



**Program Review  
2017-2022**

**Athletic Training  
Associates of Science Degree Program**

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## **Section 1: Alignment of program mission and purposes with mission and purposes of NCCC**

The mission of Neosho County Community College is to enrich our communities and our students' lives. The Athletic Training Program at NCCC has strived to do this in several areas as reflected in the college purposes.

### **Student learning through:**

- Integrating effective curriculum, teaching, and technology to build engaging educational environments
- Using effective assessment processes for educational environments
- Advancing critical thinking and open exchange of ideas

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.

### **Student success through:**

- Facilitating student goal completion, retention and persistence
- Promoting accessibility via college/career readiness efforts, affordability, flexible scheduling & modalities
- Using a comprehensive system of proactive support
- Embracing diversity

The Athletic Training Program at NCCC strives to emphasize the importance of consistent personal and program improvement. Students who complete an associate's degree at NCCC often continue their studies in Athletic Training at a four-year college or university. Moreover, our Athletic Training Program at NCCC is a balance of academic rigor and hands-on experience. Also, students may benefit from the extensive one on one interaction with the Athletic Training instructor.

### **Accountability to stakeholders through:**

- Communicating openly with all constituencies
- Managing resources ethically & effectively
- Implementing systematic, evidence-based integrated plans
- Supporting and developing college employees and the Board of Trustees.
- Providing safe and comprehensive facilities

The Athletic Training courses are an efficient use of resources and very cost effective compared to other high-cost programs at the College. The major cost for the Athletic Training program is for faculty salary and there are not any expensive lab materials or equipment required.

**Meeting community needs through:**

- Facilitating community and economic development by providing an informed citizenry & skilled workforce
- Fostering cultural, educational, and athletic enrichment
- Offering learning opportunities for all
- Inspiring a spirit of innovation and entrepreneurship

The Athletic Training Program at NCCC meets community needs and can provide sports medicine health care services and sports event coverage. Sports medicine services include primary emergency medical services, injury evaluation and management, education, injury prevention, and sports performance among others. Also, we are able to provide local sports camps, sport events and tournaments with any medical needs and make the event both safer and more fun for participants.

## **History of the Program**

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, such as Pre-Med, Kinesiology, Exercise Sciences, Biomechanics, Sports Administration, Physical Therapy and generalized Coaching degrees as well. Specifically, NCCC students are geared to be competitive to enter these fields and majors.

The last Program Review covered the academic years of 2006/2007 to 2010/2011 and was done in 2012. The Program has not been reviewed since Spring 2012.

## Section 2: Curriculum of Program and Outcomes Assessments

### Program Sheet/Path

#### Athletic Training Associate of Science

An Associate of Science with an emphasis in Athletic Training can prepare students for transfer into a redundant four-year institution's accredited Athletic Training Education Program. At NCCC, the student will be instructed in both the concepts and application of injury evaluation, prevention, treatment, and rehabilitation of common athletic injuries. This program is also beneficial for anyone interested in a career in any of the numerous other specialized aspects of sports medicine.

#### Prerequisites

The student will need to demonstrate proficiencies in reading, English and mathematics based on the Mandatory Placement Policy, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

#### General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

#### Program Core Courses

HPER 204 Intro to Athletic Training, HPER 207 Care & Prevention of Athletic Injury & Lab, BIOL 257/258 Human Anatomy and Physiology Lecture/Lab, BIOL 203 Nutrition, PSYC 155 General Psychology.

#### Recommended Electives

PHYS 100/130 Intro to College Physics/Lab, BIO 280 Human Dissection, ALHE Medical Terminology.

#### Program Outcomes

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.

#### Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

#### Recommended Sequence of Courses

(Fall) Semester I		Cr Hrs
HPER 150	Lifetime Fitness	1
CURR 100	First Year Seminar	1
ENGL 101	English Composition I	▶ 3
SOSC 100	Intro to Sociology	▶ 3
HPER 204	Intro to Athletic Training	2
ALHE 105	Medical Terminology	▶ 3
	Social/Behavioral Science	3
	<b>Total</b>	<b>16</b>

(Spring) Semester II		Cr Hrs
BIOL 111	General Biology	▶ 3
BIOL 112	General Biology Lab	▶ 2
HPER 207	Care & Prevention of Athletic Injury & Lab	▶ 3
ENGL 289	English Composition II	▶ 3
	Arts/Humanities Elective	3
	Arts/Humanities Elective	3
	<b>Total</b>	<b>17</b>

(Fall) Semester III		Cr Hrs
BIOL 257	Human Anatomy and Physiology	▶ 3
BIOL 258	Human Anatomy and Physiology Lab	▶ 2
COMM 207	Fundamentals of Speech	▶ 3
PSYC 155	General Psychology	▶ 3
MATH 113	College Algebra	▶ 3
	Social Science Elective	3
	<b>Total</b>	<b>17</b>

(Spring) Semester IV		Cr Hrs
BIOL 203	Nutrition	▶ 3
CSIS 100	Computer Concepts and Applications	▶ 3
CHEM 105	Intro to Chemistry	▶ 3
CHEM 106	Intro to Chemistry Lab	▶ 2
	Arts/Humanities Elective	3
	<b>Total</b>	<b>14</b>

**Total Program Credits** 64

#### For more information contact:

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### **Core Courses:**

- HPER 204 Introduction to Athletic Training
- HPER 207 Care & Prevention of Athletic Injury & Lab
- BIOL 257/258 Human Anatomy and Physiology Lecture/Lab
- BIOL 203 Nutrition
- PSYC 155 General Psychology

### **Program Elective Courses:**

- PHYS: 100/130 Intro to College Physics/Lab
- BIO 280 Human Dissection
- ALHE 105 Medical Terminology

### **Methods of Assessment**

The following methods of assessment were used in Athletic Training courses:

- Exams
- Homework
- Lab report and session
- Article summary paper
- Article presentation

## Athletic Training Program Outcomes and Matrix

**PROGRAM ASSESSMENT MATRIX – 22-23**  
**Athletic Training – AS Degree**  
 Submitted by Sonja Herman – Current as of 1-12-10

**Athletic Training Specific Skills Outcomes:**

1. Explain the profession of Athletic Training; history, education & regulation.
2. Translate and articulate medical terminology and abbreviations.
3. Demonstrate an understanding of anatomy and physiology; specifically as it relates to common athletic injuries.
4. Identify and describe factors related to risk management as it relates to athletics.
5. Demonstrate the ability to evaluate common athletic injuries.
6. Demonstrate an understanding of therapeutic modalities and how and when they should be applied to athletic injuries.
7. Demonstrate effective protective taping and bandaging techniques.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7
ALHE 105	Medical Terminology		CO 1, 3					
BIOL 257	Anatomy & Physiology			CO 2				
HPER 205	Prev. & Treat. of Athletic Injury I	CO 1	CO 2	CO 4	CO 3	CO 4, 5		CO 6
HPER 210	Athletic Training Practicum I			CO 1		CO 1- 4		
HPER 211	Athletic Training Practicum II			CO 2		CO 2 - 4	CO 1	
HPER 251	Prev. & Treat. of Athletic Injury II			CO 1, 2, 3		CO 3, 4, 5	CO 6	

CO = Course Outcome Number

The Program Matrix needs to be revised as it does not contain some of the core courses listed on the Program Pathway: HPER 204 Introduction to Athletic Training and HPER 207 Care & Prevention of Athletic Injury & Lab.

### **2021-2022 Program Outcome Assessment in HPER 207 Care and Prevention of Athletic Injuries and Lab**

<b>CO 1</b>	Demonstrate a basic knowledge of normal anatomical structures of the human body.
<b>CO 2</b>	Identify common injuries that athletes sustain on major body parts.
<b>CO 3</b>	Demonstrate the techniques and procedures for an evaluation of common athletic injuries including: history, inspection, palpation, and special evaluation techniques.
<b>CO 4</b>	List common risk factors and causes of athletic injuries in various sports identified by contemporary epidemiological studies and athletic injury/illness surveillance systems.
<b>CO 5</b>	Demonstrate a necessary amount of knowledge on how to correctly apply tape for support of various athletic injuries.

### **Current Program Outcome Assessment in HPER 207 Care and Prevention of Athletic Injuries and Lab**

<b>CO 1</b>	Describe the rationale for and demonstrate basic skills in the application of taping, splinting, and bracing for common musculoskeletal injuries.
<b>CO 2</b>	Recognize signs and symptoms for common injuries and life-threatening conditions and the associated evaluation, diagnostic techniques and acute treatment for these conditions.
<b>CO 3</b>	Develop an understanding of basic methods and techniques to prevent acute athletic injuries and/or chronic conditions.
<b>CO 4</b>	Demonstrate knowledge of the steps of emergency preparedness as it relates to life-threatening illnesses and conditions and develop a proper plan of action.
<b>CO 5</b>	Develop a basic understanding of the etiology, nature and severity of basic athletic injuries.
<b>CO 6</b>	Describe the roles and responsibilities of the various individuals who comprise the sports medicine team.

### **Current Program Outcome Assessment in HPER 204 Introduction to Athletic Training**

<b>CO 1</b>	Describe the different types of protective equipment and how to make proper adjustments to better fit the athlete.
<b>CO 2</b>	Understand basic concepts of legal liability as they apply to the certified athletic trainer and his/her performance of job responsibilities (tort, negligence, standard of care, etc.).
<b>CO 3</b>	Describe the role of the certified athletic trainer as a health care provider, a promoter of athletic training as a professional discipline, and a provider of instruction in athletic training/sports medicine subject matter areas.
<b>CO 4</b>	Demonstrate how to evaluate injuries and illnesses commonly sustained by the competitive athlete and formulate an impression of the injury/illness for the purpose of administering proper first aid and emergency care.

## Course Assessments

The tables below contain the weighted average per course outcome for HPER 204, HPER 207, BIOL 257, BIOL 258, BIOL 203, PSYC 155, and ALHE 105

### HPER 204 Introduction to Athletic Training

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	79	89	91	83	93
<b>CO2</b>	81	88	94	83	88
<b>CO3</b>	91	92	85	74	86
<b>CO4</b>	83	82	92	75	83

### HPER 207 Care and Prevention of Athletic Injury & Lab

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	XX	94	XX	82	88
<b>CO2</b>	XX	89	XX	80	89
<b>CO3</b>	XX	91	XX	89	89
<b>CO4</b>	XX	88	XX	81	87
<b>CO5</b>	XX	100	XX	92	95

### BIOL 257 Human Anatomy and Physiology

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	98	100	95	ZZ	99
<b>CO2</b>	82	80	84	85	87
<b>CO3</b>	79	72	81	88	84
<b>CO4</b>	80	72	77	89	83
<b>CO5</b>	80	78	79	88	85
<b>CO6</b>	80	76	83	85	84
<b>CO7</b>	79	66	74	82	81
<b>CO8</b>	72	68	75	79	82
<b>CO9</b>	78	73	83	80	83
<b>CO10</b>	70	66	78	83	78
<b>CO11</b>	82	73	78	79	85
<b>CO12</b>	73	65	74	76	83
<b>CO13</b>	75	68	75	79	83
<b>CO14</b>	78	78	77	81	85
<b>CO15</b>	83	71	80	81	84
<b>CO16</b>	74	66	72	74	80
<b>CO17</b>	76	64	75	81	86
<b>CO18</b>	71	59	72	81	77



**BIOL 258 Human Anatomy and Physiology Lab**

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	83	80	85	84	86
<b>CO2</b>	86	99	98	92	94
<b>CO3</b>	87	92	92	100	98
<b>CO4</b>	80	75	82	92	87
<b>CO5</b>	85	80	86	90	89
<b>CO6</b>	80	77	84	88	85
<b>CO7</b>	78	77	86	82	86
<b>CO8</b>	78	75	80	82	86
<b>CO9</b>	78	72	81	82	87
<b>CO10</b>	89	98	96	88	95
<b>CO11</b>	77	74	81	85	86
<b>CO12</b>	77	80	81	89	87
<b>CO13</b>	84	70	79	88	85
<b>CO14</b>	86	75	82	88	86
<b>CO15</b>	90	100	100	100	99
<b>CO16</b>	84	75	82	87	86
<b>CO17</b>	96	100	100	100	100
<b>CO18</b>	83	74	82	86	84

**BIOL 203 Nutrition**

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	82	88	88	84	79
<b>CO2</b>	84	88	88	84	80
<b>CO3</b>	85	87	88	85	78
<b>CO4</b>	82	86	88	90	81
<b>CO5</b>	81	80	87	84	77
<b>CO6</b>	81	83	87	84	77

**PSYC 155 General Psychology**

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	81	79	81	85	84
<b>CO2</b>	80	78	79	83	83
<b>CO3</b>	81	79	80	82	79
<b>CO4</b>	80	79	81	84	79
<b>CO5</b>	79	78	81	81	81
<b>CO6</b>	77	72	82	84	82
<b>CO7</b>	73	74	81	80	82
<b>CO8</b>	76	77	79	84	82
<b>CO9</b>	76	76	80	80	81

**ALHE 105 Medical Terminology**

	17-18	18-19	19-20	20-21	21-22
<b>CO1</b>	89	91	94	92	91
<b>CO2</b>	89	91	87	90	86
<b>CO3</b>	90	91	90	90	86
<b>CO4</b>	85	86	86	88	88
<b>CO5</b>	91	91	91	91	88

**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 **50 CEUs over a period of 2 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.

**Barriers to Professional Development**

Full-time faculty in Athletic Training qualify for their respective professional development funds. Barriers to professional development include the work load and time constraints common to all general education faculty.

## Program Assessments

Please see the mean score for program outcomes from 2017 to 2022.

<b>Athletic Training</b>					
	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>PO 1</b> (Explain the profession of Athletic Training; history, education & regulation)	XX	XX	XX	XX	XX
<b>PO 2</b> (Translate and articulate medical terminology and abbreviation)	90	91	92	91	89
<b>PO 3</b> (Demonstrate an understanding of anatomy and physiology; specifically as it relates to common athletic injuries)	82	80	84	85	87
<b>PO 4</b> (Identify and describe factors related to risk management as it relates to athletics)	XX	XX	XX	XX	XX
<b>PO 5</b> (Demonstrate the ability to evaluate common athletic injuries)	XX	XX	XX	XX	XX
<b>PO 6</b> (Demonstrate an understanding of therapeutic modalities and how and when they should be applied to athletic injuries)	XX	XX	XX	XX	XX
<b>PO 7</b> (Demonstrate effective protective taping and bandaging techniques)	XX	XX	XX	XX	XX

There is currently a lack of program outcomes information. The Program Matrix needs to be revised and improved as it does not contain some of the core courses listed on the Program Pathway: HPER 204 Introduction to Athletic Training and HPER 207 Care & Prevention of Athletic Injury & Lab.

**Section 3: Data – Enrollment and Resources**  
**Enrollment Numbers per Year for the Last Five Years (2017/2018 – 2021/2022)**

**Headcount/Course**

	17-18	18-19	19-20	20-21	21-22	TOTALS
BIOL 203 – Nutrition	76	148	160	153	127	<b>664</b>
BIOL 257 - Human Anatomy & Physiology	248	217	184	154	177	<b>980</b>
BIOL 258 - Human Anatomy & Physiology Lab	229	213	178	155	174	<b>949</b>
HPER 204 - Intro to Athletic Training	12	22	29	22	30	<b>115</b>
HPER 207 - Care & Prevention of Athletic Injuries & Lab	0	2	0	9	9	<b>20</b>
PSYC 155 - General Psychology	461	456	447	380	367	<b>2111</b>
<b>TOTALS</b>	<b>1026</b>	<b>1058</b>	<b>998</b>	<b>873</b>	<b>884</b>	<b>4839</b>

**Credit Hours Generated**

	17-18	18-19	19-20	20-21	21-22	TOTALS
BIOL 203 – Nutrition	228	444	480	459	381	<b>1992</b>
BIOL 257 - Human Anatomy & Physiology	744	651	552	462	531	<b>2940</b>
BIOL 258 - Human Anatomy & Physiology Lab	458	426	356	310	348	<b>1898</b>
HPER 204 - Intro to Athletic Training	24	44	58	44	60	<b>230</b>
HPER 207 - Care & Prevention of Athletic Injuries & Lab	0	6	0	27	27	<b>60</b>
PSYC 155 - General Psychology	1383	1368	1341	1140	1101	<b>6333</b>
<b>TOTALS</b>	<b>2837</b>	<b>2939</b>	<b>2787</b>	<b>2442</b>	<b>2448</b>	<b>13453</b>

**FTE/Course/Academic Year (Generated Hrs/30)**

	17-18	18-19	19-20	20-21	21-22	TOTALS
BIOL 203 – Nutrition	7.6	14.8	16.0	15.3	12.7	<b>66.4</b>
BIOL 257 - Human Anatomy & Physiology	24.8	21.7	18.4	15.4	17.7	<b>98.0</b>
BIOL 258 - Human Anatomy & Physiology Lab	15.3	14.2	11.9	10.3	11.6	<b>63.3</b>
HPER 204 - Intro to Athletic Training	0.8	1.5	1.9	1.5	2.0	<b>7.7</b>
HPER 207 - Care & Prevention of Athletic Injuries & Lab	0.0	0.2	0.0	0.9	0.9	<b>2.0</b>
PSYC 155 - General Psychology	46.1	45.6	44.7	38.0	36.7	<b>211.1</b>
<b>TOTALS</b>	<b>94.6</b>	<b>98.0</b>	<b>92.9</b>	<b>81.4</b>	<b>81.6</b>	<b>448.4</b>

**Grade Distribution and Withdraw Numbers/Percentages  
HPER 204 Introduction to Athletic Training**

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	8	13	14	8	13	<b>56</b>
B	2	5	11	5	9	<b>32</b>
C	1	2	1	8	3	<b>15</b>
D	0	0	0	0	5	<b>5</b>
F	1	0	0	1	0	<b>2</b>
I	0	0	0	0	0	<b>0</b>
W	0	1	2	0	0	<b>3</b>
WA	0	1	1	0	0	<b>2</b>
<b>TOTALS</b>	<b>12</b>	<b>22</b>	<b>29</b>	<b>22</b>	<b>30</b>	<b>115</b>
<b>ENROLLMENT</b>	12	22	29	22	30	<b>115</b>
<b>WITHDRAWS</b>	0	2	3	0	0	<b>5</b>
<b>WITHDRAW %</b>	<b>0%</b>	<b>9%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>

**HPER 207 Care & Prevention of Athletic Injury & Lab**

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	0	1	0	4	4	<b>9</b>
B	0	1	0	3	2	<b>6</b>
C	0	0	0	0	2	<b>2</b>
D	0	0	0	0	1	<b>1</b>
F	0	0	0	1	0	<b>1</b>
I	0	0	0	0	0	<b>0</b>
W	0	0	0	0	0	<b>0</b>
WA	0	0	0	1	0	<b>1</b>
<b>TOTALS</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>20</b>
<b>ENROLLMENT</b>	0	2	0	9	9	<b>20</b>
<b>WITHDRAWS</b>	0	0	0	1	0	<b>1</b>
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>11%</b>	<b>0%</b>	<b>5%</b>

**BIOL 258 Human Anatomy & Physiology Lab**

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	59	66	64	60	76	<b>325</b>
B	66	46	50	29	43	<b>234</b>
C	43	27	30	22	15	<b>137</b>
D	14	11	6	6	3	<b>40</b>
F	18	34	10	18	16	<b>96</b>
I	0	0	0	0	0	<b>0</b>
W	23	27	18	20	8	<b>96</b>
WA	6	2	0	0	13	<b>21</b>
<b>TOTALS</b>	<b>229</b>	<b>213</b>	<b>178</b>	<b>155</b>	<b>174</b>	<b>949</b>
<b>ENROLLMENT</b>	229	213	178	155	174	<b>949</b>
<b>WITHDRAWS</b>	29	29	18	20	21	<b>117</b>
<b>WITHDRAW %</b>	<b>13%</b>	<b>14%</b>	<b>10%</b>	<b>13%</b>	<b>12%</b>	<b>12%</b>

**BOL 257 Human Anatomy & Physiology**

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	61	44	39	57	77	<b>278</b>
B	44	42	59	39	40	<b>224</b>
C	55	51	48	20	22	<b>196</b>
D	31	18	10	6	8	<b>73</b>
F	26	35	13	15	12	<b>101</b>
I	0	0	0	0	0	<b>0</b>
W	24	24	15	17	8	<b>88</b>
WA	7	3	0	0	10	<b>20</b>
<b>TOTALS</b>	<b>248</b>	<b>217</b>	<b>184</b>	<b>154</b>	<b>177</b>	<b>980</b>
<b>ENROLLMENT</b>	248	217	184	154	177	<b>980</b>
<b>WITHDRAWS</b>	31	27	15	17	18	<b>108</b>
<b>WITHDRAW %</b>	<b>13%</b>	<b>12%</b>	<b>8%</b>	<b>11%</b>	<b>10%</b>	<b>11%</b>

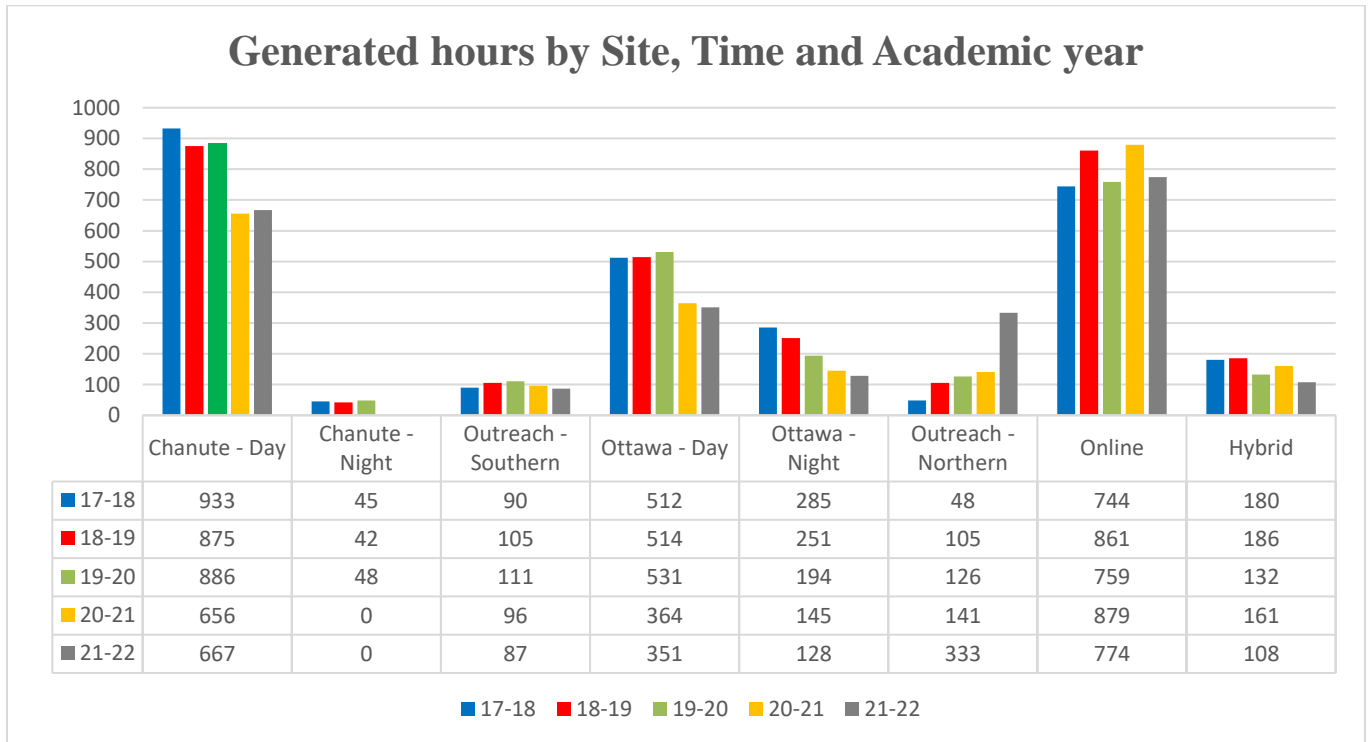
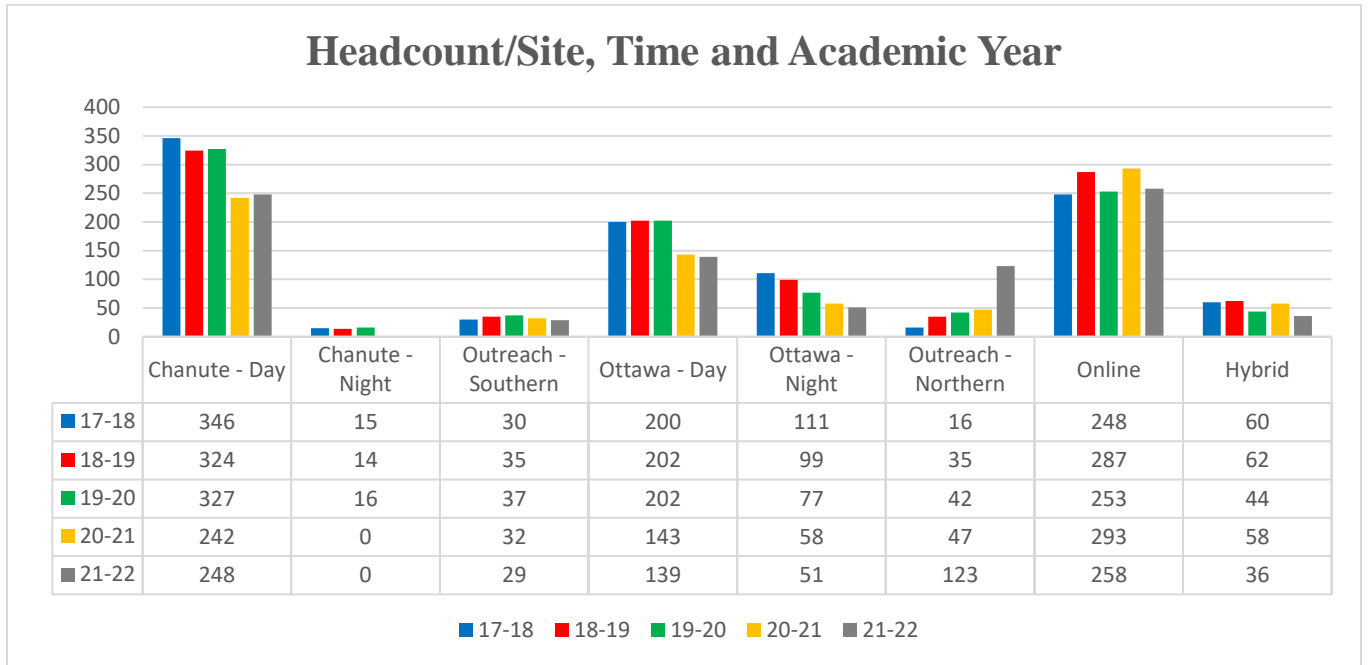
**BIOL 203 Nutrition**

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	43	86	87	84	51	<b>351</b>
B	11	24	41	23	30	<b>129</b>
C	8	16	13	9	18	<b>64</b>
D	4	4	3	8	9	<b>28</b>
F	9	17	13	25	11	<b>75</b>
I	0	0	0	0	0	<b>0</b>
W	1	1	2	4	1	<b>9</b>
WA	0	0	1	0	7	<b>8</b>
<b>TOTALS</b>	<b>76</b>	<b>148</b>	<b>160</b>	<b>153</b>	<b>127</b>	<b>664</b>
<b>ENROLLMENT</b>	76	148	160	153	127	<b>664</b>
<b>WITHDRAWS</b>	1	1	3	4	8	<b>17</b>
<b>WITHDRAW %</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>3%</b>	<b>6%</b>	<b>3%</b>

**PSYC General Psychology**

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	157	178	227	207	186	<b>955</b>
B	133	96	100	86	87	<b>502</b>
C	72	75	55	45	42	<b>289</b>
D	21	26	19	9	18	<b>93</b>
F	46	48	30	24	17	<b>165</b>
I	1	0	0	0	0	<b>1</b>
W	17	23	13	3	2	<b>58</b>
WA	14	10	3	6	15	<b>48</b>
<b>TOTALS</b>	<b>461</b>	<b>456</b>	<b>447</b>	<b>380</b>	<b>367</b>	<b>2111</b>
<b>ENROLLMENT</b>	461	456	447	380	367	<b>2111</b>
<b>WITHDRAWS</b>	31	33	16	9	17	<b>106</b>
<b>WITHDRAW %</b>	<b>7%</b>	<b>7%</b>	<b>4%</b>	<b>2%</b>	<b>5%</b>	<b>5%</b>

### Headcount and Generated Hours by Site, Time and Academic Year





**Instructor Information (2017-2021)****Fulltime Instructors****a) Athletic Training**

- Hiroko Matsuura (2017-2018)
- Yuya Nakamura (2019 – current)
- Takuya Suzuki (2021 – current)

**b) Biology (Human Anatomy & Physiology and Nutrition)**

- Michael Campbell (2017-2021)
- Sally Kittrell (2018-2021)
- Andrew Ouelette (2017-2021)
- Lindsay Reustle (2017)

**Nutrition**

- Steven Yuza (2017-2021)
- Michael Campbell (2017-2021)
- Michael Campbell (2017-2021)
- Andrew Ouelette (2017-2021)

**c) General Psychology**

- Mindy Covey (2017-2021)
- Mark Johnson (2019-2021)

**Adjunct Instructors****a) Athletic Training**

- Nicholas Nothern (2019 fall)

**b) Biology and Nutrition**

- Amanda Stinebaugh (2021)
- David Yoo (2021)
- Erin Laurie (2017-2021)

**b) Psychology**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Sunny Allen (2018-2021)</li> <li>• Kathleen Brennon (2018)</li> <li>• Janice Chaney (2018)</li> <li>• Jessie Fewins (2017-2021)</li> <li>• Tina Gehlen (2017-2021)</li> <li>• Andrew Haworth (2017)</li> <li>• Alexander Williams (2017-2021)</li> </ul> | <ul style="list-style-type: none"> <li>• Alison Nicole Jackson (2017-2021)</li> <li>• Joan Jorgensen (2017-2021)</li> <li>• Richard Mobley (2017-2021)</li> <li>• Stella Tharp (2017-2021)</li> </ul> |
|---|---|

The two instructors for the Athletic Training courses are currently also working with the athletic department as the Head Athletic Trainer and Assistant Athletic Trainer for approximately 250

student athletes. From 2017 to 2022, there have been a grand total of 4 instructors that have taught at Athletic Training core courses.

### Percentage of courses taught by full and part-time instructors

From 2017 to 2021, 27 Athletic Training courses have been taught. All 27 courses were taught by full-time instructors (92.6%) and part-time instructors (7.4%). 100% of Program Core Courses have been taught by Full-Time and adjunct faculty or part time instructors.

#### Athletic Training 27 credits (HPER 204 and 207)

Hiroko Matsuura (F)	9/27 = 33.33%
Yuya Nakamura (F)	10/27 = 37.04%
Takuya Suzuki (F)	6/27 = 22.22%
<b>Full time total %</b>	<b>92.59%</b>
Nicholas Nothern	2/27 = 7.41%
<b>Part time total %</b>	<b>7.41%</b>

#### Biology 459 credits (BIOL 257, 258 and 203)

##### Full-time Faculty (91%)

- Michael Campbell 208/459 = **45.31%**
- Sally Kittrell 40/459 = **8.71%**
- Andrew Ouellette 70/459 = **15.25%**
- Lindsay Reustle 20/459 = **4.35%**
- Steven Yuza 78/459 = **16.9%**

##### Adjunct Part time (9%)

- Erin Laurie 18/459 = **4%**
- Amanda Stinebaugh 15/459 = **3%**
- David Yoo 10/459 = **2%**

#### Psychology 408 credits (PSYC 155)

##### Full-time Faculty (29%)

- Mindy Covey 45/408 = **11%**
- Mark Johnson 75/408 = **18%**

##### Adjunct Part time (71%)

- Sunny Allen 18/408 = **4.4%**
- Kathleen Brennon 9/408 = **2.2%**
- Janice Chaney 3/408 = **0.7%**
- Jessie Fewins 30/408 = **7.35%**
- Andrew Haworth 3/398 = **0.7%**
- Tina Gehlen 21/395 = **5.1%**
- Allison Jackson 12/395 = **2.9%**
- Joan Jorgensen 39/395 = **9.8%**
- Richard Mobley 54/395 = **13.2%**
- Stella Tharp 30/408 = **7.35%**
- Alexander Williams 69/395 = **16.9%**

<b>Students in Athletic Training Major/Program Year</b>	<b>Number of Students</b>
2017	53
2018	51
2019	49
2020	48
2021	52
<b>Total</b>	<b>253</b>

### Number of Graduates

<b>Year</b>	<b>Number of Students</b>
2017	4
2018	9
2019	8
2020	6
2021	13
<b>Total</b>	<b>40</b>

### Cost Information (2017-21)

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

<b>Account</b>	<b>Description</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
11 5560 5 5200 602	Asst Prof-Athletic Trainer	\$29,925.20	\$31,168.14	\$34,853.60	\$29,337.28	\$37,832.00
11 5560 5 5200 661	Asst Prof-Athletic Trainer	\$41,917.00	\$44,593.00	\$45,337.00	\$53,451.57	\$46,288.00
11 5560 7 7020 000	Athletic Supplies	\$16,012.41	\$13,102.91	\$53,35.38	\$12,568.67	\$12,520.27
<b>Total</b>		<b>\$87,854.61</b>	<b>\$88,864.05</b>	<b>\$85,525.98</b>	<b>\$95,357.52</b>	<b>\$96,640.27</b>

## **Section 4: SWOT Analysis**

### **1) Strengths**

- Full-time faculty are available to teach all of the core classes.
- Program offers students the chance to learn fundamental athletic training knowledge and hands-on skills and techniques.
- 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 and advice based on the student's specific objectives and aspirations.
- The Neosho CCC AS Athletic Training degree is a traditional 2-year degree program. This program is designed to transfer to 4-year institutions for the purpose of completing a BS in Athletic Training, Exercise Science, Kinesiology, and any other health related field.

### **2) Weaknesses**

- Recently there has been low enrollment numbers in the advanced course (Care & Prevention of Athletic Injuries & Lab)
- Scheduling and delivery of courses are as flexible as possible with Athletic Training instructors. However, we are also expected to work around the numerous athletic teams' practice, travel and competition schedules.

### **3) Opportunities**

- Expand or add course offerings to increase enrollment in Athletic Training.

### **4) Threats**

- An accredited athletic training program in the baccalaureate level no longer exists due to a recent change in the entry level requirements for athletic training programs at the master's level. It is still beneficial to go to a junior college to study Athletic Training, but if a student wants to become a certified athletic trainer, she/he may change major or lose interest due to financial reasons.
- Currently, there are only two core athletic training courses offered by the Athletic Training instructors, a student may potentially lose interest due a few class.

### **5) Action Plan**

All of the following are targeted for completion by the end of the 2023 Fall Semester:

1. Explore additional options for offering athletic training courses to students on the Chanute Campus.
2. Revise the Program Assessment Matrix and improve Program Outcomes. The current matrix does not contain some of the core courses listed on the Program

Pathway: HPER 204 Introduction to Athletic Training and HPER 207 Care & Prevention of Athletic Injury & Lab.

3. Leverage the Athletic Training scholarships to increase recruiting and retention of students.
4. Enrollment in the core courses, especially HPER 207 class doesn't seem to match the number of students who are in this program or graduating from it (p10). We need to identify the students who declare this major so that we make sure they take the program courses.

## **Section 5: Justification/Recommendations for Program**

- A. The Athletic Training Program should be maintained. Because the program offers students the chance to learn fundamental athletic training knowledge and hands-on skills and techniques. Also, our program is designed to transfer to 4-year institutions for the purpose of completing a BS in Athletic Training, Exercise Science, Kinesiology, and any other health related field.
- B. There are currently no additional resources needed to maintain or strengthen the program.