

## Annual Program Report Narrative

Academic year: 2007-08

Department/Program: **HESS Athletic Training Program**

Degree program(s): **BS ATEP**

Person(s) preparing report: Susan McGowen

Date submitted: 11/4/08

1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.

*See attached Assessment Grid.*

2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered.

*See attached Assessment Grid.*

3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.

*Based on a 2007-2008 Self Study and Site Visit conducted by Commission on Accreditation for Athletic Training Education (CAATE), the University of New Mexico Athletic Training Education Program (UNM-ATEP) passed with 100% compliance. UNM-ATEP has received CAATE accreditation until the academic year, 2017-2018. Therefore, the UNM-ATEP program goals have been achieved based on a national accreditation review.*

*Specifically, the ATEP North Central Association (NCA) Assessment Grid indicates the following:*

*Program goals 1-3 are derived from the six domains of athletic training set forth by the Board of Certification (BOC) Role Delineation Study, 5<sup>th</sup> Edition (2004). These six domains are the basis for the twelve educational content areas which define the education curricula as set forth by CAATE. By assessing these three program goals, the UNM-ATEP is determining if the educational content is being mastered by the athletic training students.*

*Program goals 4 and 5 assess the overall professional development for athletic training students. These goals focus on the ability to perform as an allied health care professional. Assessment of research skills allows the UNM-ATEP faculty to determine whether the student can obtain and understand new research in the field of athletic training. Assessment of critical thinking and problem solving*

*skills allows the UNM-ATEP faculty to determine if students are able to synthesize and apply all athletic training material presented to make sound diagnostic evaluations and professional decisions.*

4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

*The CARC develops systems to document assessment to ensure consistency in reporting across the COE. Assessment data are entered into the COEAS by program coordinators. This system generates reports by semester and type of assessment. Program coordinators share these data with their program faculty. Program faculty then discuss the results of the assessments and how they inform faculty about their students' learning. Faculty also examine what the results indicate about the effectiveness of the program overall. Finally the faculty consider whether the assessment method does accurately and effectively evaluate SLOs and program goals. Changes in program procedures, instruction, and assessment may result from a discussion of results. Programs report and discuss results of their assessments at Department Meetings. Department Chairs then share the results of assessment at the College level. The CARC meets regularly to examine college-wide assessment procedures. The chair of CARC and the Associate Dean in charge of assessment meet with Departments and programs to help evaluate and develop ongoing assessment systems that are manageable, effective, and meaningful.*

5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.

*More data collection is planned to ensure assessments are providing the information needed to demonstrate continued compliance with CAATE standards.*

- 6. Given the assessment activities and results to date, describe your assessment plans for the next year (2008-09). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe**

*No significant changes are anticipated and current plan will continue into the future*

### NCA Assessment Grid: BS Athletic Training Education

Program Goal	Student Learning Objective	COE/ Univ. Goal	Assessment/**PIP/ Course if applicable	Direct/ Indirect	Score Range	Pass Score
Prepare Health Care Professionals who are competent in Immediate Care, Clinical Evaluation and Diagnosis.	1. The Athletic Training Student will be able to recognize emergency situations / conditions and provide appropriate care.	*U, P, I / K, S	<b>1a.</b> Scenario portion of final exam, PIP 2/3, PEP 285, 481 <b>1b.</b> Participation in Emergency Procedures, PIP 2/3, PEP 285, 481	Direct	0-25	≥ 21
	2. The Athletic Training Student will be able to perform a full evaluation and give a diagnosis for athletic injuries.	*U, P, I / K, S	<b>2a.</b> Scenario portion of final exam, PIP 2/3, PEP 286, 287 <b>2b.</b> Completion of EC&CP manuals, PIP 2/3, PEP 286, 287	Direct	0-25	≥ 21
				Indirect	pass	yes
	Prepare Health Care Professionals who are able to prevent injury/illness, and treat, rehabilitate, and recondition an injured/ill patient/athlete.	1. The Athletic Training Student will be able to fit appropriate equipment / braces and apply prophylactic tapings.	*U, P / K, S, R	<b>1a.</b> Completion of EC&CP manuals, PIP 2/3, PEP 285, 481 <b>1b.</b> Scenario portion of final exam, PIP 2/3, PEP 285, 481	Indirect	pass
2. The Athletic Training Student will be able to select appropriate therapeutic modalities to affect and treat athletic injuries.		*U, P / K, S, R	<b>2a.</b> Therapeutic Modalities Summary Sheets, PIP 2/3, PEP 374 <b>2b.</b> Scenario portion of final exam, PIP 2/3, PEP 374	Direct	0-25	≥ 21
				Direct	0-60	≥ 50
3. The Athletic Training Student will be able to create rehabilitation / reconditioning plan(s) for the injured patient /athlete.		*U, P / K, S, R	<b>3a.</b> Injury Rehabilitation Project, PIP 2/3, PEP 473 <b>3b.</b> Completion of EC&CP manuals, PIP 2/3, PEP 374, 483, 488	Direct	0-50	≥ 42
				Direct	0-150	≥ 125
Indirect		pass	yes			
Prepare Health Care Professionals who understand Athletic Training Organization, Administration, and Professional Responsibilities.	1. The Athletic Training Student will be able to document injuries/illnesses, treatments and rehabilitations for patient/athlete.	*U, P, I / K, S, R	<b>1a.</b> Injury Reports and General Medical Exposure forms PIP 2/3, PEP 286, 287 <b>1b.</b> Documentation scores on ACI final evaluation, PIP 2/3, PEP 286, 287, 481, 483, 488	Direct	0-50	≥ 42
	2. The Athletic Training Student will be able to create and implement an Emergency Action Plan.	*U, P, I / K, S, R	<b>2a.</b> Emergency action plan project, PIP 2/3, PEP 481, 488 <b>2b.</b> Participation in class discussions, instructor observation, PIP 2/3, PEP 481	Direct	0-3	2
				Direct	0-50	≥ 42
				Indirect	pass	yes

Prepare Health Care Professionals who have the ability to conduct and apply original research to major issues in the field of athletic training.	1. The Athletic Training Student will be able to complete a literature review.	*U / K	<b>1a.</b> Therapeutic Modality Research Project – Literature Review portion, PIP 2/3, PEP 374	Direct	0-100	≥ 83
	2. The Athletic Training Student will be able to present a research topic to peers and other professionals.	*U, P, I / K, S, R	<b>1b.</b> General Medical Conditions Research Project – Literature Review portion PIP 2/3, PEP 373	Direct	0-100	≥ 83
			<b>2a.</b> Therapeutic Modality Research Project – Presentation portion PIP 2/3, PEP 374	Direct	0-100	≥ 83
			<b>1b.</b> General Medical Conditions Research Project – Presentation portion PIP 2/3, PEP 373	Direct	0-100	≥ 83
Prepare Health Care Professionals who have critical thinking and problem solving skills.	1. The Athletic Training Student will be able to differentiate between musculoskeletal injuries/conditions.	*U, P, I / K, S, R	<b>1a.</b> Scenario portion of final exam, PIP 2/3, PEP 483	Direct	0-50	≥ 42
	2. The Athletic Training Student will be able to design and implement medical personnel coverage protocols for athletic events.	*U, P, I / K, S, R	<b>1b.</b> Completion of EC&CP manuals, PIP 2/3, PEP 286, 287, 483	Indirect	pass	yes
			<b>2a.</b> Organization of athletic training coverage at local high school event, PIP 2/3, PEP 488	Direct	0-50	≥ 42
			<b>2b.</b> Participation in class discussions, instructor observation, PIP 2/3, PEP 481	Indirect	pass	yes

\* COE Conceptual Framework for Student Learning Outcomes: U – Understandings, P – Practices, I – Identities

\* University of New Mexico Student Learning Goals: K – Knowledge, S – Skills, R – Responsibilities

Each element within the COE conceptual framework (U, P, I) aligns with the corresponding UNM student learning goal (K,S,R)

**Three-year Plan** – Program will continue to add (or select) a minimum of one *priority* learning goal and two associated student learning objectives each Fall semester that will be assessed in the corresponding academic year. The SLO's will be assessed for ALL students in the program and data from the assessments entered into the electronic COE Assessment System for both Fall and Spring semesters. Program coordinators will share these data with their program faculty and faculty will discuss the results of the assessments. Finally, the faculty will consider whether the assessment methods have accurately and effectively evaluated the priority SLOs and program goals. Changes in program

procedures, instruction, and assessment may result from a discussion of results. An “Annual Program Report” on the findings and discussions of faculty will be submitted by the program to the Department Chair each year.

**\*\*PIP (Points in Program)**, – The College of Education, as part of the NCATE accreditation process, developed a “Points in Program - PIP” gateway assessment procedure for tracking students progress through the program. This tracking system has been adopted by all programs across the COE. In this system, student learning objectives are assessed at PIPS 2,3, & 4. The PIP system is described below.

**PIP 1** – Admission requirements

**PIP 2** – Assessments that occur during program coursework

**PIP 3** – Assessments directly related to Field Experiences (student teaching, internships, etc)

**PIP 4** – Program Exit assessments (licensure exams, final projects, comprehensive exams, theses/dissertation defenses, etc)

## Evaluative Rubric for Annual Progress Reports on Assessment of Student Learning BS Athletic Training Education

<b>Report Elements</b>	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>	<b>Score for each Element</b>
<i>Degree program student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students or alumni involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	2
<i>Description of plans for the coming year (2008-09), including any significant changes to degree program SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3