



**ACADEMIC  
PROGRAM REVIEW  
REPORT**

Athletic Training  
AS-Athletic Training

**May 2019**



### Signature Page and Archiving

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Vice President of Instruction

Date

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Vice President of Institutional Effectiveness & Accountability

Date

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President

Date

#### Archiving:

***Division Leader submits to VP of Institutional Effectiveness & Accountability.***

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page



## Program Review Faculty and Dean Verification

***I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:***

|                         |            |
|-------------------------|------------|
| _____                   | Date _____ |
| <i>Program Director</i> |            |
| _____                   | Date _____ |
| _____                   | Date _____ |
| _____                   | Date _____ |
| _____                   | Date _____ |

***I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.***

|                        |            |
|------------------------|------------|
| _____                  | Date _____ |
| <i>Division Leader</i> |            |

***As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:***

|             |            |
|-------------|------------|
| _____       | Date _____ |
| <i>Dean</i> |            |

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

## **Component A - Mission and Context**

**A.1 Program Mission and Purpose** State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The GCCC Athletic training program is dedicated to maintaining an educational program that meets the standards and guidelines set forth by the following governing bodies: National Athletic Training Association (NATA), Board of Certification (BOC), Kansas State Board of Healing Arts, Kansas Athletic Training Society (KATS), and the Mid America Athletic Training Association (MAATA).

The GCCC Athletic Training program includes both didactic and clinical components. The clinical education allows the athletic training students to apply theories and concepts learning in the classroom.

The clinical education includes clinical hours with a variety of athletic teams at the community college level. These experiences are invaluable in preparing the student for admission to a Bachelor's degree program and for future employment opportunities.

According to the NATA, "The demand for athletic trainers across all practice settings is increasing, and the Bureau of Labor Statistics (BLS) estimates that the athletic training profession will grow 21% by 2022<sup>1</sup>. There is tremendous opportunity for job growth in the secondary school setting as NATA advocates for the gold standard of at least one full time athletic trainer in each secondary school.

As parents, athletes, coaches and school administrators become more aware of the long term effects of concussion and injury, the importance of youth sports safety and the effectiveness of athletic trainers in prevention and rehabilitation, more schools are demanding full time athletic trainers to keep student athletes safe.

Additionally, health care reform has urged physician clinics and hospitals to pursue the most cost-effective means of patient care. By adding athletic trainers to staff, clinics and hospitals are able to capitalize on the clinical efficiencies of athletic trainers. ATs, when used effectively, can increase patient throughput, improve patient satisfaction and help the physician have a better work/life balance.

Athletic trainers continue to demonstrate their effectiveness in growing practice settings such as performing arts, military, public safety and occupational health. Athletic trainers keep injury rates down and keep employees healthy on the job, which is critical for these employers."

**A.2 Progress Since Last Review** Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) ([Template Appendix A](#)), as well as the Administrative Response to those goals ([Template Appendix B](#)), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

To date an academic review of the athletic training program has not been filed. The past division leaders report having begun, but never completing the formal process. The last report of any kind on file in the Office of the Academic Dean is a comprehensive review of the Health, Physical Education, and Recreation Division completed in SP88. According to this review, the athletic training program was established in

AY1987-88, but no other information specific to the program (rationale for courses, need for the program, etc.) was provided.

**NOTE:** The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs **may** choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs **must** specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

**Data queries can be found in Earth Reports under Accreditation in the Program Review folder.**

## Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

**B.1 Faculty Qualifications:** Faculty listed below are those who taught courses for the program within the 17-18 academic year as well as those on the 18-19 faculty roster from the Dean's office as of November 1<sup>st</sup>. (Insert rows as needed).

| Faculty Qualifications |   |   |  |
|------------------------|---|---|--|
| Name of Faculty Member | Highest Degree Earned and Date of Acquisition (provided by dept.) | Institution of highest degree (provided by dept.) | Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications  |
| <b>Full-Time</b>       |   |   |  |
| Adams, Karen           | MS, 2006  | Barry University                                  | FL Teaching Certificate (6-12 Math, Social Science), APA member  |
| Salazar, Nick          | MS, 2004  | University of New Mexico                          | NM Teaching Certificate (K-12 Physical Education)  |
| <b>Part-Time</b>       |   |   |  |
| Altman, Jordan         | BA, 2007  | Creighton University                              |  |
| Greathouse, Gregory    | MS, 1993  | Friends University                                | ATC nationally certified, LAT certified, American Red Cross Instructor, Professional Rescuer Certified |
| Horton, Thomas         | MA, 2005  | University of Nebraska Omaha                      | ATC nationally certified, Professional Rescuer Certified   |
| Long, Charles          | M.Ed., 1989   | Mississippi College                               |  |
| Marshall, Douglas      | BS, 2011  | Emporia State University                          |  |
| McCarthy, Mandy        | MS, 2018  | South Dakota State University                     | ATC nationally certified, Professional Rescuer Certified   |
| Mitchell, Charinee     | MA, 2011  | Southeastern Louisiana University                 |  |
| Tasch, Alexander       |   |   |  |
| Wenzel, Leslie         | MS, 2005  | United States Sports Academy                      |  |



## B.2 Faculty Demographics

| Faculty Demographics  |           |      |           |      |        |      |
|---|-----------|------|-----------|------|--------|------|
|   | Full-time |      | Part-time |      | Total  |      |
|   | Female    | Male | Female    | Male | Female | Male |
| a.) Faculty who are   | 0         | 0    | 0         | 0    | 0      | 0    |
| Non-resident (International)  | 0         | 0    | 0         | 0    | 0      | 0    |
| Asian   | 0         | 0    | 0         | 0    | 0      | 0    |
| Black, non-Hispanic   | 0         | 0    | 1         | 1    | 1      | 1    |
| Hispanic  | 0         | 0    | 0         | 0    | 0      | 0    |
| American Indian or<br>Alaska Native   | 0         | 0    | 0         | 0    | 0      | 0    |
| Native Hawaiian /<br>Pacific Islander   | 0         | 0    | 0         | 0    | 0      | 0    |
| Two or more races   | 0         | 1    | 0         | 0    | 0      | 1    |
| Race/Ethnicity Unknown<br>(Or Decline to Identify)  | 0         | 0    | 0         | 0    | 0      | 0    |
| White, non-Hispanic   | 1         | 0    | 2         | 4    | 3      | 4    |
| Totals  | 1         | 1    | 3         | 5    | 4      | 6    |
| c.) Number of faculty with doctorate<br>or other terminal degree                            | 0         | 0    | 0         | 0    | 0      | 0    |
| d.) Number of faculty whose highest<br>degree is a master's, but not a<br>terminal master's | 1         | 1    | 3         | 2    | 4      | 3    |
| e.) Number of faculty whose highest<br>degree is a bachelor's                               | 0         | 0    | 2         | 0    | 0      | 2    |

**B.3 Faculty Scholarship:** Provide, in tabular or report format, a comprehensive record of faculty scholarship for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

**Karen Adams:**

Appointed Director of Campus Wellness, 2019  
 Curriculum and Instruction Committee, 2019  
 Faculty Rookie of the Year Nominee, 2018-19  
 Continuing Education- Diversity, Critical Thinking, Online Learning, 2018-19

**Nick Salazar:**

Garden City Recreation Commission Board Member, 2018-current  
 Continuing Ed.- Critical Thinking, Teaching Students to Ask Questions, School Redesign, 2018-19  
 Division Leader, 2017-Current

**Greg Greathouse:**

NATA Certified- This certification requires an annual commitment of 25 hours of professional development through the National Athletic Trainers Association.

Professional Rescuer Certified- First Aid and CPR

**Thomas Horton:**

NATA Certified- This certification requires an annual commitment of 25 hours of professional development through the National Athletic Trainers Association.

Professional Rescuer Certified- First Aid and CPR

**Mandy McCarthy:**

NATA Certified- This certification requires an annual commitment of 25 hours of professional development through the National Athletic Trainers Association.

Professional Rescuer Certified- First Aid and CPR

**B.4 Department Scholarship Analysis:** State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

There is not a comprehensive review of the athletic training program currently on file. The only previous review on record was a comprehensive review of the entire Health, Physical Education, and Recreation (HPER) division completed on February 22, 1988. There were no specific goals set within that review pertaining to faculty scholarship.

**B.5 Analysis of Faculty Qualifications:** From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

Faculty qualifications will always present unique challenges in this department because of the variety of content areas that fall under the overall jurisdiction of the department (i.e. Health, Physical Education, and Recreation). Further, under those designations lie a variety of distinct content areas. Currently, the department only has one full-time faculty member assigned to it specifically. Karen Adams, is a fulltime faculty member but is split between both the HPER and Social Science departments.

Therefore historically and currently, the HPER department has been completely reliant on athletic coaches serving in roles as adjunct instructors in order to deliver instruction. This practice has led to two areas of concern with relation to faculty qualifications. First, there has certainly been circumstances in which an instructor may have been teaching content he or she is not considered an expert in, and, in a few circumstances, the instructors chosen to teach a course had only a baccalaureate-level education. Second, the nature of collegiate athletics also brings with it a culture of turnover. Coaches, of whom this department is still reliant on, come and go. When they go, the process of finding new instructors, placing them in courses, having them adopt program norms and standards, and maintaining rigor and continuity continues to be a challenge.

The current make-up of adjunct instructors includes three NATA (National Athletic Trainers Association) certified trainers serving as instructors. Collectively, those instructors have more than 30 years of work experience in the industry. Through their national and state certification processes, all athletic trainers are required a minimum of 25 yearly continuing education units thereby ensuring that the information and skills they are providing the students is as current as possible. Furthermore, the current faculty roster boasts academic credentials from a variety of universities across the country. This variety ensures that the instruction the students currently completing the program receive is varied and represents many different perspectives.

The current faculty roster demonstrates a model of diversity. Over the last five years, the students that make up this program have received instruction from faculty of both genders, and of several different ethnic and cultural perspectives.

**B.6 Full-Time Faculty Workload:** For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

| Faculty Workload (over past 5 years, ending Academic Year 2016-17) |                       |       |       |       |       |   |       |       |       |       |
|--|-----------------------|-------|-------|-------|-------|---|-------|-------|-------|-------|
| Name of Full-Time Faculty  | Semester Credit Hours |       |       |       |       | Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks) |       |       |       |       |
|  | Academic Year         | 13-14 | 14-15 | 15-16 | 16-17 | 17-18   | 13-14 | 14-15 | 15-16 | 16-17 |
| Adams, Karen   | 0                     | 0     | 0     | 0     | 6     |   |       |       |       |       |
| Salazar, Nick  | 0                     | 0     | 0     | 0     | 57    |   |       |       |       | DL    |

**B.6.1 Analysis of Faculty Workload:** In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

In AY17-18 the Athletic Training program (and HPER division as a whole), hired Nick Salazar as its first and only full-time faculty member. He, along with Karen Adams, a full-time Social Science instructor with HPER credentials, have taken on most of the of the program's introductory required courses (i.e., Health Education, Basic Nutrition). The athletic department's three certified athletic trainers are, and will continue to serve as the adjunct instructors, and teach the higher-level athletic training content courses.

The introduction of Nick Salazar and Karen Adams into the program has brought further credibility and stability to the program at the introductory-levels.

Concerns, in relation to workload, moving forward lie in a couple of areas. In order for the HPER department to continue to function, a variety of courses must continually be taught. With only one full-time faculty member assigned specifically to HPER, there will always be pressure to spread that person thinly in terms of number of preps and administrative duties. Second, the program will always be beholden to athletic coaches and trainers to provide instruction. Sometimes, the department has to "take what it can get" in terms of instructors in order to ensure students have the necessary classes they need in order to complete the program. This leaves the possibility that the quality of instruction we are providing to our students may be sacrificed. It is also worth noting that when coaches and trainers serve as adjunct instructors teaching is not their primary focus nor is it their full-time job.

**B.7 Percentage of courses taught by each faculty classification:** The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

| Percentage of Courses Taught by Faculty |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
| Faculty Classification as of November 1 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Full-Time                               | 0.0%    | 0.0%    | 0.0%    | 0.0%    | 43.75%  |
| Part-time                               | 100.0%  | 100.0%  | 100.0%  | 100.0%  | 56.25%  |
| TOTAL                                   | 100%    | 100%    | 100%    | 100%    | 100%    |

**B.8 Student Faculty Ratio:** The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

| Student: Faculty Ratio          |         |         |         |         |         |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Year                   | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| # of Full-Time Faculty          | 0       | 0       | 0       | 0       | 1       |
| # of Part-time                  | 5       | 6       | 6       | 8       | 4       |
| FTE Faculty                     | 1.67    | 2.00    | 2.00    | 2.67    | 2.33    |
| # of Full-Time Students         | 19      | 16      | 20      | 10      | 11      |
| # of Part-Time Students         | 4       | 12      | 12      | 18      | 13      |
| FTE Student                     | 20      | 20      | 24      | 16      | 15      |
| FTE Student: FTE Faculty Ratio* | 12:1    | 10:1    | 12:1    | 6:1     | 7:1     |

\*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

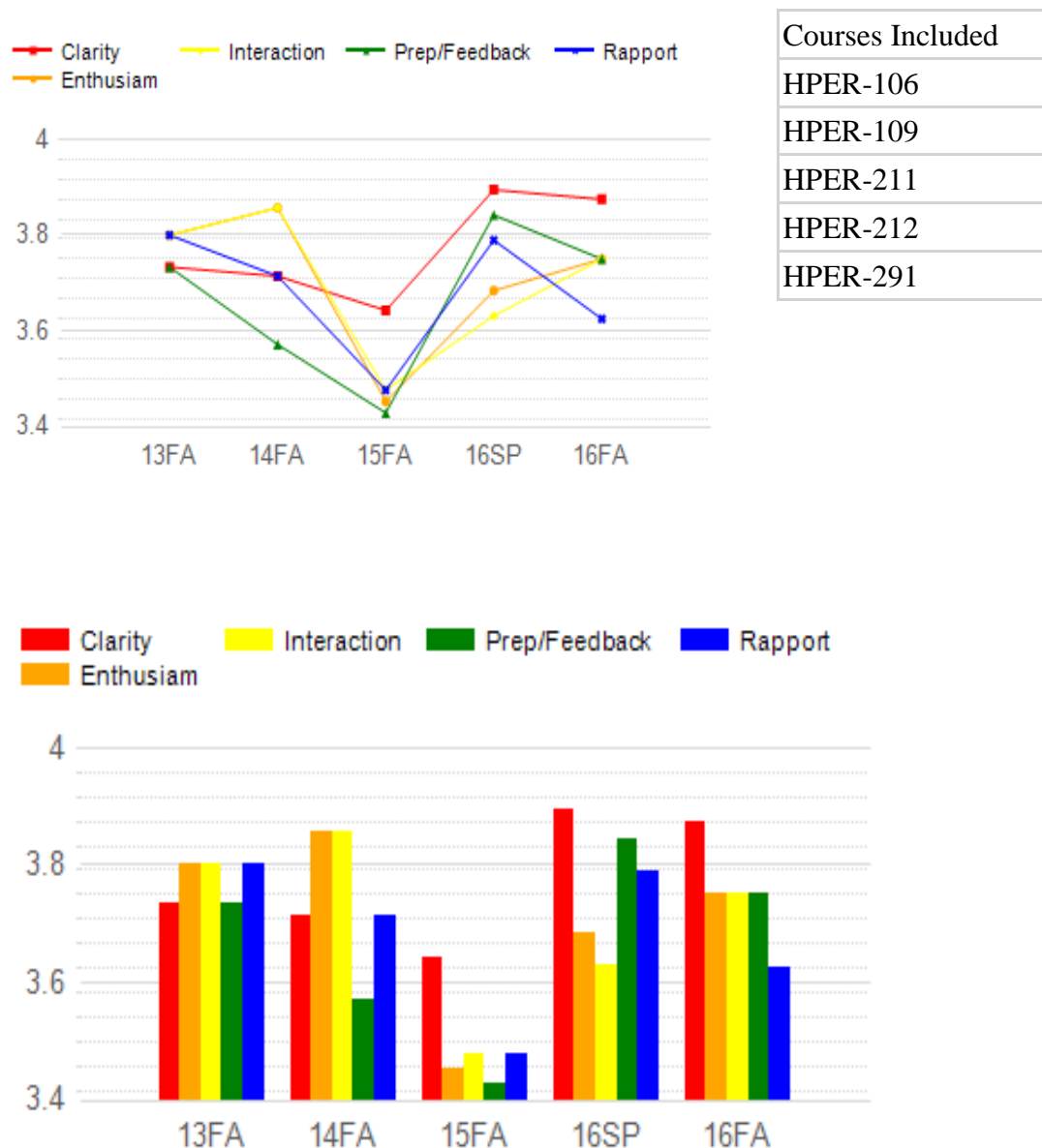
**B.8.1 Analysis of Faculty Distribution:** Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

Currently, the program is operating effectively with Nick Salazar serving as the only a full-time faculty member along-side Karen Adams, Greg Greathouse and other adjunct faculty members. The program has a current roster of instructors who are delivering effective and rigorous instruction, and are doing so in courses they are completely comfortable with.

Is this model sustainable long-term? The answer is probably not. With the culture of athletics being so nomadic, having a consistent, capable faculty for this program will always be both a balancing act and a challenge.

However, at the present time, meeting each of our student's diverse needs with a current student to faculty ratio at 7:1, is not a serious concern.

**B.9 Summary of Teaching Effectiveness:** The following figure includes data derived from student end of course evaluations for the program.



**B.10 Other Evidence of Faculty Effectiveness:** Programs may provide additional evidence (not anecdote) of faculty effectiveness.

The student end of course evaluations are currently all of the data the program has to assess the quality of instruction. In future reviews, faculty generated course reviews can be included in this assessment.

**B.11 Analysis of Teaching Effectiveness:** Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

With the current assessment framework the program now has in place, we are in the process of establishing baselines for faculty effectiveness.

However, based on the eWalkthrough data conducted to this point, the following trends appear to be developing: Lack of rigor in the classroom on a daily basis, and an over-reliance on instructor-centered activities especially traditional forms of lecturing/notetaking. These trends indicate that professional development in these areas are needed for the instructors in this program.

The online campus continues to place program offerings on its line schedule without having an instructor secured. This practice has forced both full-time faculty and adjuncts to take on a program-required course without adequate instructional planning or design time and has forced ill-suited adjunct instructors to be asked to teach courses. Delivering effective online courses requires a talented instructor and a great deal of developmental hours. The continued practice of asking an instructor to teach a class without adequate preparation time is likely to impact future results regarding instructor effectiveness.

**B.12 Faculty Summary Analysis:** Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

There has been a high degree of inconsistency in regard to what instructors were teaching the introductory courses of this program. The faculty roster over the last five years, while a model of diversity, was made up of a mishmash of athletic coaches whose credentials to teach were sometimes questionable. This concern is well on its way to being rectified with the hiring of a full-time faculty member into the department.

In order to maintain the long-term stability of the program, an additional full-time faculty member, specific to athletic training, is likely needed to insure the students continue to receive high quality of instruction in the event that the faculty roster continues to consistently turn over at the rate it does.

Analysis of the teaching and learning within the program over the last five years is challenging because a comprehensive program review has not been completed since SP88. Furthermore, program assessment, and even teacher evaluation procedures have been spotty at best. Again, it has only been since FA18 that this program has been critiqued, changed, and evaluation procedures put into place. Not until SP19 will suitable data be available for review.

The eWalkthrough system has revealed that while this particular group of instructors are having success in the classrooms in many ways, questions linger. These questions center primarily around the overall rigor in the classrooms on a daily basis. To date, an eWalkthrough evaluation has not been completed where a class was engaged in an activity in which analysis, evaluation, or creativity was expected. While this could be a phenomenon that is the byproduct of a new and still evolving tool and process, it is the professional opinion of the division leader that most classrooms are reliant on activities focused both on lower-level Bloom skills and instructor-centered instruction.

The changes made to the program immediately preceding this review are expected to resolve most of the issues outlined in section B. Further and continued professional development, particularly in the areas of rigor, and student-centered activities is needed. The department and program would desire to have more oversight of online offerings and faculty. This would likely require a change in current institution policy.

## ***Component C - Quality of Curriculum and Student Learning***

**C.1 Curriculum Structure:** Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The following is a list of courses required to complete the Athletic Training program. At completion, the student will be awarded an Associates of Science Degree with an emphasis of Athletic Training.

HPER-106: Health Education

HPER-109: First Aid & CPR

HPER-211: Prevention and Care of Athletic Injuries

HPER-212: Athletic Training Practicum

HPER-280: Introduction to Kinesiology

The following is a list of courses routinely offered during the academic year that the program and its faculty highly recommend, but do not require for completion:

HPER-115: Nutrition

HPER-210: Introduction to Sport Science

HPER-281: Introduction to Exercise Science

BIOL-211: Anatomy & Physiology I

BIOL-212: Anatomy & Physiology II

An informal survey of the surrounding community colleges revealed discrepancies between athletic training program requirements and course offerings. For example, according to their 2018-2020 catalog, a student at Colby Community College (Colby, KS) can complete an Associate's Degree with an athletic training emphasis without taking a course specific to athletic training. At Dodge City Community College (Dodge City, KS), a student is required to complete 11-credit hours of specific athletic training courses in order to complete their program. Many of the required courses are 1-credit hour lab courses that cover material that our program covers in a 3-credit hour introductory course.

Looking at the University level, the current courses that make up our program are common. Where you find discrepancy between all Universities lies in what year of the curriculum a course should be taught. Some of the courses, currently required in our program most closely equate to a 300 or 400 level course at some universities. That being said, one would be very hard-pressed to find any degree of consistency among universities in regard to this issue. It is the belief of our faculty that the breadth of courses making up our program are current and most-aptly prepare an aspiring athletic trainer for admission to a four-year program.

There is no formal process in place to assure the program offerings are current. However, with the stringent professional development demands that all certified athletic trainers must go through to keep up their state and national certifications, the program and its faculty are confident in their abilities to recognize changes in industry norms and evolve the program accordingly.



**C.2 Assessment of Student Learning:** Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

AY 2018-19 Annual Program Assessment (Appendix C)

The program has not yet generated an Annual Assessment Report (Appendix D)

### C.3 Curriculum Map of Program Student Learning Outcomes:

| Athletic Training  |                  | <i>Course to Program Map</i>   |   |  |   |   |
|--|------------------|--|---|--|---|---|
| Program Outcomes: Upon completion of the program, graduates will be able to... | Essential Skills | demonstrate a basic understanding of the body system's reaction to the rigors of stress. | demonstrate the ability to think critically and provide a hypothesis of common athletic injuries and illness. | demonstrate the ability to perform the differing techniques of preventive taping, bracing, and wrapping. | demonstrate the ability to handle emergent and life-threatening situations. | demonstrate an understanding of the rigors and norms of the athletic training profession. |
| Courses  |                  |  |   |  |   |   |
| HPER 106: Health Ed.   | 12345            | M, A   | I, R  |  |   |   |
| HPER 109: First Aid  | 12345            | R  | I, R  | R  | I, R, M, A  | I, R  |
| HPER 211: Prevention & Care  | 1345             | I, R   | I, R  | I, R, M, A   | I, M, A   | I, R  |
| HPER 212: Training Practicum   | 345              | M, A   | M, A  | M, A   | R, M, A   | M, A  |
| HPER 280: Intro to Kinesiology   | 123              | R  | R   | R  |   |   |

**C.4 Assessment of Curricular Effectiveness:** Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

Prior to FA18, there is no evidence that program-level outcomes or a program specific curriculum map existed. The comprehensive review of the HPER division completed in SP88, references that it was during that academic year that the athletic training program was first created. However, no information is provided on what process was used, or the rationale behind what courses were included in the program requirements. The requirements selected at that point did not change until FA18.

Working closely with the program's three resident certified athletic trainers, a full review of the program's courses and requirements was completed in SP18. Those discussions resulted in updated program-level outcomes, a new curriculum map (Table C.3), and the formulation of a new course entitled HPER-280: Kinesiology.

Until the program has completed several cycles of data reflecting the SP18 changes, there will be no plans to change the curriculum as it exists.

**C.5 Assessment of Diversity in the Curriculum:** Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

Because "Diversity" is one of the institution's essential skills, all instructors in the program have been encouraged to find as many organic opportunities as possible to discuss diversity-related issues. During AY18-19, HPER 212: Athletic Training Practicum volunteered to assess this skill for the general education sub-committee. The results of this assessment are forthcoming after the SP19 semester.

Due to the nature of college athletics, athletic training students must daily interact with people who, often times, come from ethnic and cultural backgrounds very different from their own. In this regard, diversity is heavily embedded in the current program. In HPER 212: Athletic Training Practicum course, which serves as a capstone course for the program, students are required to provide health-care to all of the college's varsity athletes. Needless to say, the opportunities to apply the concepts of cultural and ethnic sensitivity while enrolled in this course are numerous.

It is worth mentioning, however, that there is more to diversity than what has been outlined above. The institution would be wise to provide further clarification about what, if any, other kinds of diversity the faculty should be addressing with the students. Currently, the program acknowledges that little discussion is taking place in the classroom regarding socio-economic status, gender, religious, or sexual orientation. However, because athletic training is fundamentally about service to people, those discussions could happen very organically in the courses currently being taught.

**C.6 Use of Continuous Assessment for Educational Effectiveness:** Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

All of the program's courses are regularly completing an end of the semester course assessment in which a few instructor-selected student learning outcomes (SLOs) are measured. This process will allow the instructor to think critically and reflect about his or her teaching in relation to the SLOs. The program will encourage the instructor to use the results of the course assessments to tweak and/or change techniques of instruction. The first course assessment of the Kinesiology class is forthcoming at the completion of SP19.

The first annual program assessment will be completed after the SP19 semester. Through this process, the program hopes to identify which, if any, of the program-level outcomes the students are receiving deficient instruction in, or if changes need to be made to the outcomes themselves. Moving forward, it would be the results of these assessment processes that would drive program-level decisions.

The process recently put into place by the administration of the institution is best practice; it is currently too early in the cycle to change it. Using data to drive decisions is prudent and the future of education, and the program's current practice is to do that. However, further training is needed within the program to teach division-leaders and instructors how to correctly make and manage data-based decisions.

## Component D: Student Enrollment and Success

**D.1 Student Enrollment:** The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

| As of Fall Census                        | 2013-14 |      | 2014-15 |      | 2015-16 |      | 2016-17 |      | 2017-18 |      | Totals |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|--------|
|  | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |        |
| Non-resident (International)             | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 2    | 1       | 6    | 11     |
| Asian                                    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0      |
| Black, non-Hispanic                      | 1       | 5    | 1       | 10   | 1       | 14   | 3       | 13   | 4       | 17   | 69     |
| Hispanic                                 | 5       | 7    | 1       | 7    | 3       | 7    | 3       | 4    | 2       | 9    | 48     |
| American Indian or Alaska Native         | 0       | 0    | 0       | 1    | 0       | 0    | 0       | 0    | 0       | 0    | 1      |
| Native Hawaiian / Other Pacific Islander | 0       | 0    | 0       | 0    | 0       | 0    | 1       | 0    | 0       | 1    | 2      |
| Two or more races                        | 1       | 0    | 0       | 3    | 1       | 2    | 1       | 1    | 1       | 0    | 1      |
| Race/ethnicity Unknown                   | 0       | 0    | 0       | 1    | 0       | 0    | 0       | 0    | 0       | 0    | 1      |
| White, non-Hispanic                      | 5       | 12   | 3       | 11   | 1       | 9    | 4       | 7    | 4       | 7    | 63     |
| <i>Totals</i>                            | 12      | 24   | 5       | 33   | 6       | 34   | 12      | 27   | 12      | 40   |        |

**D.2 Recruitment and Enrollment:** Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

The program has consistently grown over the last five years. The fact that Black, non-Hispanic males continue to be the largest population of student the program serves is a direct result of the demographic make-up of the athletic department. The athletic training program remains a popular choice of emphasis for many of the institution's student athletes. Overall, the current ethnic make-up of the program is congruent with the population of the institution as a whole. It is a cause for concern that the program seems to have failed in the attraction of more female participants into the program.

With the continuing concerns about healthcare and their costs, most projections indicate an increased demand for both athletic trainers and physical therapists by 2026. According to the Bureau of Labor Statistics, the anticipated employment changes for athletic trainers from 2016-2026 will be +22.8% nationally. The program would expect to continue the growth trends we have seen over the last five years (Table D.1).

An area with which the program's recruitment efforts can focus could be women. The number of women participating in the program has remained relatively flat over the last five years, and has consistently been

well behind the number of men. Nationally, more women are completing degrees and beginning careers as certified athletic trainers.

**D.3 Student Fit with Program Mission:** Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

The student qualities the program most readily seeks from its students would include empathy, work ethic, professional ethics, and a willingness to serve people. Unfortunately, it can be very hard to assess a student's willingness to demonstrate or his or her development of these critical qualities. The program also does not believe that any of the data provided can fully paint a picture of the quality of student completing the program. What the data does tell us is that athletic training students are also a model of ethnic diversity; the typical athletic training student carries anywhere from a 2.2-3.3 GPA. The small population of females the program has served over the last five years carry a higher GPA than the males.

With the changes made to the program prior to FA18, program graduates will have to complete and pass HPER 280: Introduction to Kinesiology and will have the opportunity to take HPER 281: Introduction to Exercise Science. Both of these courses require an introductory Biology or Anatomy & Physiology course. Thereby putting an even greater emphasis on understanding the biological sciences within the program. The program expects that this has the potential to greatly effect that caliber of the students completing the program.

**D.4 Student Organizations:** Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

There is cohesion between the program and the student-athletic trainer program run by the athletic department. Currently 10-12 students every semester are provided a scholarship for serving as student athletic trainers under the mentorship of the school's certified athletic trainers. While serving as a student-athletic trainer is not required of the program, doing so gives the student invaluable hands-on experience working in the field. It is experience that most freshman and sophomore students would have unlikely gotten had they enrolled in a four-year institution directly out of high school. It is the opportunity to receive a tuition and books scholarship and serve as a student athletic trainer that is one of the pillars of the program's current recruiting efforts.

**D.5 Student Assistance:** Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

Tuition and books scholarships are available for those students who serve as a student-athletic trainer while completing the program. Working alongside of, being taught by, and being academically advised by one of our four resident certified athletic trainers can be invaluable to the students in the program.

As with all students of the institution, the athletic training students have access to the CLC tutoring center located in the campus library, the campus writing center located in the Pauline Joyce Fine Arts Building, and faculty-monitored study tables. Eligible students are also encouraged to apply to the on-campus Student Support Services TRiO program.

All faculty has access to a program embedded into the LMS called Dropout Detective where alerts, notes,

and concerns over student attendance and classroom performance can be reported and logged. The Campus Director of Student Success carefully tracks, checks, and follows up with students the faculty have expressed concern over.

**D.6 Student and Alumni Achievement:** Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

A review of the program has not taken place. Nor is there a formal process in place to track and communicate with alumni. All information the program has about alumni has come from informal, word-of-mouth, mechanisms.

Greg Greathouse, a graduate of the program, has served as both the assistant and head athletic trainer at Garden City Community College and is one of the program's primary adjunct instructors.

Carol Osgood, a graduate of the program, served as the assistant athletic trainer at Garden City Community College from 2016-18.

Madison Silva, a graduate of the program who went on to complete her Bachelor's degree in athletic training at Washburn University, was named the head athletic trainer at Garden City High School prior to AY2018-19

**D.7 GPA Trend Analysis by Ethnicity:** Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

| GPA Trend                                |                              |          |                              |          |                              |          |                              |          |                              |          |
|--|------------------------------|----------|------------------------------|----------|------------------------------|----------|------------------------------|----------|------------------------------|----------|
|  | 2013-14                      |          | 2014-15                      |          | 2015-16                      |          | 2016-17                      |          | 2017-18                      |          |
|  | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg |
| Non-resident (International)             | N/A                          | N/A      | N/A                          | N/A      | 2.968                        | 3.210    | 2.295                        | 2.997    | 2.652                        | 2.941    |
| Asian                                    | N/A                          | N/A      | N/A                          | N/A      | N/A                          | N/A      | N/A                          | N/A      | N/A                          | N/A      |
| Black, non-Hispanic                      | 2.7                          | 2.2      | 2.7                          | 2.4      | 2.3                          | 2.6      | 2.5                          | 2.4      | 2.7                          | 2.3      |
| Hispanic                                 | 2.7                          | 2.7      | 2.3                          | 2.7      | 2.3                          | 2.8      | 2.7                          | 2.7      | 2.3                          | 2.8      |
| American Indian or Alaska Native         | N/A                          | N/A      | 2.962                        | 3.1      | N/A                          | N/A      | N/A                          | N/A      | N/A                          | N/A      |
| Native Hawaiian / Other Pacific Islander | N/A                          | N/A      | N/A                          | N/A      | N/A                          | N/A      | 1.7                          | 2.5      | 1.1                          | 2.1      |
| Two or more races                        | 2.2                          | 3.1      | 2.5                          | 2.8      | 2.8                          | 2.6      | 2.7                          | 3.1      | 2.5                          | 2.8      |
| Race/ethnicity Unknown                   | N/A                          | N/A      | 2.344                        | 2.4      | N/A                          | N/A      | N/A                          | N/A      | N/A                          | N/A      |
| White, non-Hispanic                      | 3.0                          | 3.1      | 2.8                          | 3.0      | 2.8                          | 3.1      | 2.9                          | 3.1      | 2.9                          | 3.1      |
| Female                                   | 2.8                          | 2.9      | 3.2                          | 2.9      | 2.8                          | 3.0      | 2.9                          | 3.0      | 3.0                          | 3.0      |
| Male                                     | 2.8                          | 2.8      | 2.5                          | 2.8      | 2.5                          | 2.8      | 2.5                          | 2.8      | 2.5                          | 2.8      |

**D.8 Completions Analysis by Ethnicity:** The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1<sup>st</sup> and June 30<sup>th</sup> of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

| Student Diversity—Completions            |         |      |         |      |         |      |         |      |         |      |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|
|  | 2013-14 |      | 2014-15 |      | 2015-16 |      | 2016-17 |      | 2017-18 |      |
|  | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
| Non-resident (International)             | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    |
| Asian                                    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    |
| Black, non-Hispanic                      | 0       | 0    | 0       | 1    | 0       | 1    | 0       | 0    | 0       | 0    |
| Hispanic                                 | 1       | 0    | 1       | 1    | 0       | 1    | 1       | 1    | 1       | 1    |
| American Indian or Alaska Native         | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    |
| Native Hawaiian / Other Pacific Islander | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    |
| Two or more races                        | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 1       | 0    |
| Race/ethnicity Unknown                   | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 0    |
| White, non-Hispanic                      | 1       | 4    | 1       | 1    | 2       | 0    | 3       | 4    | 0       | 1    |

\*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

**D.9 Evidence of Successful Completion:** The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1<sup>st</sup> and June 30<sup>th</sup> of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

### D-9a Retention Rates

| One-year retention rates (Fall to Fall) |            |             |            |             |            |             |            |             |            |             |            |
|---|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| 5-year average                          |            | Fall 2013   |            | Fall 2014   |            | Fall 2015   |            | Fall 2016   |            | Fall 2017   |            |
| # in Cohort                             | % retained | # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained |
| 205                                     | 40.98%     | 36          | 44.44%     | 38          | 47.37%     | 40          | 37.50%     | 39          | 51.28%     | 52          | 28.85%     |

### D-9b Graduation Rate (150% of time)

| Program 3-year graduation rates |             |             |                                |             |             |             |             |             |             |             |             |             |
|---------------------------------|-------------|-------------|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 5-year total                    |             |             | Entering cohorts Fall semester |             |             |             |             |             |             |             |             |             |
|                                 |             |             | 2011                           |             | 2012        |             | 2013        |             | 2014        |             | 2015        |             |
| % Graduated                     | # in cohort | # Graduated | % graduated                    | # in cohort | % graduated | # in cohort | % graduated | # in cohort | % graduated | # in cohort | % graduated | # in cohort |
|                                 |             |             |                                |             |             |             |             |             |             |             |             |             |

### D-9c Average semester credit hours for program graduates

| Program Average Semester Credit Hours at Graduation                   |              |             |        |              |             |        |              |             |        |              |             |        |              |             |
|---|--------------|-------------|--------|--------------|-------------|--------|--------------|-------------|--------|--------------|-------------|--------|--------------|-------------|
| Academic Year Graduates – Average Institutional and Transfer In Hours |              |             |        |              |             |        |              |             |        |              |             |        |              |             |
| 2013  |              |             | 2014   |              |             | 2015   |              |             | 2016   |              |             | 2017   |              |             |
| # Grad  | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH |
| 6   | 64.17        | 4.83        | 5      | 70.80        | 4.20        | 4      | 62.08        | 16.01       | 9      | 65.22        | 3.56        | 4      | 67.00        | 4.50        |

### D-9d Program Graduates Time to Degree

| Time to degree (Exiting cohort) (July 1 – June 30) |             |             |             |             |             |             |             |             |             |  |  |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|--|
| 2013-14  |             | 2014-15     |             | 2015-16     |             | 2016-17     |             | 2017-18     |             |  |  |
| Median Time (years)                                | # Graduated | Median Time | # Graduated | Median Time | # Graduated | Median Time | # Graduated | Median Time | # Graduated |  |  |
| 2.00   | 6           | 2.00        | 5           | 3.00        | 4           | 1.50        | 9           | 3.00        | 4           |  |  |

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

**D.10 Retention and Student Success Analysis:** Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from above data suggest regarding how well your program is producing successful students?
  - b. List specific events/activities that the program uses to increase student retention and degree completion.
  - c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
  - d. Identify any areas in need of improvement for producing successful students.
- 
- a. The data presented does not suggest that the program has been successful at producing program graduates. Furthermore, while non-Hispanic Black and Hispanic students make up the largest two groups enrolled in the program, but neither block of students appear to be finishing the program with much regularity. Overall, the program is retaining approximately 41% of its students on average. However, of the students who do complete the program, the average time it takes them is 2.3 years and the finish with an average of 65.8 credit hours (64 hours are required to graduate until SP20). Thereby indicating that when a student does complete the program, most are doing so on time and without superfluous classes.
  - b. The available data on retention can be misleading. Anyone can call themselves an athletic training student. The department would benefit from an informal seminar at the beginning of each FA semester that would better spell out for the interested students what the job is, and how the program can benefit them if they complete it.
  - c. Currently the program does not have a formal process in place to track students not leaving the emphasis area. Many times, the program is unaware of who has "declared" themselves to be an athletic training major.
  - d. The institution needs a more formal process for students declaring themselves to be an emphasis area major. Assigning a student to one of the certified athletic trainers as an advisor will be key and having the student take the required courses in the correct sequence are keys. The institution needs a formalized process for a student to change emphasis areas. Finally, the program could improve instruction by adopting a case-based learning approach across the curriculum.



## Component E: Academic Opportunities and Class Size

**E.1 Instruction Type:** The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

| Special Study Option                                 | Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program |           |                       |           |                       |           |                       |           |                       |           |
|--|--|-----------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|
|  | Academic Year 2013-14  |           | Academic Year 2014-15 |           | Academic Year 2015-16 |           | Academic Year 2016-17 |           | Academic Year 2017-18 |           |
|  | # of students  | Total SCH | # of students         | Total SCH | # of students         | Total SCH | # of students         | Total SCH | # of students         | Total SCH |
| Outreach program (aggregate)                         | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| Concurrent Enrollment (Outreach-HS)                  | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| Dual Credit Enrollment (Outreach-HS)                 | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| On-line courses-GCCC                                 | 2  | 6         | 13                    | 39        | 25                    | 75        | 18                    | 54        | 31                    | 93        |
| On-line courses-EDUKAN                               | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| On-line courses-Contract                             | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| Face to Face courses                                 | 140  | 389       | 199                   | 560       | 225                   | 633       | 233                   | 661       | 232                   | 640       |
| Internships/practica                                 | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| Independent study, tutorials, or private instruction | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |
| Developmental courses                                | 0  | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         | 0                     | 0         |

**E.2 Class Size Analysis:** Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

**Class Sections:** A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

**Class Subsections:** A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

| Class Size per Academic Year  |           |       |       |       |       |       |      |        |
|-------------------------------|-----------|-------|-------|-------|-------|-------|------|--------|
|                               | 9 or less | 10-19 | 20-29 | 30-39 | 40-49 | 50-99 | 100+ | Totals |
| 2013-14<br>Class Sections     | 3         | 3     | 4     | 0     | 0     | 0     | 0    | 10     |
| 2013-14<br>Class Sub-Sections | 2         | 0     | 0     | 0     | 0     | 0     | 0    | 2      |
| 2014-15<br>Class Sections     | 3         | 7     | 4     | 0     | 0     | 0     | 0    | 14     |
| 2014-15<br>Class Sub-Sections | 2         | 0     | 0     | 0     | 0     | 0     | 0    | 2      |
| 2015-16<br>Class Sections     | 4         | 7     | 3     | 2     | 0     | 0     | 0    | 16     |
| 2015-16<br>Class Sub-Sections | 2         | 0     | 0     | 0     | 0     | 0     | 0    | 2      |
| 2016-17<br>Class Sections     | 2         | 4     | 6     | 1     | 0     | 0     | 0    | 13     |
| 2016-17<br>Class Sub-Sections | 2         | 0     | 0     | 0     | 0     | 0     | 0    | 2      |
| 2017-18<br>Class Sections     | 2         | 9     | 5     | 0     | 0     | 0     | 0    | 16     |
| 2017-18<br>Class Sub-Sections | 0         | 0     | 0     | 0     | 0     | 0     | 0    | 0      |
| Totals Across 5 Years         | 22        | 30    | 22    | 3     | 0     | 0     | 0    |        |

**E.3 Non-credit Courses:** If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who completed the course.

| Non-credit Courses |                          |                          |                          |                          |                          |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic Year      | 2013-14                  | 2014-15                  | 2015-16                  | 2016-17                  | 2017-18                  |
| Course             | # of students completing | # of students completing | # of students completing | # of students completing | # of students completing |
|                    |                          |                          |                          |                          |                          |
|                    |                          |                          |                          |                          |                          |
|                    |                          |                          |                          |                          |                          |

**E.4 Academic Opportunities and Class Size Analysis:** Using the evidence provided in all exhibits above, discuss the trends in the program’s class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Class sizes have remained relatively flat over the last five years. Currently, the majority of courses has only 10-19 students enrolled. In order to maintain a high level of rigor and to ensure the skill-based portions of the program remain manageable, the program would like to see far fewer classes reach a level of 22-29 enrolled students. An additional change made to the program prior to FA19 is that all program courses were capped at 24 students.

When a student is learning skills such as CPR, preventative taping, bracing, and wrapping, or wound care, it is vital that class sizes remain small in order to receive necessary one on one interaction with the instructor.

If the number of online students continues to grow as the trends indicate, the department would benefit from having more oversight of the content of the online courses than it has in the past. Also, the online instructors will need to actively participate in the assessment process. To date, course reviews have not taken place with the online courses.

### ***Component F - Student and Constituent Feedback***

**F.1 Student Feedback:** Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

The program currently does not have a formal process in place to track and record this data. However, an exit interview with program graduates is listed on our upcoming (AY18-19) assessment plan as an indirect measurement tool.

**F.2 Alumni Feedback:** Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

The program currently does not have a formal process in place to track and record this data. However, an exit interview with program graduates is listed on our upcoming (AY18-19) assessment plan as an indirect measurement tool.

**F.3 Employer/Supervisor Feedback:** Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

The program currently does not have a formal process in place to track and record this data.

**F.4 Constituent Feedback Analysis:** Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

The program currently does not have a formal process in place to track and record this data.

## Component G - Resources and Institutional Capacities

**G.1 Information Literacy and Library Resources:** Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

The Saffell Library has a number of resources available to faculty and students. These resources include print, periodicals, and online databases. The library has easy to understand online video tutorials, as well as a friendly and knowledgeable staff, that can assist all students with accessing and filtering these resources.

Without a formal assessment procedure in the place until FA18, it is difficult to know if, and at what level, students are meeting these competencies at this time.

Access to the *Journal of Athletic Training* and/or *International Journal of Kinesiology and Sport Science* are future needs.

**G.2 Resource Analysis:** Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program’s effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

The institution’s current planning process has allowed for individual requests to come from each of the three HPER programs. This process is still too new to determine the impact it will have on the program.

Currently needs, specific to the program, are simply being funded out of the athletic training (athletic program) budget. For the first time in FA19 a small fee has been attached to specific athletic training courses to cover the cost of non-reusable supplies such as athletic tape, pre-wrap, and gauze.

Equipment such as e-stem devices, training tables, baths, etc. used for the program, particularly in the practicum course, is funded by the Athletic Training (Athletic program) budget.

**G.3 Revenue and Expense Analysis:** Insert program data from at least five academic years. **Obtain this information from your Dean.**

| Academic Year | Revenue:<br>Tuition/Fees, SCH,<br>State | change<br>from prior<br>year | Expenses | change<br>from prior<br>year | Profit/Loss | Change in P/L<br>from prior year |
|---------------|---|------------------------------|----------|------------------------------|-------------|----------------------------------|
| 2013-14       |   | n/a                          |          | n/a                          |             | n/a                              |
| 2014-15       |   |                              |          |                              |             |                                  |
| 2015-16       |   |                              |          |                              |             |                                  |
| 2016-17       |   |                              |          |                              |             |                                  |
| 2017-18       |   |                              |          |                              |             |                                  |

As per the Academic Dean, there is no athletic training program budget, but rather an overall budget for the entire Health, Physical Education, and Recreation Division. Because of this, data specific to this program is unavailable.

**G.4 Analysis of Acquired Resources:** Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

The hiring of a single full-time faculty member into the department is the only major acquisition the program has undergone in the last five years. While this move has brought stability and a new degree of rigor to the program, at present, it is far too early to fully measure the impact this has had on the program.

**G.5 Resource Allocation Relative to Capacity:** Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

There is not an athletic training specific budget. Rather only a budget for the entire HPER division.

Further complicating the issue is the inherent crossover that exists between the athletic training academic program and the athletic training athletic department program. This crossover is vital to the long-term viability of the program because it is unlikely the academic program will ever be large enough to financially sustain itself independently from the athletic department program. The equipment and space utilized by the academic program is fully funded by the athletic department program.

With the addition of course specific fees to a few program courses, the academic program will be able to meet the small needs that it generates over the course of a semester.

## **Summary Conclusions**

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

The athletic training program has continued to be one of the more popular and, in many ways, successful programs the institution has. It has continued to produce graduates that have gone on to earn bachelor’s degrees and career opportunities in the field. Several alumni members have returned to serve the institution and surrounding area high schools in athletic training positions.

Because a formal review of the program has not taken place in recent history and because of the current structure of the HPER division, assessing the totality of the program in regards to many of the criteria on this form can be challenging. However, at this time, the following recommendations can be made:

1. Stability to the instruction of the program can only be achieved by hiring an additional full-time faculty member (specific to athletic training) to ensure that a highly qualified and motivated instructor is teaching the upper-level courses.
2. Additional professional development is needed in the following areas- rigor, critical thinking, case-based learning, student-centered instruction, and the art of making data-based decisions.
3. Increased recruitment efforts, potentially targeting women specifically, must be developed and completed.
4. Program and course assessment data will be forthcoming. A culture of continuous improvement must be adopted and used to drive decisions in the future.
5. The program’s resident certified athletic trainers must take on an increased role in student advising, and a procedure for tracking students within the program must be implemented.
6. A procedure for tracking graduates-specifically his or her preparedness for a university-level athletic training program must be developed and implemented.

## Program Goals with Recommended Action Steps

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

| Component Area                                 | Specific Goal or Desired Outcome to Maintain or Improve Program Quality.             | Activity or Strategies to Achieve Goal (include responsible person) | Proposed start and end dates | Progress Metrics and timeframe for measurement               | Resource requirement (in-kind & direct) | Priority of Resource Allocation (High, Medium, Low.) | Anticipated Impact on Educational Effectiveness & relation to GCCC Skills  |
|--|--|---|------------------------------|--|---|--|--|
| A - Mission and Context                        | Assess the program-level outcomes adopted prior to FA18.                             | GCCC annual program assessment procedure. (N. Salazar)              | SP19/SP19                    | Completed forms.   | N/A                                     | N/A  | With clear outcomes and data on student performance of those outcomes, the program can begin to make adjustments to the program as needed. |
| B - Faculty Characteristics and Qualifications | Hire an additional full-time faculty member with an AT expertise                     | Make G. Greathouse full-time faculty (N. Salazar)                   | SP19/FA19                    | Administrative feedback                                      | Full-time salary & benefits             | Medium   | Bring stability to the program. Program will become less-reliant on adjunct faculty that may leave.  |
| C - Quality of Curriculum and Student Learning | Conduct one department-specific professional development opportunity every semester. | Seek out professional speaker (N. Salazar)                          | FA19/On-going                | Administrative feedback                                      | Cost of speaker                         | High   | Improve overall instruction by better training adjunct faculty.  |
| D - Student Enrollment and Success             | Complete a marketing campaign to attract potential students (targeting women).       | Work closely with Marketing & PR department (N. Salazar)            | SP19/FA19                    | Enrollments & Generated interest in student-trainer program. | N/A                                     | N/A  | Further diversify and improve the quality of students entering and completing the program.   |
| E - Academic Opportunities and Class Size      | A review of appropriate class sizes for all program courses will be completed.       | Inventory equipment/work stations in AT room.                       | SP19/SP19                    | Faculty feedback   | N/A                                     | N/A  | Further improve instruction by ensuring more one on one opportunities for students.  |

|  |   |   |                  |  |     |     |   |
|--|---|---|------------------|--|-----|-----|---|
| F - Student and Constituent Feedback       | Adopt a formal process to track and document student and constituent feedback, and alumni preparedness and success.                           | Meeting with faculty; write process; implement process. (G. Greathouse) | Implemented FA19 | Accumulation of data generated from implemented process. | N/A | N/A | Adopt a culture of continuous improvement. Formalize the process by which the program is ensuring that it is meeting student and constituent needs. |
| G - Resources and Institutional Capacities | N/A   | N/A   | N/A              | N/A  | N/A | N/A | N/A   |
| Summary Conclusions                        | Stability, specific training, and formalized improvement processes are needed for the continued improvement of this popular academic program. |   |                  |  |     |     |   |



## Appendix A

### *Program Goals with Recommended Action Steps—From Previous Review*

\*\*\*No previous reviews of the program have been completed.

## Appendix B

### *Administrative Response Sheet—From Previous Review*

\*\*\*No previous reviews of the program have been completed.

## Appendix C

### Annual Assessment Reports—Since Last Program Review

Annual Program  
Assessment

|                                   |   |
|-----------------------------------|---|
| <b>Program:</b>                   | Athletic Training   |
| <b>Program Mission Statement:</b> | The GCCC Athletic training program is dedicated to maintaining an educational program that meets the standards and guidelines set forth by the following governing bodies: National Athletic Training Association (NATA), Board of Certification (BOC), Kansas State Board of Healing Arts, Kansas Athletic Training Society (KATS), and the Mid America Athletic Training Association (MAATA). |
| <b>Year:</b>                      | AY2018-19   |
| <b>Instructors:</b>               | Nick Salazar, Chi Mitchell, Greg Greathouse, TJ Horton, Leslie Wenzel   |

|                                  |  |
|----------------------------------|--|
| <b>Program Learning Outcome:</b> | Upon completion of the program, graduates will be able to demonstrate the ability to perform the differing techniques of preventive taping, bracing, and wrapping. |
| <b>Direct Measure #1:</b>        | Comprehensive taping final exam..  |
| <b>Target:</b>                   | 80% of students will score 70% or higher on the exam.  |
| <b>Sampling:</b>                 | 100% of the majors enrolled in HPER 211: Care and Prevention of Athletic Injuries.   |
| <b>Data/Results:</b>             |  |
| <b>Data Summary/Analysis:</b>    |  |
| <b>Action Plan (if needed):</b>  |  |
| <b>Responsible Party:</b>        |  |
| <b>Completion Date:</b>          |  |
| <b>Resources Needed:</b>         |  |
| <b>Direct Measure #2:</b>        | Comprehensive taping final exam..  |
| <b>Target:</b>                   | 80% of students will score 70% or higher on the exam.  |
| <b>Sampling:</b>                 | 100% of the majors enrolled in HPER 212: Athletic Training Practicum.  |
| <b>Data/Results:</b>             |  |
| <b>Data Summary/Analysis:</b>    |  |
| <b>Action Plan (if needed):</b>  |  |
| <b>Responsible Party:</b>        |  |
| <b>Completion Date:</b>          |  |
| <b>Resources Needed:</b>         |  |
| <b>Indirect Measure:</b>         | Survey results (to be completed by the patient).   |

|                                   |  |
|-----------------------------------|--|
| <b>Target:</b>                    | 70% of the respondents will signify the student's work as "Extremely well done."             |
| <b>Sampling:</b>                  | 100% of the deginated majors enrolled in HPER 211: Care and Prevention of Athletic Injuries. |
| <b>Data/Results:</b>              |  |
| <b>Data Summary/Analysis:</b>     |  |
| <b>Action Plan (if needed):</b>   |  |
| <b>Responsible Party:</b>         |  |
| <b>Completion Date:</b>           |  |
| <b>Resources Needed:</b>          |  |
| <b>Overall Assessment of PLO:</b> |  |

|                                  |  |
|----------------------------------|--|
| <b>Program Learning Outcome:</b> | Upon completion of the program, graduates will demonstrate the ability to handle emergent and life-threatening situations. |
| <b>Direct Measure #1:</b>        | Final exam in HPER 109: First Aid  |
| <b>Target:</b>                   | 80% of students will score 70% or higher on the exam.  |
| <b>Sampling:</b>                 | 100% of the majors enrolled in HPER 109: First Aid   |
| <b>Data/Results:</b>             |  |
| <b>Data Summary/Analysis:</b>    |  |
| <b>Action Plan (if needed):</b>  |  |
| <b>Responsible Party:</b>        |  |
| <b>Completion Date:</b>          |  |
| <b>Resources Needed:</b>         |  |
| <b>Direct Measure #2:</b>        | Final exam in HPER 109: First Aid  |
| <b>Target:</b>                   | 80% of students will score 70% or higher on the exam.  |
| <b>Sampling:</b>                 | 100% of the majors enrolled in HPER 109: First Aid   |
| <b>Data/Results:</b>             |  |
| <b>Data Summary/Analysis:</b>    |  |
| <b>Action Plan (if needed):</b>  |  |
| <b>Responsible Party:</b>        |  |
| <b>Completion Date:</b>          |  |
| <b>Resources Needed:</b>         |  |
| <b>Indirect Measure:</b>         | Pre-graduation focus group comprised of declared majors.   |
| <b>Target:</b>                   | 80% of the students will indicate that they are "very confident" or "confident" with the PLO.                              |
| <b>Sampling:</b>                 | 100% of declared majors in HPER 212: Athletic Training Practicum.  |
| <b>Data/Results:</b>             |  |
| <b>Data Summary/Analysis:</b>    |  |
| <b>Action Plan (if needed):</b>  |  |

|                                   |  |
|-----------------------------------|--|
| <b>Responsible Party:</b>         |  |
| <b>Completion Date:</b>           |  |
| <b>Resources Needed:</b>          |  |
| <b>Overall Assessment of PLO:</b> |  |

|                                   |   |
|-----------------------------------|---|
| <b>Program Learning Outcome:</b>  | Upon completion of the program, graduates will demonstrate the ability to think critically and provide a hypothesis of comon athletic injuries and illness. |
| <b>Direct Measure #1:</b>         | Final Exam in HPER 212: Athletic Training Practicum.  |
| <b>Target:</b>                    | 80% of students will score 70% or higher on the exam.   |
| <b>Sampling:</b>                  | 100% of the majors enrolled in HPER 212: Athletic Training Practicum.   |
| <b>Data/Results:</b>              |   |
| <b>Data Summary/Analysis:</b>     |   |
| <b>Action Plan (if needed):</b>   |   |
| <b>Responsible Party:</b>         |   |
| <b>Completion Date:</b>           |   |
| <b>Resources Needed:</b>          |   |
| <b>Direct Measure #2:</b>         | Final Exam in HPER 211: Care and Prevention of Athletic Injuries.   |
| <b>Target:</b>                    | 80% of students will score 70% or higher on the exam.   |
| <b>Sampling:</b>                  | 100% of the majors enrolled in HPER 211: Care and Prevention of Athletic Injuries.  |
| <b>Data/Results:</b>              |   |
| <b>Data Summary/Analysis:</b>     |   |
| <b>Action Plan (if needed):</b>   |   |
| <b>Responsible Party:</b>         |   |
| <b>Completion Date:</b>           |   |
| <b>Resources Needed:</b>          |   |
| <b>Indirect Measure:</b>          | Pre-graduation focus group comprised of declared majors.  |
| <b>Target:</b>                    | 80% of the students will indicate that they are "very confdent" or "confident" with the PLO.  |
| <b>Sampling:</b>                  | 100% of declared majors in HPER 212: Athletic Training Practicum.   |
| <b>Data/Results:</b>              |   |
| <b>Data Summary/Analysis:</b>     |   |
| <b>Action Plan (if needed):</b>   |   |
| <b>Responsible Party:</b>         |   |
| <b>Completion Date:</b>           |   |
| <b>Resources Needed:</b>          |   |
| <b>Overall Assessment of PLO:</b> |   |

## Appendix D

### *Strategic Plan and Status Reports Since Last Review*

\*\*\*No previous reviews of the program have been completed.