

Academic Program Name:	Athletic Training
Academic Program Assessment Coordinator:	Daniel Hannah
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Program Goal	Student Learning Outcome	Assessment Instruments and Frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
1. Graduates in Athletic Training (AT) will demonstrate the skills and dispositions necessary to meet the challenging sports injury management needs of our rapidly-changing society.	<p>Graduates in AT will demonstrate skills and dispositions at the “proficiency” level of an entry level athletic trainer including these areas:</p> <ul style="list-style-type: none"> • Risk management and injury prevention • Pathology of injury and illness • Orthopedic clinical examination and diagnosis • Medical conditions and disabilities • Acute care of injuries and illnesses • Therapeutic modalities • Conditioning and rehabilitative exercise • Pharmacology • Psychosocial 	<p>Completion of clinical experience courses PEES 350 (taken a minimum of 4 times), PEES 404, and PEES 410 accumulating 100 clinical hours per semester and assessment of the National Athletic Trainers’ Association (NATA) competencies.</p> <p>Analyzed data collected from ATS evaluations completed by Approved Clinical Instructor/Clinical Instructor twice per clinical experience rotation – twice</p>	AT graduates earn grades of “pass” in each clinical experience course	100% of AT graduates have passed all clinical experience courses.	<p>Preparation of the Commission on Accreditation for Athletic Training Education (CAATE) self-study report and the Physical Education and Exercise Studies Department (PEES) Scope and Sequence Workshop resulted in identification that the AT program evaluations should be restructured to further align with the CAATE Standards in order to show learning over time more clearly.</p> <p>Restructuring is in progress.</p> <p>The new AT program director will attend a</p>

	<p>intervention and referral</p> <ul style="list-style-type: none"> • Nutritional aspects of injuries and illnesses • Health care Administration • Professional development and responsibility 	each fall and spring semester.			conference (January 2009) for standards update to maintain currency in program standards.
<p>2. Graduates in Athletic Training (AT) will acquire knowledge of AT concepts to be effective athletic trainers as regulated by the Commission on Accreditation for Athletic Training Education (CAATE) (www.caate.net), Standards for entry-level athletic training education programs and as outlined by the National Athletic Trainers' Association (NATA) (www.nata.org), Educational Competencies</p>	<p>Graduates in AT will demonstrate knowledge of an entry level athletic trainer in these areas:</p> <ul style="list-style-type: none"> • Risk management and injury prevention • Pathology of injury and illness • Orthopedic clinical examination and diagnosis • Medical conditions and disabilities • Acute care of injuries and illnesses • Therapeutic modalities • Conditioning and rehabilitative exercise • Pharmacology • Psychosocial intervention and referral 	<p>Advisor transcript review using the AT Program Worksheet each semester before registration.</p> <p>Competency check-offs and evaluations within courses.</p> <p>Summative test, the Professional Knowledge Inventory (PKI) during PEES 499.</p> <p>Data collected each fall and spring semester, analyzed annually.</p>	<p>AT graduates earn grades "C" or above in each major course specified on the AT program worksheet.</p> <p>100% of AT graduates achieve 70% or higher correct response on the PKI.</p>	<p>In Spring 2008, 100% of AT students enrolled in the capstone course PEES 499 achieved a score of 70% or higher on the PKI.</p>	<p>Preparation of the CAATE self-study report resulted in detection that the competency check-offs and evaluations need to be restructured to better align with the CAATE Standards. Deficiencies in meeting NATA competencies also have been identified. Advisor transcript reviews have identified some course sequences as particularly challenging – with the result that overall grades "dip" in specific courses. Therefore, the scope and sequence of the AT program will be</p>

	<ul style="list-style-type: none"> • Nutritional aspects of injuries and illnesses • Health care Administration Professional development and responsibility				<p>reviewed/ revised in the PEES Department Scope and Sequence Workshop before fall 2008 classes begin.</p> <p>Board of Certification, Inc. (BOC, Inc.) exam www.bocatc.org results will be incorporated to assess overall program effectiveness, and to be used to identify areas of strengths and weaknesses. The new AT program director will attend a conference (January 2009) for standards update</p> <p>In order to compare entering students' knowledge to that of program completers, the PKI will be offered as a pre-test in PEES 219 as well as a post-test in PEES 499. This testing format better aligns with the goal</p>
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					of measuring acquisition of knowledge during the program.
3. The Athletic Training (AT) program re-accreditation process will be completed on schedule for the Commission on Accreditation of Athletic Training Education (CAATE) visitation timeline.	Students majoring in Athletic Training will be engaged in a program of studies current to CAATE accreditation standards.	CAATE re-accreditation process is on a seven-year cycle. The next site-visit is spring 2009.	The AT program accreditation report for CAATE will be prepared for the spring 2009 site-visit.	The AT program of studies revision did not reach completion in 2007-2008 due to specific problems in stating and receiving institutional approval for prerequisites for each course. The incoming AT Director has identified the problem areas in this process.	New AT course proposals with correct prerequisites will be submitted to the Lander University Curriculum Council during 2008-2009. This is an appropriate timeframe for approval to the 2009-2010 university catalog and inclusion in revised AT program worksheets.
4. Recruitment and retention for the Athletic Training program (AT) demonstrate progress toward economic viability of this program of studies, attracting a	Students majoring in Athletic Training will be engaged in a vital, stable program of studies.	The South Carolina Commission on Higher Education (CHE) rolling average of program productivity as an	The CHE rolling average of program productivity will gradually increase over the next five	CHE program productivity chart is documented in the web version of the Lander University 2006-07 Fact	Freshmen declaring AT as a major sometimes underestimate the challenging nature of this program of studies.

<p>diverse population of capable and committed candidates.</p>		<p>annual report provided through Lander University Institutional Assessment.</p> <p>Annual report.</p> <p>Increasing number of students who advance to junior/senior status is included on the AT Director's annual Faculty Performance Report.</p> <p>Annual review.</p>	<p>years.</p> <p>Increase in the number of students in the major who advance to junior and senior status –stabilizing program offering.</p> <p>AT program is limited to a maximum of 18 students in Level II, the equivalent to 6 students per class</p>	<p>Book, working copy. An increase in productivity is projected over the next five years. This is a long-term goal.</p> <p>Increasing the number of students in the major who advance to junior and senior status is a new goal – only baseline data available, to be used for goal-setting.</p>	<p>Future recruitment efforts will include early clarification of program expectations and employment potentials. Continuity of program leadership will contribute to retention of students who build positive relationships in earlier courses.</p>
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