

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% |

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 or 4 on the oral presentation rubric used in ATR 493

| Criteria | Fall 2014 (N = 4) | Fall 2015 (N = 11) |
|--------------------|----------------------|-----------------------|
| Content | 100% | 91% |
| Delivery | 100% | 100% |
| Clinical Relevance | 100% | 91% |
| Organization | 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) 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 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 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) |
|--|---------------------------------|
| Injury/Illness Prevention and Wellness Protection | 71% |
| Clinical Evaluation and Diagnosis | 66% |
| Immediate and Emergency Care | 72% |
| Treatment and Rehabilitation | 58% |
| Organizational and Professional Health and Well-Being | 72% |
| Overall Percent | 68% |

Interpretation and Conclusion:

Based on the results of the practice examination that students take during their senior seminar course, students entering into the examination have general weaknesses in the areas of treatment, rehabilitation and clinical evaluation and diagnosis. While the overall percent of the practice examination is below 70%...it does not appear to be positively correlated with our student's success of the actual board of certification. For example, in April 2016, seven our seniors took the examination and 100% of them passed on the first try. It is possible that the practice examination is not a true indicator of knowledge base and the student's success on the board of certification examination.

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

Interpretation and Conclusion:

Upper division students in the athletic training major were very successful in using resources, developing and in overall sentence structure and mechanics. These students also met the criteria for context and conventions. See comments below on ways to improve overall scoring on context and conventions.

Changes to be made:

The only change that has been made to the curriculum is to restructure our upper division athletic training senior level clinical practicum course. During this course athletic training students are asked to present and write a clinical case study that is outside of the realm of athletic training. Unfortunately, this comes in their senior year. The way our curriculum is set up, athletic training students are also taking a general pathology course....it may be wise to have students in that course turn in some written work. I think this change would benefit all of our majors in the Department of Kinesiology.

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) |
|---------------------------------|--------------------------|
| Organization | 100 |
| Grammar & Spelling | 100 |
| Depth of Information | 91 |
| Clarity of Writing | 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”