

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

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%

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 being 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

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

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

Criteria	Bench Mark		Milestones		Capstone
	1	2	3	4	5
Content	<u>No</u> 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) deduct 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 from 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 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 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

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

Interpretation and Conclusion:

In general, these results are very positive. The students in this fall course are preparing to take their exam in April. The minimum requirement for passing is a 70% on the national exam. While these scores do not meet the criteria established they are encouraging considering these students have 5 months to prepare and they give the students guidance as they begin to create a study plan.

Changes to be made:

One way to help guide student preparation is integrating self-assessments and specific testing in these domains. This can be done in our "capstone" course for athletic training majors (ATR 494).

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

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)
Context/Purpose	80%	78%
Content Development	90%	89%
Genre/Disciplinary Conventions	80%	89%
Sources & Evidence	90%	89%
Syntax & Mechanics	100%	78%

Interpretation and Conclusion:

Athletic Training students met the criteria for three of the five categories. One area of potential growth is in the area of context and purpose. We have worked to incorporate case study papers throughout clinical classes to improve their ability give the reader context.

Changes to be made:

The undergraduate athletic training program will be phasing out and we will be beginning a Master’s of Science in Athletic Training.

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

Course: KIN 101

Rubric Used: See below

Written Communication (KIN 101)	Athletic Training (N=11)	Athletic Training (N=7)
Organization	100	100
Grammar & Spelling	100	100
Depth of Information	91	100
Clarity of Writing	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”

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.

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

Course: KIN 325

Rubric Used: Movement Analysis Rubric (see Below)

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

Interpretation:

All criteria were met for this learning outcome

Changes to be made:

No changes at this time. We will continue to collect data on this outcome.

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 an 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