

Comprehensive Program

Of

Athletic Training

For

2022-2023

Prepared by

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative: The athletic training program is designed to give students hands-on preparation for continuing their education at a CAATE accredited Athletic Training Program to pursue certification as an Athletic Trainer

1.2 Quantitative and Qualitative Data

Chart:

		2021-2022	2022-2023
Number of Faculty:			
	Full time	1	1
	Adjunct	1	1
Enrollment & Student credit hours by Faculty type:			
	Full Time	9	3
	Adjunct	18	7
Average Class size:			
	Face-to-Face classes	12.4	13
	Online classes	0	0
	All courses	12.4	13
Completion Rates:			
	Face-to-Face classes	95.16%	98.1%
	Online classes	0%	0%
	All courses	95.16%	98.1%
Pass ('D' or better) rates:			
	Face-to-Face classes	83.9%	92.2%
	Online classes	0%	0%
	All courses	83.9%	92.2%
Pass ('C' or better) rates:			
	Face-to-Face classes	79.66%	80.4%
	Online classes	0%	0%
	All courses	79.66%	80.4%
Number of Majors:		34	15
Degrees Awarded:		2	0
Retention within Program		3	4

Narrative:

While the number of majors went down, our retention increased. We believe it may be attributed to students changing majors to transfer or graduate quicker, while also keeping the athletic training students that want to continue in that career field.

2.0 External Constituency and Significant Trends

An important component of maintaining a 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.

- Include Advisory 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 (9.0).

2.1: Program Advisory Committee:

Narrative: N/A

2.2: 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.
- If this does not apply to your program, write “N/A.”

Narrative: N/A

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative: It is now required to have a master's degree in athletic training to sit for the BOC (board of certification) exam. The degree plan changed the degree from a bachelor's to a master's degree. These changes may influence student recruitment and retention. Students seeking a smaller class size and immediate hands-on experience may benefit greatly from this program.

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative: Upon completion of the Associate of Science with a focus on Athletic Training, the student will be able to:

- 1) Provide life saving measures until advanced medical care arrives.
 - a. This program outcome is tied to First Aid and Responding to Emergencies (ATH1013).
 - b. This program outcome is met when 70% of the students receive a grade of 'B' or better
 - c. AY2021-2022 – 63% of students achieved a grade of 'C' or better. Athletic Trainers did not previously teach this class.
 - d. AY2022-2023 – 94% of students achieved a grade of 'C' or better. Athletic Trainers did not previously teach this class.
 - e. In AY2021-2022 the program outcome was not met.
 - f. In A 2022-2023 the program outcome was likely met but no assessment data for a grade of 'B' or higher is reported.
- 2) Describe Common Injury and Illness
 - a. This program outcome is tied to Introduction to Athletic Training (ATH 1003) and Care and Prevention of Athletic Injuries (ATH 1103)
 - b. This program outcome is met when 70% of students receive a grade of 'C' or better
 - c. AY2021-2022 – Introduction to Athletic Training – 77% of students received a grade of 'C' or better.
 - d. AY2021-2022 – Care and Prevention of Athletic Injuries - 93% of students received a grade of 'C' or better.
 - e. AY2022-2023 – Introduction to Athletic Training – 70% of students received a grade of 'C' or better.

- f. AY2021-2022 – program outcome was met in both classes
 - g. AY 2022-2023 – program outcome was met in Introduction to Athletic Training
- 3) Complete clinical and observation hours within the Athletic Training Room working directly with student-athletes and a Certified Athletic Trainer
 - a. This program outcome is tied to Practicum in Athletic Training I (ATH1002) and II (ATH 2002)
 - b. This program outcome is met when 70% of students receive a grade of 'C' or better
 - i. Practicum I
 - 1. AY2021-2022 – 56% of students received a grade of 'C' or better.
 - 2. AY2022-2023 – 100% of students received a grade of 'C' or better
 - ii. Practicum II
 - 1. AY2021-2022 63% of students received a grade of 'C' or better.
 - 2. AY2022-2023 78% of students received a grade of 'C' or better
 - c. AY 2021-2022 – program outcome was not met for either class
 - d. AY 2022-2023 – program outcome was met for both classes
- 4) Identify the principles behind athletic training
 - a. This program outcome is tied to Introduction to Athletic Training (ATH 1003)
 - b. AY2021-2022 – Program outcome was met
 - c. AY2022-2023 - Program outcome was met
- 5) Recognize signs and symptoms, transmission and prevention of blood-borne pathogens, infectious agents and communicable disease.
 - a. This program outcome is tied to First Aid and Responding to Emergencies (ATH1013).
 - b. AY 2021-2022 – Program outcome was not met
 - c. AY 2022-2023 – Program outcome was likely met
- 6) Use correct medical nomenclature, abbreviations, directional and anatomical terms.
 - a. This program outcome is tied to Introduction to Athletic Training (ATH 1003) and Care and Prevention of Athletic Injuries (ATH 1103)
 - b. AY2021-2022 – program outcome was met for both classes
 - c. AY2022-2023 – program outcome was met in Introduction to Athletic Training
- 7) Describe the inflammatory process and tissue response to injury
 - a. . This program outcome is tied to Introduction to Athletic Training (ATH 1003)
 - b. AY2021-2022 – Program outcome was met
 - c. AY2022-2023 - Program outcome was met

First aid and responding to emergencies will teach students to provide life-saving measures until advanced medical care arrives. This class will also teach them to recognize signs, symptoms, transmission routes and how to prevent blood-borne pathogens, infectious agents and communicable diseases. This class also prepares students to take and be certified by the American Red Cross in Child and Adult First Aid, CPR and AED. Mastery is achieved if 70% of the students achieve an 80% on the associated material.

Introduction to Athletic Training and Care and Prevention of Athletic Injuries both review orthopedic anatomy, anatomical direction, and medical terminology. Introduction to Athletic Training focuses on identifying the principles behind athletic training and the science behind injuries. This includes the inflammatory response and response to injury which then bridges well into the care and prevention of injuries. Students will then learn to describe common injuries and learn how to treat them using various techniques. Mastery is achieved in these outcomes when 70% of the students receive a 80% or higher on the associated material.

Practicum in Athletic Training I and II provides the students with direct athlete care supervised by a licensed and certified Athletic Trainer. This enhances the students' learning by giving them hands on experience with ICC's athletes. The student must complete clinical hours and assignments regarding injuries witnessed and/or treated during their time. Mastery in the practicum classes is achieved when 70% of the students receive 70% or better.

4.0 Curriculum Reflection

4.1 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. 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)

Narrative:

The curriculum of the program involves many different aspects of athletic training. The 5 major practice domains of athletic training are included both in and out of the classroom:

1. Injury and illness prevention and wellness promotion:

Intro to Athletic Training teaches general wellness promotion and basic injury recognition

2. Examination, assessment, and diagnosis:

Care and Prevention of Athletic Injuries teaches how to evaluate and care for orthopedic injuries

3. Immediate and Emergency Care:

First Aid and Responding to Emergencies teaches and trains First Aid, CPR and AED response as well as emergency orthopedic response.

4. Therapeutic Intervention:

Athletic Training Practicum 1 and 2 both provide the student with hands on intervention and therapy of sports injuries directly with athletes which may include ice, heat, whirlpool, rehabilitation, soft tissue mobilization and compression modalities.

5. Health care administration and professional responsibility:

Primarily working within the athletic training room during practicum classes, students learn the administrative aspects of athletic training. This includes sports injury tracking and documentation, filing, following OSHA standards and HIPAA compliance.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Primarily within the athletic training practicum classes, students interact with all athletics staff and students as various points during their clinical hours. This experience places the student around other students from all over the world with various backgrounds that participate in ICC athletics. In addition, the student enrolled in athletic training may also be exposed to other health care professionals from around the world that have many different medical expertise. This interprofessional networking is crucial to those seeking future employment in a mixed sports and healthcare world.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

Through the vast network of exposure to athletes and coaches, we fulfill ICC's mission of providing and promoting excellent cultural enrichment and economic development to our student body. Our students have also entered the community within local healthcare organizations for shadowing opportunities. The opportunities provided thus far have been chiropractic, general medical, and orthopedic surgery.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

As an Athletic Training Program, we have continued partnering with local healthcare providers to help provide better healthcare for our students and student-athletes. This includes free chiropractic services, reduced cost of basic healthcare utilizing our school nurse and expediting the orthopedic evaluation and imaging process. Staff Athletic Trainers are also part of many ICC

committees including assessment, campus safety, professional development, and strategic planning.

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
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Explain why: We are currently successful within our program. A minor improvement would be the ability to add more anatomy teaching resources and more space within the athletic training room to provide a better learning environment. Our classes provide a strong base for those wanting to pursue athletic training, kinesiology, biomechanics, exercise science, strength and conditioning or other degrees.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

Long Term: Increase size and space of athletic training facility – In order to increase size and space, there would need to be a major renovation. A donation or grant may be able to fund this project. The increase in size is paramount to the success of our athletic training program and will additionally benefit our student-athletes. The bigger space will provide more room for athlete recovery, a HIPAA compliant office and an educational area.

We are currently working with a contractor to modify the Athletic Training room. This will provide us with private office space to store files, have private conversations, and provide students and athletic training staff with much-needed office hours and space.

Short Term: Build a partnership with Independence High School to help increase enrollment and exposure of athletic training. I will begin a conversation with our Athletic Director and their Athletic Director to help create this partnership. The increased enrollment can be measured over the years easily.

A second short term goal is to build a partnership with Kansas Athletic Training Programs and make us a host-site for their athletic training students pursuing a master's degree.

7.0 Fiscal Resource 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)
- Expenditures and Revenue
- Extraordinary Costs
- 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

Programs should not include salary or fringe benefits here

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.

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Skeleton Model	Teaching Orthopedic Anatomy	\$200	
Musculoskeletal Models	Teaching Orthopedic Anatomy	\$200	
Anatomy Posters	Teaching Orthopedic Anatomy	\$100	

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
High Low Table	Ergonomics, diversity, inclusion, orthopedic evaluation	\$2,000	

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (i.e., an X-ray machine for a radiology program, alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Aq animal programs)
- program-specific consumable materials (i.e., the specialty paint used in an automotive collision repair program, metal for welding, food for culinary programs, fuel for CDL, feed for Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned)
- depreciation on equipment if applicable (equipment for which depreciation is listed should also be listed)
- personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing
- accreditation fees specific to the program (that are not included in fees charged to students)
- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

- salaries, travel, professional development costs, marketing costs,
- instructional materials/curriculum,
- computer software or subscriptions,
- classroom resources such as books/DVD's/manuals,
- facilities-based services or facility modifications/upgrades,
- audio/video equipment,
- printers, paper, pens,
- computers/laptops,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year
Tape		

8.0 Authorship and Oversight

8.1 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: Current assistant athletic trainer Samantha Quay aided in the process to review. Anita has also provided significant data to help guide the review process.

8.2 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:

Brian Southworth, PRC Member. 7.9.2024: I agree with the findings of this program review.

I agree with the findings of this program review. Taylor C. Crawshaw

9.0 Appendices

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