Program: Bachelor of Science in Athletic Training

Department: Kinesiology & Health Science

Number of students enrolled in the program in Fall, 2011: 248

Faculty member completing template: Doris E. Flores       Date: January 19, 2012

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

Our undergraduate program in athletic training achieved continued accreditation by the Commission on the Accreditation of Athletic Training Education (CAATE) in February 2007. Since this achievement, the program had continued to annually assess the effectiveness of student learning and program content. Results of the program wide assessments direct changes in the academic and clinical program. The Annual Report submitted to CAATE provides a periodic review of the success of the program and initiates any needed changes. Each year we look to see what area of the program needs special attention for the next year. For example, in 2009, we added additional online testing to help the graduating seniors prepare for the national certification exam. In 2011, the fifth edition of the National Athletic Trainers Association Educational Competencies became available, so we revised the assessment of the cognitive and psychomotor competencies. This 2011-2012 academic year, we are preparing the self-study in preparation for our fall 2012 site visit from CAATE. Preparing the self study provides an intense evaluation into all parts of the Athletic Training Education Program (ATEP).

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Each of the following learning outcomes has a high priority ranking. The primary mission of the undergraduate ATEP is to prepare the student with a quality education through knowledge, skills and attitudes to become a competent entry level Certified Athletic Trainer.

a) Content Knowledge  The student will extend the broad-based knowledge learned in the core Kinesiology classes to analyze, critically think and solve problems as they relate to the areas of prevention, recognition, evaluation, immediate care, rehabilitation and reconditioning of athletic injuries. This learning outcome was targeted because it provides
opportunities for the student to engage in scholarly activities and to develop skills that are necessary for the ability of the athletic trainer to be competent in his/her position. These skills also match up with the university baccalaureate goals.

b) Diversity  The student will be given opportunities to develop confidence, self-worth, socialization skills that enable him/her to reach out to diverse populations of students with an appreciation, compassion and empathy for their uniqueness. They are able to serve as positive role models and impart values that are consistent with a democratic society. This outcome was targeted because as the students are placed in diverse settings, they are able to experience and foster the human dimension of learning and cultivate an appreciation for diversity and value of humankind. This also aligns well with the university baccalaureate goals.

c) Professionalism  The athletic training student is expected to commit to the professional development and responsibility to be a competent certified athletic trainer. This learning income was targeted because it addresses professionalism and the ability to interact with those in the athletic training setting and also provides an opportunity to handle diverse situations and demonstrate leadership.

d) Problem Solving  The athletic training student will engage in problem-solving clinical experiences that will help prepare him/her to be successful on the national certification exam. This was targeted because the graduating student will need to use their breadth and depth of knowledge and apply it in the clinical settings.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

The four learning outcomes identified for the athletic training student directly align with the university baccalaureate learning goals. Our goal of developing critical thinking skills and problem solving are embedded deeply in many of the hands-on classes in the athletic training curriculum. Our goal regarding diversity allows the student to interact and communicate with others in their clinical assignments. The third learning outcome provides the opportunity for leadership and personal responsibility. The fourth learning outcome aligns with the intellectual and practical skills as the students are placed in many clinical experiences which allow them to develop better judgment in diverse situations.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

**Content Knowledge**

a) Most of the AT classes (KINS 154A, Principles & Techniques in a Clinical Setting, KINS 156, Care of Athletic Injuries, KINS 155A, Clinical Evaluation of the Upper Extremity and KINS 156A Emergency Response) are hands-on classes with laboratories. Within these classes, the students are evaluated on scenarios, case studies and research papers.

b) The athletic training major (juniors and seniors) will enroll in the above named classes and are evaluated on the skills taught in the class.

c) The clinical student enrolled in KINS 195D, Practicum in Athletic Training (taken 4 semesters), meets Friday mornings to be assessed by the Approved Clinical Instructor (ACI) on three clinical competencies. Example: Acute Care of Injuries and Illnesses 4

Demonstrate the ability to perform scene, primary and secondary surveys. The student writes up the answer and demonstrates it to the ACI. If the student cannot demonstrate competency, he/she will be tested on another day.

d) The ATEP uses the ‘learning over time’ method of clinical skills. The Committee of Clinical Instructors meets each semester to evaluate the program and see what is working and what is not. Reviewing the progress of each student is done and changes are made as needed.

**Diversity**

a) The clinical AT student is placed in at four clinical sites. He/she is directly supervised by an ACI or medical professional. Within the clinical experience, the student encounters many situations dealing with student-athletes, peers, coaches and administrators. The ACI will guide the student through these experiences.

b) The students who are enrolled in KINS 195D, Practicum in Athletic Training (4 semesters) are formally evaluated at mid semester and at the end of the semester by the ACI. The evaluation tool includes athletic training student in the profession, knowledge and practice of athletic training methods and personal qualities.

c) The mid-semester and end of semester evaluation form has a scale for the ACI to use on each of the above named items.

d) Annually, the Committee of ACIs reviews the evaluation tool to see if changes need to be made. The last change was made four years ago when a point value for each level was added.

**Professionalism**

a) The ACI evaluates the AT student at mid-semester and end of the semester each of the four semesters of the clinical experience
b) The clinical students enrolled in KINS 195D, Practicum in Athletic Training are evaluated at mid and end of the semester for the four semesters of clinical experience.

c) The evaluation tool includes athletic training student in the profession, knowledge and practice of athletic training methods and personal qualities.

d) Annually, the Committee of ACIs reviews the evaluation tool to see if changes need to be made.

Problem Solving

a) In many of the AT classes, problem solving is evaluated through the use of case studies and scenarios. KINS 154C, Therapeutic Modalities, and KINS 156A, Emergency Response are two courses that incorporate these methods of evaluation. Also, in KINS 195D, Practicum in Athletic Training, each semester is a practical mock exam for the senior students.

b) The athletic training student in these classes will be evaluated throughout the semester. The mock exam is given at the Monday evening class during the last month each semester.

c) The mock exam consists of 6 to 10 test items for the seniors in the clinical program. They are responsible for demonstrating and explaining the test items on a model injured student and are evaluated by a minimum of 2 ACIs. In Emergency Response, mock injuries and illness scenarios are presented throughout the semester for each unit of the class.

d) The ACIs are asked to submit test items for the mock exam each semester.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

This semester we are preparing the self-study in anticipation of the site visit by CAATE in the fall. With this program review, we are addressing all parts of the program, including sponsorship, personnel, resources, physical resources, operational practices, fair practices, health and safety, student records, outcomes, curriculum and instruction.

a) Content Knowledge

The graduate of the program will take the national certification exam to become a certified athletic trainer. We look at the number of graduates who pass on the first attempt. We also have a senior exit interview to gain information from the student perspective on the strengths and weaknesses of the program. In the past, a number of students were not passing on the first attempt. We then required the graduating senior to meet weekly with an ACI to help review and prepare for the national exam. Another example is the end of semester evaluation tool. The ACIs created a minimum score for each phase.

b) Diversity
The end of the semester evaluation tool used in the clinical experiences is annually reviewed by the ACIs for deletion or addition of any items. At the meetings of the ACIs, the evaluation of the student is reviewed. An example is that the ACI at each site may also find that it is necessary to have more than two formal written evaluations for individual students.

c) Professionalism
The end of the semester evaluation tool again is used to evaluate the personal and professional qualities of the athletic training student.

d) Problem Solving
An example of using the feedback from learning outcomes is with the mock exam. Two years ago, the national exam stopped using the practical portion of the exam. However, the ACIs discussed this point and looked at the success rate of first time passers of the national exam and voted to continue to include the practical mock exam. All clinical students are taking the written mock exam. In addition, since the exam is all computerized now, the senior weekly meeting for exam preparation includes a 300 question computer exam. The students must take this exam in an exam setting (computer lab) to mock the situation he/she will have when actually taking the exam.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

The ATEP has sent out an alumni survey in the past and with the self-study process this semester, will send one out in February 2012. We already have the list of the graduates from the last seven years (since the last site visit) and their emails and the actual survey. The department also sends out an alumni survey. The university also has an alumni survey that is sent out and it is designed by department.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The ATEP meets the standards set out by CAATE. These standards are reviewed for compliance each year through the submission of the Annual Report. We find these to be very important and vital to the currency of the student pursuing a career in athletic training. Our set of outcomes aligns directly with the ones set by CAATE. The ATEP is structured to meet not only the department and CAATE guidelines, but also the university baccalaureate learning goals.
Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

We are very proud of the Athletic Training degree program. It has been in existence since 1976 and has met all the standards for the national accreditation bodies. We have many assessment tools used to get feedback on the effectiveness of student learning and program parts. The following are used in the ATEP: CAATE Annual Report, Mid and end of semester formal evaluations of the clinical student, semester student evaluations of the ACI and clinical sites, annual graduation rates, Board of Certification exam rates, annual retention rates, senior exit interviews, employer survey, ACI meetings twice a semester, weekly competency evaluation of student skills, five semester portfolio of the student progress through the clinical program, and student progress through the degree program.

By having the checks and balances of the department, university and CAATE expectations, the ATEP can keep up with the learning outcomes feedback and make appropriate changes to the program. This program is very successful in graduating fine individuals who go on to become entry-level Certified Athletic Trainers and productive citizens.