Course/Academic Year (Generated Hrs/30)</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
HPER 205 - Basic Prevention & Treatment of Athletic Injuries	1.9	1.5	2.6	2.0	1.9	9.9
HPER 210 - Practicum of Athletic Training I	0.2	0.3	0.7	0.5	0.6	2.3
HPER 211 - Practicum of Athletic Training II	0.1	0.1	0.3	0.5	0.0	1.0
HPER 251 - Basic Prevention & Treatment of Athletic Injuries II	0.4	0.3	0.1	1.1	0.0	1.9
TOTALS	2.6	2.2	3.6	4.2	2.5	15.1

d) Grade Distribution and Withdrawl Numbers/Percentages

HPER 205						
<u>GRADE/YR</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
A	10	3	6	5	7	31
B	3	1	8	4	7	23
C	2	4	5	5	3	19
D	1	5	2	3	0	11
F	3	2	4	1	2	12
I	0	0	0	0	0	0
W	0	0	0	2	0	2
WA	0	0	1	0	0	1
TOTALS	19	15	26	20	19	99
ENROLLMENT	19	15	26	20	19	99
WITHDRAWS	0	0	1	2	0	3
WITHDRAW %	0%	0%	4%	10%	0%	3%

HPER 210						
<u>GRADE/YR</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
A	1	2	5	3	5	16
B	2	1	3	2	0	8
C	0	1	0	1	2	4
D	0	0	0	0	0	0
F	0	0	0	1	0	1
I	0	0	0	0	0	0
W	0	1	2	1	1	5
WA	0	0	0	0	1	1
TOTALS	3	5	10	8	9	35
ENROLLMENT	3	5	10	8	9	35
WITHDRAWS	0	1	2	1	2	6
WITHDRAW %	0%	20%	20%	13%	22%	17%

HPER 251						
<u>GRADE/YR</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
A	2	2	1	4	0	9
B	1	1	0	2	0	4
C	0	0	0	3	0	3
D	0	0	0	0	0	0
F	1	0	0	2	0	3
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
TOTALS	4	3	1	11	0	19
ENROLLMENT	4	3	1	11	0	19
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

HPER 211						
<u>GRADE/YR</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>TOTALS</u>
A	1	1	3	6	0	11
B	0	0	0	2	0	2
C	0	0	0	0	0	0
D	0	0	0	0	0	0
F	0	0	1	0	0	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	1	0	0	0	0	1
TOTALS	2	1	4	8	0	15
ENROLLMENT	2	1	4	8	0	15
WITHDRAWS	1	0	0	0	0	1
WITHDRAW %	50%	0%	0%	0%	0%	7%

2) Enrollment by Site, Day/Night
a) Headcount

Sctns	Headcount/Site-Time/Academic Year	<u>06- 07</u>	<u>07- 08</u>	<u>08- 09</u>	<u>09- 10</u>	<u>10- 11</u>	TOTALS
10's	Chanute - Day	28	24	40	47	28	167
20's	Chanute - Night	0	0	1	0	0	1
70's	Chanute - Outreach	0	0	0	0	0	0
30's	Ottawa - Day	0	0	0	0	0	0
40's	Ottawa - Night	0	0	0	0	0	0
80's	Ottawa - Outreach	0	0	0	0	0	0
90's	Web - On-Line	0	0	0	0	0	0
	TOTALS	28	24	41	47	28	168

b) Enrollment by Site, Day/Night- Credit Hours Generated

Sctns	Generated Hours/Site-Time/Academic Year	<u>06- 07</u>	<u>07- 08</u>	<u>08- 09</u>	<u>09- 10</u>	<u>10- 11</u>	TOTALS
10's	Chanute - Day	79	66	106	125	75	451
20's	Chanute - Night	0	0	3	0	0	3
70's	Chanute - Outreach	0	0	0	0	0	0
30's	Ottawa - Day	0	0	0	0	0	0
40's	Ottawa - Night	0	0	0	0	0	0
80's	Ottawa - Outreach	0	0	0	0	0	0
90's	Web - On-Line	0	0	0	0	0	0
	TOTALS	79	66	109	125	75	454

3) Students in Major

YEAR	MAJOR	ID	STUDENT
2006 Count			22
2007 Count			20
2008 Count			25
2009 Count			32
2010 Count			30
Grand			
Count			129

4) Graduates

<u>ID</u>	<u>STUDENT</u>	<u>MAJOR</u>	<u>DEG CODE</u>	<u>DEGREE DESC</u>	<u>DATE DEGREE CONFERRED</u>
		ATHLT	AGS	Associate of General Stud	5/15/2011
		ATHLT	AS	Associate of Science	5/15/2007
		ATHLT	AS	Associate of Science	7/15/2007
		ATHLT	AS	Associate of Science	5/15/2008
		ATHLT	AS	Associate of Science	5/15/2009
		ATHLT	AS	Associate of Science	5/15/2009
		ATHLT	AS	Associate of Science	5/15/2009
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2010
		ATHLT	AS	Associate of Science	5/15/2011
		ATHLT	AS	Associate of Science	5/15/2011

15 Total

B. Cost Information (2006/2007 – 2010/2011)

1) Yearly Budget

There is not a separate Athletic Training Program budget. The cost for any supplies used in class are absorbed directly by the Athletic Training Department's operating budget.

Section 4: Faculty

A. Number of full and part-time instructors

The solo instructor for the Athletic Training courses is currently also working with the athletic department as the Head Athletic Trainer for the approximately 250 student athletes.

From 2006 to 2011, there have been a grand total of 4 instructors that have taught at least 1 of the 4 Athletic Training core courses. 3 of the 4 instructors were full-time with the remaining 1 being a part-time instructor.

B. Percentage of courses taught by full and part-time instructors

From 2006 to 2011, 21 Athletic Training courses have been taught. Out of those 21 courses, 1 course (or 0.05%) was taught by a part-time instructor and the remaining 20 courses (or 99.95%) were taught by full-time instructors.

C. How Faculty Stay Current in Discipline

Please see Section 2 (7).

Section 5: SWOT

A. Analysis of Program

- 1) Strengths
- 2) Weaknesses
- 3) Opportunities
- 4) Threats

B. Analysis of Assessment Data

- 1) Strengths
- 2) Weaknesses
- 3) Opportunities
- 4) Threats

Section 6: Justification/Recommendations for Program

- A. Should the program be maintained, strengthened, diminished, or removed and why?**
- B. Additional recourses required needed to maintain or strengthen**
- C. All recommendations should be tied to outcome assessment results**