Assessment Data – Athletic Training Program

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Athletic Training Program Learning Outcome(s): Students will demonstrate cognitive and psychomotor competence in the content areas of athletic training educational competencies

Criteria for success #1: >90% of students will pass the clinical proficiencies in 5 clinical courses

Signature Assignment: Clinical Proficiency Assessment

Course	Semester	Number of students enrolled	Percent of students passing clinical proficiencies with at or above 90%
ATR 290	Fall 2015	15	100%
ATR 390	Fall 2015	10	100%
ATR 493	Fall 2015	11	100%
ATR 291	Spring 2016	15	100%
ATR 391	Spring 2016	11	100%
ATR 290	Fall 2016	13	100%
ATR 390	Fall 2016	12	100%
ATR 493	Fall 2016	10	100%
ATR 291	Spring 2017	13	100%
ATR 391	Spring 2017	12	100%
ATR 390	Fall 2017	13	100%
ATR 290	Fall 2017	8	100%
ATR 493	Fall 2017	10	100%
ATR 291	Spring 2018	8	100%
ATR 391	Spring 2018	13	93%

Interpretation and Conclusion:

Each student within the athletic training major will take 5 clinical practicum courses. During these clinical courses each student is responsible for performing and successfully passing all of their clinical proficiencies. Clinical preceptors assigned to the clinical practicum courses have the responsibility of determining if the student performed the clinical skill autonomously, with prompting or if the clinical skill bring performed was inadequate and warrants being performed again to ensure clinical mastery of the skill. The goal for each clinical practicum course is that each student would successfully complete all of the clinical proficiencies autonomously.

Changes to be made:

As we transition our undergraduate athletic training program to an entry level master's program a change from the athletic training student "needing" to pass all of their clinical proficiencies with autonomous will be discussed. Just as we do with our other assessment criteria, it becomes more important to set a realistic criterion for each practicum course. As the student matures, that criteria increases.

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Athletic Training Program Learning Outcome(s): Students will communicate effectively to a target audience

Criteria for success #2: 85 % Students will score at least a 3 on the oral presentation rubric used in ATR 493

Signature Assignment: Oral Presentation

Criteria	Fall 2014 (N = 4)	Fall 2015 (N = 11)	Fall 2016 (N = 10)	Fall 2017 (N=10)
Content	100%	91%	100%	90%
Delivery	100%	100%	100%	100%
Clinical Relevance	100%	91%	100%	100%
Organization	100%	100%	100%	90%

Rubric Used: see below (adopted from AACU oral communication rubric)

Criteria	Bench Mark		Milestones		Capstone
	1	2	3	4	5
Content	**No** supporting materials Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that **supports the presentation** or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that **minimally supports the presentation** or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis **that partially supports** the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis **that generally supports** the presentation or establishes the presenter's credibility/authority on the topic.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis **that significantly supports the presentation** or establishes the presenter's credibility/authority on the topic.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) **detract from the understandability of the presentation**, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) **make the presentation understandable, and speaker appears tentative.**	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the **presentation compelling,** but the **speaker does appear polished and/or confident.**	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) **make the presentation interesting, and speaker appears comfortable.**	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the **presentation compelling,** and **speaker appears polished and confident.**
Clinical Relevance	Communicates information from sources. **The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.**	Communicates information from sources however, the information is not organized or synthesized**, so the intended purpose is not fully achieved.**	Communicates and organizes information from sources. **The information is not yet synthesized, so the intended purpose is not fully achieved.**	Communicates, organizes and synthesizes information from sources. **Intended purpose is achieved.**	Communicates, organizes and synthesizes information f**rom sources to fully achieve a specific purpose, with clarity and depth**
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) **is not observable within the presentation.**	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) **is intermittently observable within the presentation.**	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is **intermittently consistent and observable within the presentation.**	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) **is clearly and consistently observable within the presentation.**	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) **is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.**

Interpretation and Conclusion:
It is no surprise that students in the athletic training score relatively high in the area of oral communication but more specifically in the area of communicating within the vocational field. By the time students take ATR 493 they've had several clinical experiences that have shaped and molded their ability to not only interact with health care professionals but to also communicate and speak the language of an aspiring athletic trainer. This can be contributed to the learning over time model…where athletic training students are repeatedly being exposed to similar content throughout the entire major.

Changes to be made:
Ideally, we would like to use the AACU oral communication rubric to assess oral communication. However, the AACU rubric does not lend itself to assessing the quality of presentation in this course. We may need to consider using the AACU rubric and an additional rubric to assess students.

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Athletic Training Program Learning Outcome(s):

1) Students will communicate effectively to a target audience
2) Students will be able to write coherently on information in athletic training
3) Students will demonstrate cognitive and psychomotor competence in the content areas of the Athletic Training Educational Competencies.
4) Students will advance in clinical proficiency in the practice athletic training through development in clinical skills and reasoning.

Criteria for success #2: 80% of alumni will score 4 or higher on a 5 point Likert scale

Course: None – Alumni Data

Rubric Used: 5 point Likert scale (Outstanding, Well, Ok, Poorly, Very Poorly)

2017 Alumni Data	Athletic Training (N=39)
Students were asked how well the program prepared them to communicate with healthcare professionals outside of athletic training	87%
Please tell us how you think the clinical rotations prepared you to successfully complete the requirements and skills in your current position.	97%
Students were asked how the athletic training program curriculum prepared them for the BOC exam.	94%

Interpretation and Conclusion:
The criteria for success was met for this learning outcome.

Changes to be made:
No changes to be made at this time.

Department Learning Outcome: Students will apply their emerging knowledge for the benefit of their clients, patients and the community

Athletic Training Program Learning Outcome(s): Athletic training program graduates will demonstrate knowledge and skills required of any entry level Certified Athletic Trainer.

Criteria for Success: Students would pass MOC exam by 70% and score at least a 70% within each content domain (Table 1); program will maintain a three year aggregate of 70% on the national exam (Table 2).

Signature Assignment: MOC BOC examination

Table 1. MOC BOC Exam scores

Athletic Training Domains	Spring 2016 (N = 11)	Spring 2017d (N=10)	Spring 2018 (N=10)
Injury/Illness Prevention and Wellness Protection	**71%**	**59%**	**73%**
Clinical Evaluation and Diagnosis	**66%**	**64%**	**73%**
Immediate and Emergency Care	**72%**	**68%**	**74%**
Treatment and Rehabilitation	**58%**	**68%**	**69%**
Organizational and Professional Health and Well-Being	**72%**	**62%**	**74%**
Overall Percent	**68%**	**64%**	**73%**

Table 2. Three Year Aggregate data for National BOC exam

BOC Pass Rates	2014-2015	2015-2016	2016-2017	3 yr aggregate
Number of students graduating from program.	9	12	10	31
Number of students graduating from program who took examination.	9	12	6	27
Number of students who passed the examination on the first attempt.	6	12	6	24
Percentage of students who passed the examination on the first attempt.	67	100	100	89
Number of students who passed the examination regardless of the number of attempts.	8	12	6	26
Percentage of students who passed the examination regardless of the number of attempts.	89	100	100	96

Interpretation and Conclusion:

This year 2017-2018 we integrated more testing and study techniques in our Fall (ATR 493) and Spring (ATR 494) practicum courses. This was done to improve student-testing techniques but also to start preparing students earlier in their senior year for the exam. Overall, for the spring 2018 seniors who took the MOC BOC there average score across all domains was 73%. This meets the criteria for success.

Changes to be made:

No changes need to made to this standard currently. Continue to integrate testing techniques earlier in the semester to see if the trend continues.

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Athletic Training Program Learning Outcome(s): Students will be able to write coherently on information in athletic training.
Criteria for success: 80% of students will score a "3" or better on the AACU Written Communication Rubric
Course: KIN 340
Rubric Used: AACU Written Communication Rubric
Signature Assignment: Concept Map Paper

Written Communication skill	% of students achieving "3" or higher (Pooled Data from Fall 2015-Spring 2016) (N=10)	% of students achieving "3" or higher (Pooled Data from Fall 2016- Spring (2017) (N=9)	% of students achieving "3" or higher (Pooled Data from Fall 2017 – Spring 2018) (N=7)
Context/Purpose	80%	78%	57%
Content Development	90%	89%	57%
Genre/Disciplinary Conventions	80%	89%	71%
Sources & Evidence	90%	89%	71%
Syntax & Mechanics	100%	78%	85%

Interpretation and Conclusion:
No data to interpret. Most athletic training majors take this course in the spring. Data interpretation will be conducted during spring 2018.

Changes to be made:
None

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Athletic Training Program Learning Outcome(s): Students will be able to write coherently on information in athletic training.

Criteria for success: 80% of students will score a "6" or better on the writing rubric

Signature Assignment: Review of Literature Paper

Course: KIN 101

Rubric Used: See below

Written Communication (KIN 101)	Athletic Training Fall 2015 (N=11)	Athletic Training Fall 2016 (N=7)	Athletic Training Fall 2017 (N=15)
Organization	100	100	100
Grammar & Spelling	100	100	100
Depth of Information	91	100	87
Clarity of Writing	100	100	100

Interpretation and Conclusion:

Pre-athletic training majors met all of the criteria for writing communication.

Changes to be made:

At this time no changes need to be made in the curriculum….see comments in the above "changes to be made section"

	10 points	8 points	6 points	4 points
Organization	Properly reviews current literature on the chosen topic	Some ideas connected to the chosen topic	Attempts to focus on an idea or topic with man ideas not clearly related or connected to the topic	Has little or no focus
Grammar and Spelling	No use of 1st or 3rd person tense. No grammatical or spelling errors	Very few uses of 1st or 3rd person tenses. Very few grammatical and spelling errors	Several users of 1st or 3rd person tenses. Several grammatical and spelling errors	Written in 1st or 3rd person tense with many grammatical and spelling errors
Depth of Information	Draws concise and appropriate information and insights from multiple sources.	Draws appropriate information and insights from multiple sources.	Vague summary reporting of information.	No summary of the information being reported in the document.
Clarity of Writing	Presentation is clear, concise and sentences flow logically from idea to idea. Effective transition sentences, all terms/acronyms are define	Good sentence structure, adequate transitions between paragraphs, most terms/acronyms are defined.	Occasional poor sentence structure, transition between paragraphs unclear, some terms/acronyms are poorly defined.	Frequent poor sentence structure, unclear and disorganized, lacks transitions, ideas are not adequately developed, and terms are not defined.

Department Learning Outcomes
1. Engage and demonstrate competence in current knowledge in human movement, physical fitness and/or allied healthcare.
2. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

Athletic Training Program Learning Outcome
1. Students will advance in clinical proficiency in the practice of Athletic Training through:
   a. Development in clinical skills and reasoning
   b. Application of evidence-based decision-making.

Criteria for Success
1. 80% of students will score a 3 or higher on the Movement Analysis Video Rubric

Signature Assignment: Movement Analysis Paper

Course: KIN 325

Rubric Used: Movement Analysis Rubric (see Below)

Movement Analysis	Athletic Training Fall 2016 (N=13)	Athletic Training Fall 2017 (N=9)
Content	84%	43%
Layout/Design	100%	100%
Technical Elements	100%	100%
Collaboration	100%	100%
Overall Average	96%	100%

Interpretation:
Athletic Training students struggled in the content portion of this assignment. Since this no longer a first time assignment the professor of this course may need to make samples available so students can see what a "quality" content section looks like.

Changes to be made:
Make assignment sample available.

Movement Analysis Video Rubric

Activity	Exemplary Score: 25	Proficient Score: 20	Partially Proficient Score: 15	Unsatisfactory Score: 10	Total Points in Each Section/Comments
Content	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in a accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	_____/25
Layout/Design	Organization of video presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	_____/25
Technical Elements	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature.	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content. If music is present it overshadows the assignment	_____/25
Collaboration	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity	Students worked together and were assigned different roles Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	Presentation a result of a group effort, but only some members contributed Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities	Obvious that the presentation was created by one person Students make poor choices for group members. The group is unable to complete the video in a timely fashion	_____/25

Department Learning Outcome: Students will demonstrate an appreciation for the beauty and gift of the human body—and the benefits of optimal health and physical fitness—by actively pursuing a healthy lifestyle.

Athletic Training Program Learning Outcome(s): Students will competently serve patients in a diversity of clinical environments, interacting with various allied healthcare professionals.

Criteria for success: 80% of students will score a "4" or better

Course: None – Alumni Data

Rubric Used: 5 point Likert scale (Outstanding, Well, Ok, Poorly, Very Poorly)

2017 Alumni Data	Athletic Training (N=39)
Please tell us how much you think your experience in Kinesiology influenced your engagement in service to others from various backgrounds	97%
Please tell us how much you think your experience in Kinesiology influenced your engagement in service to others from various backgrounds	95%
Please tell us how much you think the athletic training program prepared you to serve diverse patient populations.	78%

Interpretation and Conclusion:

The criteria for success for preparing students to work with diverse populations was not during this alumni survey. This may be a reflection of the older clinical rotations, which did not involve a heavy amount of interaction with diverse patient populations.

Changes to be made:

No changes to be made at this time, however, as the program has evolved so has the expansion of diverse clinical rotations and experiences for our athletic training students.

Department Learning Outcome: Students will serve others in clinical, educational and/or athletic settings as they live out their vocation & calling.

Athletic Training Program Learning Outcome(s): Students and graduates will integrate the Christian faith with their clinical practice by exhibiting the common values and behaviors of the Athletic Training profession in a distinctly moral and ethical manner.

Criteria for success: 70% of students will score a "3" or better

Course: None – Alumni Data

Rubric Used: 4 point Likert scale (Very Much Enhanced, Much)

2017 Alumni Data	Athletic Training (N=39)
Please tell us how much you think your experience in Kinesiology enhanced your commitment to Christ.	74%
Please tell us how much you think your experience in Kinesiology enhanced your ability to integrate compassionate care and Christian Faith within your current profession.	87%

Interpretation and Conclusion:

Criteria Met.

Changes to be made:

No changes to be made, however, athletic training faculty can always be aspiring to live out their life as an expression of faith with and in front of our students.

Department Learning Outcome: Students will serve others in clinical, educational and/or athletic settings as they live out their vocation & calling.

Athletic Training Program Learning Outcome(s): Graduates will be prepared for careers that utilize certified athletic trainers or graduate study.

Criteria for success: 60% of students graduating from the athletic training program will be employed as an athletic trainer or in graduate school.

Course: None – Alumni Data

Placement Rates	15-16	16-17	17-18	3 yr aggregate	Percent
Employed as an Athletic Trainer	7	9	3	19	59%
Currently Enrolled in Another Degree Program	5	1	0	6	10%
Not Currently Employed	0	0	7	7	21%

Interpretation and Conclusion:

Criteria Met.

Changes to be made:

No changes to be made at this time.