**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s): Athletic Training Education Program AA |
| Certificate(s): |
| Contact Information for lead on Self-Study:  Name: Chuck Schnoor  Campus: Signal Peak  Phone: (520) 494-5303  Email: chuck.schnoor@centralaz.edu |

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| **Program Description, Vision and Outcomes** |
| What is the description of the program as stated in the current CAC catalog:  The Athletic Training Education Program (ATEP) provides both academic instruction and hands-on clinical application to prepare the student to transfer an Associate of Arts (AA) degree with a specialization in Athletic Training to an accredited university. Athletic training education includes: taping, rehabilitation, modalities, practice and event coverage of varsity athletic teams. |
| Does your program have any other written mission or vision statements which do not appear in the catalog? If yes, please write them below and indicate where they appear.  There is no written mission or vision statement. |
| Describe how the program’s description, mission and/or vision aligns with the College’s Mission:  The description aligns with the college mission in that the program aims to provide quality, hand-on learning experiences for the students at the junior college level and is meant to prepare students to transfer and succeed at a university level program of study. |
| What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:  I. Risk Management and Injury Prevention  1. (Comprehension Level) Identify the physical and environmental risk factors associated with specific activities in which the physically active person may engage.  2. (Comprehension Level) Outline the basic concepts and practices of wellness screening.  3. (Comprehension Level) Identify areas that athletic personnel or supervisors must be familiar with in order to avoid or reduce the possibility of injury or illness occurring to athletes and others engaged in physical activity.  4. (Comprehension Level) Define the use of standard tests, test equipment, and testing protocol for the measurement of cardiovascular respiratory fitness, body composition, posture, flexibility or muscular strength, power and endurance.  5. (Analysis Level) Compare and contrast the use of various types of flexibility and stretching programs.  6. (Comprehension Level) Describe the principles and concepts related to prophylactic taping, wrapping, and bracing and protective pad fabrication.  7. (Application Level) Perform appropriate tests and examinations for pre-participation physical exams as required by the appropriate governing agency and/or physician.  8. (Synthesis Level) Implement prevention and treatment of environmental stress factors that pertain to acclimation and conditioning, fluid and electrolyte replacements, proper practice and competition attire and weight loss.  9. (Evaluation Level) Implement and administer fitness programs.  10. (Evaluation Level) Accept the moral, professional and legal responsibilities to conduct safe programs to minimize injury and illness risk factors for individuals involved in physical activity.  II. Assessment and Evaluation  1. (Comprehension Level) Demonstrate knowledge of the normal anatomical structure of the human body systems and their physiological functions.  2. (Knowledge Level) Define the principles and concepts of body movement.  3. (Comprehension Level) Describe commonly accepted techniques and procedures for evaluation of the common injuries and illnesses incurred by athletes and others involved in physical activity.  4. (Application Level) Demonstrate knowledge of a systematic process that uses the medical or nursing model to obtain a history of an injury or illness.  5. (Comprehension Level) Explain the role of special tests, testing joint play and postural examination in injury assessment.  6. (Knowledge Level) Explain the distinction between body weight and body composition.  7. (Comprehension Level) Describe the etiological factors, signs, symptoms, and management procedures for injuries.  8. (Knowledge Level) Demonstrate active, passive, and resistive range of motion testing.  9. (Evaluation Level) Apply appropriate and commonly used special tests to evaluate athletic injuries.  10. (Application Level) Palpate bony and soft tissue structures to determine normal or pathological tissues.  11. (Knowledge Level) Use appropriate terminology in the communication and documentation of injuries and illnesses.  12. (Evaluation Level) Demonstrate an appreciation and understanding of the importance of documentation of assessment findings and results.  III. Acute Care of Injury and Illness  1. (Comprehension Level) Explain the legal, moral and ethical parameters that define the scope of first aid and emergency care and identify the proper roles and responsibilities of the certified athletic trainer.  2. (Comprehension Level) Describe the availability, contents, purposes, and maintenance of contemporary first aid and emergency care equipment.  3. (Evaluation Level) Determine which emergency care supplies and equipment are necessary for event coverage.  4. (Evaluation Level) Interpret standard nomenclature of athletic injuries and illnesses.  5. (Comprehension Level) Recognize appropriate written medical documentation and abbreviations.  6. (Comprehension Level) Describe the principles and rationale for a primary survey of airway, breathing and circulation.  7. (Analysis Level) Differentiate between the components of a secondary survey.  8. (Application Level) Apply the current standards of first aid, emergency care, rescue breathing and cardiopulmonary resuscitation for the professional rescuer.  9. (Comprehension Level) Describe the role and function of an automated external defibrillator in the emergency management of acute heart failure and abnormal heart rhythms.  10. (Evaluation Level) Discriminate between wounds that require medical referral.  11. (Comprehension Level) Cite the signs, symptoms, and pathology of acute inflammation.  12. (Comprehension Level) List the signs and symptoms used to classify cerebral concussions according to accepted grading scales.  13. (Analysis Level) Recognize the signs, symptoms and treatment of individuals suffering from adverse reactions to environmental conditions.  IV. Therapeutic Modalities  1. (Analysis Level) Determine the appropriate modality according to the treatment goals and objectives as they relate to wound healing and tissue repair.  2. (Comprehension Level) Describe methods of evaluating and recording progress of therapeutic modality treatments.  3. (Comprehension Level) Identify the body's physiological responses during and following the application of therapeutic modalities.  4. (Comprehension Level) Describe the electrophysics, biophysics, set-up, indications, contraindications, and specific physiological effects associated with stimulating electrical currents, superficial heat and cold and therapeutic ultrasound.  5. (Application Level) Perform appropriate patient preparation and positioning for therapeutic modality application.  V. Therapeutic Exercise  1. (Evaluation Level) Describe and interpret appropriate measurement and functional testing procedures as they relate to therapeutic exercise.  2. (Evaluation Level) Use objective measurement results as a basis for developing individualized rehabilitation or a reconditioning program.  3. (Evaluation Level) Describe the appropriate selection and application of therapeutic exercises taking into consideration a given set of varietals.  4. (Application Level) Demonstrate the indications, contraindications, theory, and principles for the incorporation and application of various contemporary therapeutic exercises.  5. (Knowledge Level) Record rehabilitation and reconditioning progress.  6. (Evaluation Level) Inspect therapeutic exercise equipment to ensure safe operating conditions.  VI. Nutritional Aspects of Injuries and Illnesses  1. (Evaluation Level) Describe personal health habits and their role in preventing injury or illness and in maintaining a healthy lifestyle.  2. (Comprehension Level) Describe the nutritional food pyramid and explain how it is used.  3. (Evaluation Level) Identify the nutritional considerations in rehabilitation.  4. (Knowledge Level) Explain the importance of good nutrition in enhancing performance and preventing injury and illness.  VII. Psychosocial Intervention and Referral  1. (Comprehension Level) Demonstrate an understanding of the psychological and emotional responses to trauma and forced physical inactivity as they relate to the rehabilitation and reconditioning process.  VIII. Health Care Administration  1. (Knowledge Level) Describe the organization and administration of pre-participation examinations and screenings.  2. (Knowledge Level) List the components of a medical record (i.e. permission to treat, emergency information, treatment documentation and release of medical information).  3. (Analysis Level) Identify the advantages and disadvantages associated with medical record keeping, including paperwork, electronic data, security, record keeping systems, and confidentiality. |
| Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain.  The learning outcomes are influenced by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE is recognized as an accrediting agency by the Council of Higher Education (CHEA) and is the accrediting body for all professional and post-professional athletic training programs. Since CAC is only a 2 year college, the program is not able to be accredited. However, the outcomes are aligned as much as possible with the standards set forth by CAATE that 4-year undergraduate programs use.  The following is content from the CAATE website that will help to explain its purpose and basis of outcomes:  “The purpose of the Commission on Accreditation of Athletic Training Education (CAATE) is to develop, maintain, and promote appropriate minimum education standards for quality for professional, post-professional, and residency athletic training programs…  The athletic trainer’s professional preparation is based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the NATA Athletic Training Education Competencies). The knowledge and skills identified in the Competencies consist of 8 Content Areas:  Evidence-Based Practice  Prevention and Health Promotion  Clinical Examination and Diagnosis  Acute Care of Injury and Illness  Therapeutic Interventions  Psychosocial Strategies and Referral  Healthcare Administration  Professional Development and Responsibility”  - See more at: http://caate.net/professional-programs/#sthash.cPPgSgRm.dpuf |

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| **Program Enrollment and Graduation Trends** |
| Summarize the program enrollment data for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | AA-Athletic Training Educ Program | 0 | 0 | 1 | 1 | 1 | |
| Discuss and explain the factors influencing the enrollment trends:  Possible factors that could be influencing the enrollment trends are the transferability of the program directly into schools and that the program is very specific.  When looking into the program and the transfer pathways, one thing that came up was the lack of direct pathways to smoothly transition into a four-year program. Much of the required program coursework at CAC does not transfer as credits and could be seen as an unnecessary class and cost to the prospective student. Transferability is discussed in more detail later in the study in both the Program Curriculum and Program Effectiveness sections.  The specific nature of the program is also a factor that could influence enrollment. The athletic training education program has 6 classes totaling 17 credits that count only toward athletic training major requirements. Students who are not completely decided on their future occupation may be turned off to the program, especially if they want to keep their options open and take classes that will be applicable to multiple majors or career paths. |
| How has the program typically recruited students and marketed the program:  The program has not actively recruited students in the past but had a pamphlet/brochure that would be passed out to prospective students. However, the pamphlet is very outdated and is no longer used. |
| Summarize the program graduation rate trends for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | | AA-Athletic Training Educ Program | 1 | 1 | 0 | 1 | 0 | |
| Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?  Graduation trends are very low for the program. Many students start out taking the introductory classes (PED 108 and PED 109A/B) but few students return for the 2nd year of the program. In the last couple of years, an effort has been made to make the necessary course available for students to graduate, even when the class only has 5 people enrolled. We have also recently spoken with advisors to make sure students are being enrolled in the correct sequence of classes from the very first semester. |

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| **Program Curriculum:**  *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary.* |
| Using information gained from your curriculum comparisons, discuss the strengths and weaknesses of the current program curriculum for each degree or certificate.    Strengths:  -CAC program is very similar to EAC so it is competitive in-state with another school  -the amount of practicum classes that are required. CAC’s program requires a practicum class every semester rather than taking only 1 for the whole program like AWC and Dean  -CAC offers a CPR/AED specific class that certifies the student  Weakness:  -CAC does not require a nutrition class  -CAC does not have a sports psychology class that could help students understand the physiology of an athlete |
| Discuss how the program gets feedback on its program and curriculum from external sources, suchas advisory boards, employers, articulation task forces, accreditors, etc.  To my knowledge, there is no specific format that the program gets feedback on the program and curriculum. |
| Indicate any external accreditations which the program has. Are there any available accreditations which the program does not have, but maybenefit from seeking?  The program does not have an external accreditation and it is not eligible for the CAATE accreditation because it is not a 4-year school. |
| Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.  This program does not feed directly into any job market because in order to be an athletic trainer in the United States, a person is required to have a bachelor’s degree in athletic training. |
| For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer  This program is not suited for direct transfer into any in-state program. |
| Indicate any articulation agreements in place for degree graduates.  There is an articulation agreement with Grand Canyon University. |

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| **Program Specific Resources:**  *In this section please focus on program specific resource. You may but do not have to discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| Discuss the adequacy of the financial and budgetary resources available to the program over the past 5 years:  Financially, the program does not need a significant amount of funds to operate. However, it does need some in the form of instructional supplies. This budget would go toward the purchase of teaching aids such as tape, bandages, and first aid materials that will enhance the learning experience and allow the student to practice their skills regularly. Right now, all practice materials come out of the Athletic Training operational budget that is used for the purchase of supplies needed to provide adequate medical service to the 11 teams participating in D1 NJCAA athletics at CAC. With the already limited budget for athletic training, it is difficult to purchase extra supplies for classes and still purchase enough to provide quality products and care to the athletes and continually improve the facilities we have. |
| Discuss the adequacy of the human resources available to the program over the past 5 years:  Over the past 5 years, there has been adequate availability of instructors to teach the program courses. |
| Discuss the adequacy of the technological resources available to the program over the past 5 years:  Over the past 5 years, there has been adequate availability of technological resources. The G building classrooms have been installed with instructor stations and overhead projectors. These resources and the continued support from IT have been invaluable. |
| Discuss the adequacy of the physical (building space, classrooms, labs, etc) resources available to the program over the past 5 years:  Again, the physical space has been improved in the G building thanks to the instructor stations and projectors. We also recently got new chairs in a couple of the classrooms and wipe-off boards to upgrade the spaces. |
| Discuss the adequacy of the academic support resources available to the program and its students over the past 5 years:  Many students have utilized the Learning Center to help in all their classes. They have used it as a study space and often seek help from the tutors available. However, a few students recently came to me for help with anatomy stating they didn’t think there was anybody in the learning center that could help them. I am not sure of the validity of their claims and maybe they just went at a bad time, but maybe there could be more help with basic health sciences for students. |
| Discuss the adequacy of the student support resources available to the program and its students over the past 5 years:  In past years, there has been a disconnection with the athletic training program and the advising. Students weren’t always put in the right classes to complete the major on time and other similar situations. Sometimes, students were even put in the athletic training classes that just didn’t belong, mainly because there was a misconception of what athletic training is. However, I have personally talked with advisors and communicated the importance of sequencing of specific required classes and the situation has been improving. |

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| **Program Effectiveness** |
| Describe how you measure the success of degree and certificate program graduates in achieving the degree and/or certificate program student learning outcomes. What data have you collected that indicates the level of student success of these outcomes? And According to the data, how well have students achieved these outcomes during the past 5 years?  There is no data available. |
| If you have data which indicates the degree to which students in the program are achieving the college’s Common Student Learning Outcomes please share and explain the data.  There is no data available. |
| How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.  There is no data available.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | |  |  |  |  |  |  | |
| If a degree is intended for transfer, or has transfer articulation agreements in place, indicate how the degree program supports students with continuing their education at CAC or other institutions.  This degree is intended for transfer to GCU and there is a transfer articulation in place. However, the only courses that transfer to GCU for required coursework are the AGEC-A classes. Those classes will transfer for a total of 32 credits of the 40 required for general education. The CAC required PED and PEH courses for the program (26 credits) do not meet content requirements of GCU coursework, and although they previously could transfer as electives, they are no longer accepted for credit at GCU. The table below shows that of the 60-64 credits required for this A.A. degree, only 36 will transfer to GCU and the student will lose out on 28 credits that they take at CAC.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **POSSIBLE TRANSFER CREDIT SUMMARY** | | | | | |  |  | **# Credits Required** | **Credits Applied** | **Credits Needed** | | I. General Education |  | 40 | 32.00 | 11.00 | | II. Prerequisites |  | 12 | 4.00 | 8.00 | | III. Major Courses |  | 68 | 0.00 | 68.00 | | IV. Electives |  | 0 | 0.00 | 0.00 | | **TOTAL** | | **120** | **36.00** | **87.00** | | Transfer Guide provided by Office of Curriculum and Student Learning Assessment | | | | | |  | | | | | |
| Describe the level of success (via completion rates, GPA, etc.) the program’s prior students have achieved at transfer institutions.  There is no data available. |
| If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:  This program is not designed to lead directly into the workforce. |
| If your program serves to prepare a student for external certification or licensure of any kind, identify the certification or license and  the percentage of program graduates who earn/achieve it. Put data in the table below.  This program does not directly prepare students for an external certification or licensure.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Licensure/Certification | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | |  |  |  |  |  |  | |  |  |  |  |  |  | |

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| **Program Continuous Quality Improvement** |
| Discuss how the program has used learning outcome assessment results to improve instruction and/or student learning over the past 5 years:  To my knowledge, there has been no assessment results used for quality improvement over the past 5 years. |
| Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years: |
| Describe other ways the program has engaged in continuous quality improvement: |

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| **Program Alignment with Institutional Goals:**  *Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.* |
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