Program: Athletic Training  
Division: School of Nursing & Health Sciences  
Chair/Dean: Karla Bruntzel, PhD, ATC, LAT  
Five-year interval reviewed: 2008-09 through 2012-13  
Date submitted: September 13, 2013

Please organize your review by the following topics.

I. Program

1) Mission of the program
The Missouri Valley College Athletic Training Program is committed to providing personalized and diverse classroom experiences and clinical opportunities designed to prepare Athletic Training Students for careers as Certified Athletic Trainers. Embedded throughout the curriculum, students are challenged to develop intellectually and become professionally engaged so that they may master the skills and knowledge necessary to become effective and successful practitioners eligible to sit for the Board of Certification (BOC) examination.

2) Ways in which the program supports Valley’s mission
The MVC ATP supports the general mission of Missouri Valley College by:
1. Faculty involvement in the development of future athletic trainers and citizens.
2. Developing critical thinking and problem solving skills specific to patient health care.
3. Providing a diverse student body. Currently, half of the current MVC ATP students are from Missouri, the remaining are from areas of the United States other than Missouri with 1 being from the country of Mexico. Since 2008, we have had students from many different ethnicities including African American, Pacific Islander, Native American, and Asia (Japanese). Approximately 1/3 of these students have been male, with 2/3 being female.
4. Ensuring high academic standards by having a selective admission process, minimum 2.75 GPA requirements, and a higher grading scale than most other academic programs at MVC. The professional programs of the School of Nursing and Health Sciences uses a higher grading scale, with a 77.5% being the cut-off point for earning a “C” for a course. This policy was adopted in 2008 by the athletic training education program and has been applied to all Athletic Training classes since its inception with the exception of AL130, which is the Freshman-level introductory class.
5. Supporting the extracurricular mission of MVC by allowing its students to compete at the intercollegiate level while enrolled in the MVC ATP and assisting the MVC athletic training staff in the health care of the MVC athletes. Further, athletic training students have participated in area high school weight certification programs for wrestling, and have volunteered at athletic events not associated with current athletic training assignments, such as the National Tae Kwan Do Tournament.
6. Being involved in state, district, and national athletic training committees and performing limited research in the athletic training field. Since 2008, MVC has had 2 students serve on the Missouri Athletic Trainers’ Association Student Leadership Council, and 4 students
have served on the SLC executive board in various roles. One student was selected for the SLC representative for District 5 and routinely attended meetings at the district and national level. Two students have been selected as the NAIA Athletic Training Student of the Year and we have had 2 NATA Foundation Scholar. Further, students have conducted research or written case studies under the supervision of David Tomchuk and have presented posters or stage presentations at the District and National conferences.

3) Goals of the program
1) To provide and retain a dedicated, diverse faculty that is well qualified to teach, model, and guide students through the process of becoming an Athletic Trainer.
2) To prepare students to become members of a responsible citizenry through liberal learning, critical thinking, and academic excellence.
3) To provide a baccalaureate education that prepares the student for a career in athletic training or graduate study.
4) To provide academic and career counseling. To offer appropriate advising, counseling, and strategies that will assist students in meeting prerequisites for gaining entry into graduate or professional programs, or to obtain employment in the athletic training profession.
5) To instill the values of education as a lifelong process of discovery and enlightenment.
6) To promote professionalism through student membership in the National Athletic Trainer’s Association (NATA), attendance, and active participation at educational conferences and symposiums.
7) To provide educational opportunities with a variety of health care professionals in traditional and emerging athletic training employment settings.
8) Promote civic engagement through community service and career development.
9) Encourage active participation on athletic training committees and endeavors at the local, state, district, and national levels.

4) Ways in which the program contributes to General Education
None. There are no athletic training (AL) courses classified as general education courses.

5) Curriculum
The MVC ATP is a selective entry program within MVC. The current MVC ATP entry requirements are:
- A minimum of 30 completed college credit hours by the time the prospective athletic training student would begin the Athletic Training Program (during the fall semester).
- Complete the Athletic Training Program Application Form and submit three references.
- Perform a minimum of 75 observation hours within the Missouri Valley College Athletic Training facility by the application deadline (February 15th).
- Minimum 2.75 cumulative college GPA.
- Official transcripts (if currently not enrolled at Missouri Valley College).
- Completion of the Missouri Valley College ATP prerequisite courses by the time the prospective athletic training student would begin the Athletic Training Program (during the fall semester). A minimum of a “C” in each of the Missouri Valley College ATP prerequisite courses is required to enter the Missouri Valley College Athletic Training Program.
6) Degree requirements

CATALOG YEAR (2012-13)

Pre-AT (minimum requirements for admission to program) – Must earn a “C” or better
AL 130 Introduction to Athletic Training 3 hours
AL 230 Introduction to Taping Techniques 2 hours
BI 275 Anatomy and Physiology I 4 hours
HL 140 Medical Terminology 1 hour
MA 200 Statistics 3 hours
PE 233 First Aid and CPR 2 hours
PY 100 Principles of Psychology 3 hours

Required Athletic Training Classes (Professional Program)
AL 201 Clinical I 1 hour
AL 202 Clinical II 1 hour
AL 303 Clinical III 2 hours
AL 304 Clinical IV 2 hours
AL 333 Evaluation of Lower Extremities 3 hours
AL 335 Evaluation of Upper Extremities 3 hours
AL 340 Athletic Training Practical Applications 3 hours
AL 355 Therapeutic Modalities 4 hours
AL 358 Therapeutic Exercise 4 hours
AL 360 General Medical Conditions 3 hours
AL 405 Clinical V 3 hours
AL 406 Clinical VI 3 hours
AL 450 Organization and Administration of AT Programs 3 hours
AL 480 Senior Seminar 3 hours
BI 285 Anatomy and Physiology II 4 hours
BI 350 Pathophysiology 3 hours
EX 307 Theory of Coaching Weight Training 3 hours
EX 320 Health and Fitness Testing 3 hours
EX 334 Kinesiology 3 hours
EX 335 Exercise Physiology 3 hours
EX 385 Human Nutrition 3 hours
EX 400 Health Promotion and Exercise Prescription 3 hours
HE 260 Principles of Pharmacology 2 hours
NU 150 Health Assessment 3 hours
NU 435 Research II - Evidence-Based Practice 2 hours
PE 221 Lifetime Wellness 2 hours

TOTAL HOURS 94

NOTES / CAREER GOALS / PLANS MAJOR ASSESSMENT:
All Athletic Training students will take a Senior assessment exam in their Senior Seminar class. Students must earn a score of at least 55% in order to be endorsed to take the BOC exam.
7) Any unique aspects of the program not otherwise addressed

The MVC ATP is a selective entry program in which students must meet minimum entry standards to be accepted into the program and must meet strict academic standards when formally enrolled in the MVC ATP. Failure to maintain a minimum cumulative GPA of 2.75 and obtain a grade below that of a “C” in most classes will result in the student being placed on academic or clinical probation; likely delaying his/her graduation by 1 academic year.

The MVC ATP is accredited by the Commission for the Accreditation of Athletic Training Education (CAATE). The MVC ATP received initial accreditation in September 2005, and successfully retained the accreditation during the 2010-2011 academic year. The MVC ATP is accredited through the 2021-2022 academic year with another site visit likely occurring during the 2020-2021 academic year.

Being accredited by CAATE is a highly selective procedure and process where approximately 360 colleges in the United States have this accreditation. Only students who graduate a CAATE accredited athletic training program may challenge the national athletic training exam.

The MVC ATP is one of 13 accredited ATP’s in Missouri; with 2 additional universities in the candidacy phase of attaining this accreditation. Most of the schools within Missouri with this accreditation are similar institutions to that of Missouri Valley College. The MVC ATP has substantial competition identifying quality prospective athletic training students at the high school level who wish to enroll at MVC. The MVC ATP administrators are heavily involved in recruiting efforts with great assistance from the MVC admissions department; however with 13 ATP’s in Missouri and there are many universities for high school students to choose from for his/her athletic training education.

8) Brief description of the status of the discipline, including emerging issues and trends


Job Outlook

<table>
<thead>
<tr>
<th>Athletic Trainers</th>
<th>30%</th>
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<tbody>
<tr>
<td>Other Healthcare Practitioners and Technical Occupations</td>
<td>16%</td>
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<tr>
<td>Total, All Occupations</td>
<td>14%</td>
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Employment of athletic trainers is expected to grow by 30 percent from 2010 to 2020, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 5,500 new jobs over the 10-year period. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in schools and youth leagues.

New research reveals that the effects of concussions are particularly severe and long lasting in child athletes. Although concussions are dangerous to athletes at any age, children’s brains are still developing and are at risk for permanent complications, such as fatal brain swelling and learning disabilities. Parents and coaches are becoming educated about these greater risks through community health efforts. Because athletic trainers are usually on site with athletes and are often the first line of defense when injuries occur, the demand for trainers should continue to increase.

Additionally, advances in injury prevention and detection and more sophisticated treatments are projected to increase the demand for athletic trainers. Growth in an increasingly active middle-aged and elderly population will likely lead to an increased incidence of athletic-related injuries, such as sprains. Sports programs at all ages and for all experience levels will continue to create demand for athletic trainers.

Insurance and workers’ compensation costs have become a concern for many employers and insurance companies, especially in areas where employees are often injured on the job. For example, military bases hire athletic trainers to help train military personnel in how to properly lift items or to create training programs aimed at keeping injury rates down. More insurance companies are recognizing athletic trainers as healthcare providers and are reimbursing the cost of an athletic trainer’s services.

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<td>Athletic Trainers</td>
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[XLS]
II. Faculty/Student Information

1) Current full-time faculty
   *(Include an updated vita for each member.)*

Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

**FULL-TIME**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Karla Bruntzel</td>
<td>SNHS</td>
</tr>
<tr>
<td>Jeff Kimmons</td>
<td>Math &amp; Science</td>
</tr>
<tr>
<td>Tonya Eddy</td>
<td>SNHS</td>
</tr>
<tr>
<td>Carla Wade</td>
<td>SNHS</td>
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<tr>
<td>Teresa Taylor</td>
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<tr>
<td>Marilyn Milovich</td>
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<tr>
<td>Katherine Adams</td>
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<tr>
<td>Jennifer Livengood</td>
<td>Social Sciences</td>
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2) Current adjunct faculty (including full-time faculty with part-time teaching responsibilities)

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<tr>
<td>Rachel Mayfield</td>
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<tr>
<td>Mannie Hall</td>
<td>SNHS</td>
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<td>Kayla Viebrock</td>
<td>SNHS</td>
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<tr>
<td>Charlie Guthrey</td>
<td>Education</td>
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<td>David Tomchuk</td>
<td>SNHS</td>
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<td>Adam Ybarra</td>
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<td>Lyndi Fuemmeler</td>
<td>SNHS</td>
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<tr>
<td>Sierra Fultz</td>
<td>SNHS</td>
</tr>
<tr>
<td>Drew Hawkins</td>
<td>Education</td>
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</table>

Note: Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)
3) Faculty professional development activities

Karla Bruntzel – 2013 Missouri Athletic Trainers’ Association Meeting, District Athletic Trainers’ Association Meeting, & created, developed, and implemented the Missouri Athletic Trainers’ Educators Conference
David Tomchuk – 2013 Missouri Athletic Trainers’ Association Meeting, Missouri Athletic Trainers’ Educators Conference, District Athletic Trainers’ Association Meeting, and National Athletic Trainers’ Association Meeting
Sierra Fults – 2013 National Athletic Trainers’ Association Meeting

A complete list of professional development activities can be found in the Vita files for each faculty member.

4) Student information this past year

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5) Number of graduates over last five years

There have been a total of 30 graduates since 2008. Of this total, 10 were males, 20 were females. 2009 = 8 (4 males/4 females); 2010 = 3 (1 male/2 females); 2011 = 7 (1 male/6 females); 2012=7 (2 males/5 females; 2013=5; (2 males/3 females).

6) Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

Approximately 70% of our graduates seek to become a graduate assistant in the athletic training field and pursue a master’s degree. Approximately 10% of our graduates choose to pursue professional school in other health-care fields (i.e., nursing and physical therapy). Approximately 10% of our graduates choose to pursue regular employment opportunities in the athletic training field. Approximately 10% of our graduates choose to pursue employment opportunities unrelated to their degree field.
MVC ATP graduates have consistently performed below the national average on the athletic training national certification exam (BOC exam) on a first-time pass basis (approximately 40% vs. 80%). Our students’ inability to have a high first-time success rate in passing this exam affects their ability to find employment immediately after graduating Missouri Valley College in the athletic training field. Although MVC ATP has historically had below-average first time pass rates compared to the national average; only in the past 2-3 years has this hindered our graduates’ ability to pursue graduate assistant positions in the athletic training field. The success of the athletic training profession in having 48 of the 50 states recognize athletic trainers as a health care profession has resulted in much stricter state licensing regulations for athletic trainers nationally to meet these high health care provider credentials. Now individuals must be nationally certified as an athletic trainer in order to legally perform the duties of an athletic trainer in every state except California and Alaska; with Texas having an alternate route to obtaining a state athletic training that does not need to include a national athletic training certification. The MVC ATP graduates the past several years have found it difficult in securing positions as a graduate assistant because they cannot legally work as an athletic trainer in most states because of their inability to obtain an athletic training license in that state.

The alumni of the MVC ATP who have chosen to pursue athletic training or a related health care field have been successful in finding employment throughout the United States. Approximately half are employed in the mid-west and the other half across the remaining parts of the United States. Examples of employment settings the MVC ATP alumni are currently employed in are: head college athletic trainer, assistant college athletic trainer, high school athletic trainer, physician extender, and corporate health. Additionally, we have several alumni who have successfully completed physical therapy school and are employed as physical therapists.

III. Program Assessment and Planning

1) Student learning outcomes of the program

*(Include a course map that links outcomes with the courses in the program.)*

**Domain 1. Injury Prevention:** Educating participants and managing risk for safe performance and function.

**Domain 2. Clinical Evaluation and Diagnosis:** Implementing standard evaluation techniques and formulating a clinical impression for the determination of a course of action.

**Domain 3. Immediate Care of Injuries and Illnesses:** Employing standard care procedures and communicating outcomes for efficient and appropriate care of the injured.

**Domain 4. Treatment and Rehabilitation:** Reconditioning participants for optimal performance and function.

**Domain 5. Organizational and Professional Health and Well-Being:** Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.
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<th></th>
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<th>Domain 1</th>
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**2) Means of assessing student learning outcomes**

The five learning outcomes listed above are based on the most current edition of the Athletic Trainer Role Delineation/Practice Analysis Study which outlines the roles and educational
requirements expected of an entry-level athletic trainer. Assessment of the domains occurs in the classroom and clinical components of the curriculum. Additionally, an exit examination is conducted in the final semester of each year with questions from each of the domain areas. This 150 question examination is weighted similarly to the BOC exam with the same percentage of questions from each corresponding area. BOC exam results are also used in the assessment process, but the annual BOC test result report covers the testing period from Feb to Feb and it corresponds to the previous graduating class results.

3) Describe level of achievement of student learning outcomes

Over the past 5 years, we have had 10 students out of 30 pass the BOC examination on the first try, 7 others passed on their 2nd attempt and 2 passed on their 3rd attempt. Of the remaining students, 8 students took the test one time but pursued other job options. As faculty, our impression was that the majority of these 8 students had already decided not to pursue Athletic Training as a career as they had already had other jobs or educational opportunities already lined up. We currently have 2 students from the 2013 cohort who will be taking the exam for the third time in the upcoming months. Based upon BOC exam results, our students continue to score below national averages in all categories with the exception of Domain 5, but have also shown great improvement in all areas. These results indicate that while we are not yet at the level we want to be, our program changes do appear to be working. And we must continue the evaluation process.

4) Evaluate effectiveness of assessment methods used

The exit exam conducted in-house has been found to be a fairly good predictor of BOC success (and hence, the 5 Domains). Students who have scored at least a 60% on our in-house test have passed the exam on the first try. Those that have scored in the 50-59% range have about 50% first-time success-rate on the BOC exam. Based on a comparison of the results of the two exams, the ATP faculty has decided to require that students obtain a minimum score of 55% on the senior examination before the ATP Director will endorse the student’s application to take the BOC exam. This change will go into effect for the 2013-14 academic year. There will be three versions of the senior assessment exam and a student will have a chance to identify areas of weakness and revise before taking the exam again. However, for program assessment, only the scores from the first exam will be utilized. This exam not only identifies student weakness, it also allows for program changes and improvements.

5) Summarize improvements made based on the results of the assessment

At the conclusion of each academic year in May, the entire MVC ATP faculty staff gather to discuss and “de-brief” about the recently-completed academic year and discuss possible improvements to the curriculum that can improve the MVC ATP. During these meetings several changes have occurred with regard to the MVC ATP which have improved the MVC ATP.

1. Utilization of a higher grading scale for most athletic training classes
2. Increasing the MVC ATP pre-requisites (GPA, inclusion of different courses, and the reference process)
3. Limiting clinical hours performed by the students
4. Expanding general medical clinical and didactic opportunities
5. Creating HL courses which both athletic training and nursing students take
6. Incorporating a research methods, focusing specifically on Evidence-Based Practice, course into the MVC ATP curriculum
7. Utilization of the school of nursing faculty, laboratory, and materials in classes
8. Development and utilizing of the MVC exercise science laboratory
9. Recommendation that instructors focus on utilizing multiple choice exams as the primary method of assessment for determining a student’s final grade. Further, it is recommended that these exams be conducted electronically if possible.
10. This year our major adjustment to the MVC ATP will be the satisfactory completion (minimum score of 55%) of a MVC ATP in-house exam before a senior will be granted permission to challenge the national BOC exam.
11. Discourage students who do not wish to pursue a future in the Athletic Training profession to not take the exam just because they think they should and even more importantly, counsel those students out of the major and direct them to something more appropriate.

6) If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

Since the creation and inclusion of athletic training grading scale during the 2008-2009 academic year we have experienced a slight increase in the number of students failing to matriculate through the MVC ATP because s/he are unable to meet these higher academic standards. Approximately half of these students choose to re-take the course the following year and the other half choose to switch academic majors. Overall the average cumulative GPA of our athletic training students have somewhat declined over the past 8 years. We still have several students with a 3.6 GPA or higher, but now are starting to get a higher percentage of students whose cumulative GPA is between 2.75 and 3.0.

IV. Facilities and Resources

Address adequacy of resources and support services (for example, library, laboratories, equipment, space, personnel) for meeting program goals.

The resources and support services for the MVC ATP are generally positive. This is evident by the inclusion of the MVC ATP within the MVC School of Nursing and Health Sciences. Resources are shared between these two academic programs in a seamless manner and the two programs complement each other well. Major equipment purchases are discussed between the two programs to determine if there are materials which could be utilized by both programs. The MVC ATP each summer evaluates the education needs of required content it must teach to obtain materials which it currently does not possess or have access to and purchases those materials deemed necessary by its outside education standards. This past summer many new materials which involve emergency care was purchased to instruct mandatory material in that area. The MVC ATP has obtained many of the required materials (probably about 95%); however there are still some materials that we are required to own or have direct access to. The price of some of these pieces of equipment is several thousands of dollars and is cost-prohibitive in acquiring at the current time. None of the area health care providers currently possess the
needed equipment elimination the possibility of the MVC ATP to “borrow” the lacking equipment. We are currently looking at other avenues.

The MVC ATP has a part-time administrative assistant who does an extremely good job at doing basic office work, budget maintenance, and ordering, however as more programs are added or individual program requirements change, this position will need to become full-time to meet the need of the entire School of Nursing. The MVC library staff is extremely helpful in ordering updated textbooks and has many online article databases which are of value to the MVC ATP. However, the exercise science program does not have its own library budget. This results in some of the library funds for the MVC ATP having to be utilized on library materials specifically for the exercise science program and on materials which may be of benefit for both program instead of specific athletic training materials and resources.

The classroom and laboratory spaces for the MVC ATP are some of the best on-campus; however improvements can be made. Specifically with Burns classroom #1 as that room is utilized as an athletic department meeting room during the afternoons and as a team meeting room during home events. The development of the MVC School of Nursing Classrooms and the exercise science laboratory at the Fitzgibbon campus are excellent resources, with the only negative being the distance between that facility and the main MVC campus.

The major support which can be implemented within the MVC ATP and have an immediate positive impact on the MVC ATP is the ability for the MVC ATP program director and clinical education coordinator to attend the national athletic trainers’ educators conference and not have it be counted towards their regularly allotted professional development funds provided by their MVC employment contract. This conference will allow the MVC ATP administrators to interact, learn, and share ideas with other program administrators from across the body and the athletic training accreditation bodies. Information learned from this conference would greatly improve the MVC ATP and the attendance of these individuals at this conference would benefit the entire MVC ATP academic program. This conference is held every-other year. A general range of the expense to send the MVC ATP administrators to this conference would be approximately $1,500.

V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Strengths, weaknesses, opportunities, and threats that support or impede achievement of program goals

Strengths:

1. Small cohorts sizes (generally maximum of 8 accepted into the program annually) provides ample didactic hands-on opportunities for the athletic training students.

2. Rigorous academic program which is highly respected by the general MVC administration and athletic department. The admissions department supports the MVC ATP in identifying and recruiting specific individuals and transfer students by providing travel funds and scholarships.
3. Wide-range of clinical sites throughout Saline, Cooper, and Pettis counties in which our athletic training students participate in. We currently have a total of 14 clinical sites which include: MVC athletics, 5 high schools, 3 hospitals, 2 orthopedic centers, 2 physician offices, and 2 therapy clinics. This enables our athletic training students to have a low student to preceptor ratio during clinical experiences (typically under 3:1) to help the athletic training students develop hands-on skills.

4. MVC athletics has the second most number of intercollegiate athletics offerings of any college in Missouri. This allows the athletic training students to be exposed to different sports which allows them to expand their knowledge; especially the sports of: men’s and women’s wrestling, men’s volleyball, rodeo, competitive cheer, and lacrosse.

5. The inclusion of the MVC ATP within the School of Nursing and Health Sciences has allowed for the sharing of funds and faculty members between the ATP and nursing programs.

6. Alumni, off-campus instructor, and physician support of the MVC ATP is extraordinarily strong. MVC ATP alumni have found quality employment in the athletic training and related health-care fields and support the MVC ATP and understand the unique education experience that is the MVC ATP.

Weaknesses:

1. The global requirements placed on all faculty and staff members of the MVC athletic trainers is extraordinarily high; resulting in most individuals working 8-10 hours per day for 6-7 days a week for several straight months. With the exception of the program director, each other member is expected to teach 2-3 classes per semester, be involved in academic advising, maintain regular office hours, attend mandatory faculty and staff meetings, perform MVC committee work, and provide quality health care to approximately 900 student-athletes. The MVC ATP program director, is also the dean of the MVC School of Nursing and Health Sciences, who also teaches 6-9 credits per semester and meets all the standard requirements of any MVC faculty member. She is also responsible for all of the Exercise Science program as there are no full-time faculty members designated for that academic program.

2. Faculty and staff turn-over has been extremely high. There have only been 2 instances since the 2005-2006 academic year in which the same faculty/staff have returned to MVC to be involved with the MVC ATP. This has lead to the constant shuffling of instructors for courses within the MVC ATP. Many instructors teach different courses than s/he did the previous year which does not allow the instructor to improve the content and delivery of specific courses.

3. Generally the faculty members hired by the MVC ATP have good hands-on skills as a clinical athletic trainer, however since most of them have recently graduated a master’s program and have an extremely limited ability to teach didactically in a regular classroom setting. This results in an extremely high “learning curve” in which first-year faculty members must undergo. The lack of teaching and classroom operation experience combined with constant staff turnover negatively affects the ability of the MVC ATP to deliver a consistent education experience to the athletic training students.
4. The exercise science program, which is housed in the MVC school of nursing and health sciences, does not have any full-time faculty members nor does it have a full-time individual who is advancing this program. The lack of any full-time instructors dedicated to the MVC exercise science major results in the ATP and nursing faculty having to teach additional courses, increased student advising loads, and other additional burdens (i.e., annual reviews and internship supervision) that detract from the time the faculty members can develop and improve the MVC ATP. A lack of exercise science instructors also results in several courses being taught by individuals who are either under qualified to teach that particular course or in an individual who has limited interest in teaching (i.e., coaches) who are otherwise more interested in their other employment duties at MVC.

5. The MVC ATP first-time pass rates for the national athletic training exam (BOC exam) are constantly below the national average. Over the past 8 academic years the MVC ATP has improved from approximately 30% to 41% (over the past 3 years); the national average has increased from approximately 55% to 80% over this same time. The MVC ATP addresses this issue annually and makes constant adjustments to the MVC ATP which have resulted in increased first-time BOC pass rates. The first-time BOC pass rates of MVC ATP graduates have increased over time, however there is still much room for improvement and we will not fully understand if our recent improvements translate into increased first-time BOC pass rates for approximately 2 years.

Opportunities:

1. The MVC ATP this past academic year assisted Fitzgibbon hospital develop, advertise, and hire their first full-time athletic trainer to be placed at Marshall High School. This will allow MVC ATP students to experience a high school athletic training setting without needing to travel 30-60 miles away.

2. The MVC ATP has had an articulation agreement with Iowa Western Community College (IWCC) since 2007. This has resulted in 5 exceptional athletic training students to transfer seamlessly into the MVC ATP who otherwise would have gone elsewhere. These individuals have greatly contributed to the success of the MVC ATP and the relationship between the two programs is strong. The development of an additional articulation agreement with another strong community college athletic training program could benefit the MVC ATP. However, the time necessary to set-up and create another articulation agreement with the current faculty workloads is near-impossible at the current time.

3. Increased MVC ATP alumni involvement with the current program. Many alumni describe a desire to become involved in the MVC ATP while talking to the program administrators at conventions, meetings, and by e-mail by either donating directly to the current MVC ATP, providing summer internships, becoming mentors, or being a guest-speaker. These will be pursued more aggressively in the future.
Threats:

1. Global workloads and requirements placed on all members of the athletic training faculty are extraordinarily high (as explained in weaknesses #1 and #4).

2. Constant staff turn-over (as explained in weaknesses #2 and #3).

3. The existence of the MVC exercise science program without any full-time faculty member dedicated to its success and development (as explained in weakness #4).

4. The rising cost of fuel and transportation. Approximately half of the clinical sites of the MVC ATP are located 30-60 minutes away from Marshall. This places an increased annual financial burden on the athletic training students in traveling to their hands-on sites. There may be a time in the future where some clinical sites may need to be not utilized because students financially cannot afford to travel to them 2-3 days per week. This would decrease the athletic training students’ ability to learn from a varied group of instructors.

5. Only one designated full-time faculty member for the ATP, and that person also serves as Dean, and director of Exercise Science. The new CAATE standards will require at least 2 full-time academic positions dedicated to Athletic Training Education by the 2015 academic year.

6. The high number of CAATE accredited programs in the state of Missouri, plus those in candidacy makes it difficult to recruit and retain highly qualified and motivated students.

7. The current Athletic Training clinical facilities are not appropriate for the number of athletes, number of staff, and number of clinical students using the facility. Based on current design recommendations, the facility should be at least 1500 – 1800 square feet with adequate office space for all staff members. The current facility is too small, dated, and in some cases unsafe for its intended use. Future strategic plans need to address the possibility of the addition of a new athletic training facility. The facility also impacts the ATP’s ability to attract students when they are comparing MVC to other colleges in Missouri.

VI. Conclusion and Vision

1) Status of program: growing, static, or declining

The status of the MVC ATP is static to slightly growing. The MVC ATP is making improvements and gaining more respect and prestige within Missouri, the mid-west region, and nationally. Each time a MVC ATP administrator attend a conference and/or meeting and discusses the accomplishments of the MVC ATP and how the MVC ATP implements its program the feedback is generally that of amazement and envy. Several program administrators from other institutions have stated the MVC ATP is “extremely innovative.”
Over the past 2-3 years the number of individuals graduating the MVC ATP has slightly declined; from an average of 7-8 to an average of 4-5 and the average cumulative GPA of our students has decreased. This is likely a combination of the increased academic entry requirements implemented combined with the increased academic rigor of the MVC ATP and voluntary attrition rates over this time. The number of freshmen coming to MVC who state they wish to pursue athletic training as a major remains strong at between 50-60 per year; however typically approximately 10 will formally apply to the program and between 6-8 will meet the minimum academic requirements of the MVC ATP. This figures has remained relative constant over the past 8 years. Most of the incoming freshmen are also athletes and choose to pursue athletics over athletic training.

2) **Major strengths/accomplishments of the program over the last five years**

**MVC ATP Significant Accomplishments**

June 2013 – 7th Place National Athletic Training Quiz Bowl – Ben Snyder, Darrell Brooks, Jami Mayberry, & Sadie Smith

June 2013 – St. Mary’s Hospital Student Health Professions Scholarship Recipient – Jessica Roedel

June 2013 – National Athletic Trainers’ Association: 64th Annual Meeting & Clinical Symposia

Ben Snyder, Sadie Smith, Dana Fricker, David Tomchuk, and Kelly Ross

**Poster Presentation:** *Rehabilitation Program to Increase Knee ROM and Muscle Girth Following a 1-Year Absence from ACL Post-Operative Rehabilitation.* Las Vegas, NV.

May 2013 – NATA Foundation Scholarship Recipient – Tarrah Sweet


April 2013 – Missouri Valley College Athletic Training Scholar – Ben Snyder

March 2013 – 1st Place MAATA Quiz Bowl (National Athletic Training Quiz Bowl Qualifier) – Ben Snyder, Darrell Brooks, Jami Mayberry, & Sadie Smith

March 2013 – Mid-American Athletic Trainers’ Association: Annual Meeting & Clinical Symposia

Ben Snyder & Sadie Smith

**Platform Presentation:** *Rehabilitation Program to Increase Knee ROM and Muscle Girth Following a 1-Year Absence from ACL Post-Operative Rehabilitation.* Tulsa, OK
February 2013 – 2nd Place MoATA Quiz Bowl (National Athletic Training District V Quiz Bowl Qualifier) – Ben Snyder, Darrell Brooks, Jami Mayberry, & Sadie Smith

December 2012 – NAIA Fall Scholar Athlete – Maya Natori (Women’s Soccer)

September 2012 – St. Mary’s Hospital Student Health Professions Scholarship Recipient – Jessica Roedel

September 2012 – 10-Year CAATE Recertification

June 2012 – NAIA Spring Scholar Athlete – Janie Jungermann (Softball)

June 2012 – MoATA Student Leadership Council Program Representative – Maya Natori

May 2012 – Al Ortolani Undergraduate Scholarship Recipient – Ben Snyder

April 2012 – Valley Women’s Scholarship – Maya Natori

April 2012 – Missouri Valley College Athletic Training Scholar – Janie Jungermann

April 2012 – Missouri Valley College Exercise Science Scholar – Kaylee Peery

January 2012 – NAIA Fall Scholar Athlete – Maya Natori (Women’s Soccer)

June 2011 – NAIA Spring Scholar Athlete – Janie Jungermann (Softball)

June 2011 – MoATA Student Leadership Council Program Representative – Kyra Young

May 2011 – Missouri Valley College Charles L. Bacon Distinguished Service Award – Jennifer Asberry

April 2011 – Missouri Valley College Exercise Science Scholar – L’Eryn White

April 2011 – Missouri Valley College Athletic Training Scholar – Jennifer Asberry

February 2011 – NATA iLead Participant (Missouri Representative) – Jennifer Asberry

February 2011 – WCWA Academic All-American and 4th Place at WCWA National Championships (55 kilos) – Rachel Pike

January 2011 – MoATA Student Leadership Council Program Representative – Kaylee Peery

June 2010 – MoATA Student Leadership Council President – Jennifer Asberry

June 2010 – MoATA Student Leadership Council Program Representative – Ashley Thomas

June 2010 – Bobby Gunn Student Leadership Award (NATA District V) Recipient – Jennifer Asberry

June 2010 – Al Ortolani Undergraduate Scholarship Recipient – Jennifer Asberry

June 2010 – National Athletic Trainers’ Association: 61st Annual Meeting & Clinical Symposia
Josh Lammert, Jennifer Asberry, Amber Doughty, L’Eryn White, Matt Thornburg, David Tomchuk, and Matt Rowlett


May 2010 – College Sports Medicine Foundation Student Leadership Workshop Participant – Jennifer Asberry


April 2010 – Valley Women’s Scholarship – Jennifer Asberry

March 2010 – Mid-American Athletic Trainers’ Association: Annual Meeting & Clinical Symposia

Josh Lammert

Platform Presentation: Ultrasound-Guided Plasma-Rich Protein Hamstring Injection In A Collegiate Football Athlete With Hamstring Tendinosis.

February 2010 – WCWA Academic All-American – Rachel Pike

January 2010 – MoATA Student Leadership Council President – Josh Lammert

June 2009 – NATA Foundation Scholarship Recipient – Josh Lammert

June 2009 – MoATA Student Leadership Council Program Representative – Jennifer Asberry

June 2009 to June 2011 – NATA District V Student Leadership Council Representative – Jennifer Asberry

June 2009 – National Athletic Trainers’ Association: 60th Annual Meeting & Clinical Symposia

Robert Holsinger, Bruce Ramshaw, and David Tomchuk

Poster Presentation: Athletic Pubalgia Resulting From Recurrent Groin Strains, Muscular Imbalances, And An Anatomical Leg Length Discrepancy In A Male Collegiate Soccer Athlete. San Antonio, TX; 2009.


February 2009 – WCWA Academic All-American – Rachel Pike
3) Vision statement of what the program members would like the program to be in five years (improvement goals)

The MVC ATP faculty and stakeholders see the MVC ATP continue to grow and improve over the next five years. The following are the goals the MVC ATP would like to achieve by the 2018-2019 academic year:

1. Transition the clinical education coordinator (CEC) position from a 60/40 (athletics/academic) position to a full-time faculty member. CAATE standard #30 states that “in addition to the program director, there must be a minimum of one full-time (1.0FTE) faculty member dedicated (100% of 1FTE) to the ATP.” MVC has until July 1, 2015 to meet this particular standard. If it is determined that the CEC will remain split with athletics, then the goal is to hire an additional 100% FTE athletic training faculty member.

2. Continue to work with Fitzgibbon hospital to develop athletic training employment opportunities in Saline county (particularly at the Slater and Malta Bend school districts and with Marshall Orthopedics).

3. Increase the MVC ATP first-time BOC pass rate to a minimum of a 70% aggregate over 3-years to meet CAATE standard #11.

4. Once goal #3 is attained, the goal will be to average a first-time BOC pass rate which is on-par with the national average (around 85% over the past 3 years).

5. Identify and develop a second articulation agreement with a quality community college athletic training program.

6. Develop an on-campus presence with MVC ATP alumni and grow relationships between MVC ATP alumni and current MVC athletic training students and recent graduates.

4) Strategies and resources required for achieving the program vision

(Identify recommendations for improvement that are in the control of the program and those that require action at higher levels.)

Addressing goal #1 – This will require the support of the MVC administration. MVC must develop the funds for this added faculty position. The removal of the CEC position from a split position with athletics will also affect the athletic department as they will likely be required to also hire a full-time athletic trainer to fill the void in athlete health care coverage. The movement of the CEC position to a full-time faculty position should allow the other athletic trainers to reduce their teaching loads from 2-3 courses per semester to 1-2 courses per semester and allow
the MVC ATP director the ability to better place instructors with courses which they are better academically trained and able to teach. This would also assist in addressing goals #3 and #4.

Addressing goal #2 – This goal is mostly in the hands of the athletic trainers and MVC ATP as they are the individuals who have the best relationship with Fitzgibbon hospital. The hope is that the newly created position at Marshall HS will go well and over the next 2-3 years organic growth will occur within Fitzgibbon hospital to expand their athletic training services in Saline county. We ask that the MVC athletics and MVC administration be supportive of these efforts as this may lead to a better working relationship with Fitzgibbon hospital to provide health care to the general MVC student body and athletes. “Creative” and “non-traditional” ideas may be arise where the benefits to both organizations would occur and an open mind will be required by all.

Addressing goals #3 and #4 – Another full-time faculty member who is 100% dedicated to the development and teaching within the MVC ATP is hired should allow better and more focused didactic instruction of the athletic training students. Also the hiring of an additional full-time individual to supervise, teach, advise, and develop the MVC exercise science program would allow remove distractions and added burdens placed on the MVC ATP faculty. Other available options to address this issue would be: elimination of the exercise science program as a major at MVC, reduce the exercise science major to a minor, or reclassification of the exercise science program to an academic department which is not the school of nursing and health sciences. Solving this issue relies primarily on the MVC administration to financially support this endeavor.

Addressing goal #5 – Identifying a second quality community college athletic training program to develop is initially the responsibility of the MVC ATP administrators. After this the MVC administration would need to assist in proving funds for travel and time to develop and maintain this additional relationship. With current teaching loads this likely can not happen until 2015 at the earliest. The MVC admissions department already funds annual travel to our current articulation agreement site as typically 1-2 students come to MVC from that visit. Some come for the ATP some come for other programs. If an additional quality articulation agreement can be developed we feel the MVC admissions department would fund this additional trip if we can demonstrate that at least 1 student will transfer to MVC because of this articulation agreement. Developing additional articulation agreements would allow the MVC ATP to increase its number of accepted athletic training students without having to rely on the regular freshman acceptance process and helps to maintain our graduation and course enrollment numbers.

Addressing goal #6 – This is primarily role of the MVC ATP administrators. The MVC ATP has an excellent relationship with many of its alumni and will continue to develop ways to increase alumni involvement in the MVC ATP. The primary constraint to this is the location of MVC in relation to some alumni and travel costs. The MVC ATP can utilize the “gift-in-kind form” through the MVC development office to alleviate some travel costs for alumni to return to campus in a guest-speaker or mentor role. The MVC ATP alumni are constantly aware of the achievements of the MVC ATP by the creation and dissemination of “press-releases” created by the MVC ATP administrators and e-mail to the alumni and placed on the MVC ATP facebook page. This positive relation is likely primarily due to the fact that the MVC ATP director and CEC have been the same individuals since August 2005 and both of these individuals have
developed and assisted the alumni in their careers. If there is turnover in the MVC ATP administration this relationship may decline and fade. Perhaps a “database” of athletic training alumni and their associated contact information can be created or given to the MVC development office so that if/when this situation occurs communication can be maintained. The MVC development office is spectacular at financially supporting the annual MVC ATP alumni and friends gatherings at the national athletic training convention. The MVC ATP gathering is absolutely unique amongst other gathering other programs put together and it can only be as positive as it is from the financial support of the MVC development office.

VII. List of individuals who assisted in the completion of this report

David Tomchuk
Karla Bruntzel