Academic Program Outcomes and Assessment Plan

Athletic Training

Department of Exercise Science, Health Promotion and Recreation

Colorado State University - Pueblo

2010-2011

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**EXHPR Department Vision**

The Department of Exercise Science, Health Promotion and Recreation prepares students for professional positions and leadership roles in Athletic Training, Exercise Science, Health Promotion, Physical Education, and Recreation through experiential educational opportunities that promote wellness and healthy lifestyles.

Students are provided with a broad-based theoretical foundation supported by laboratory and field experiences that allow individual observations, inferences, and hands-on mastery of skills related to the promotion of wellness and healthy lifestyles. The vision is accomplished by creating effective professional learning opportunities based on the following conceptual hierarchy of learning skills: Information Retrieval, Conceptual Understanding, Information Analysis, Critical Thinking, Development of Relevant Skill, and Practical Application of ideas. In so doing, students are prepared to become productive, accountable, ethical, and responsible professionals.

**Student Learning Outcomes for Athletic Training**

1. Demonstrate skills for proper prevention, management, assessment, rehabilitation, and treatment of injuries and illnesses to athletes and the physically active;
2. Acquire knowledge, experience, and skills to assure successful completion of the Board of Certification (BOC) examination;
3. Engage in professional experience and skills in Athletic Training through practicums and field experiences;
4. Exhibit effective oral and written communication regarding subjects related to EXHP.
5. Apply for acceptance into graduate athletic training education programs or other discipline areas of their choice; (at least 10% of the graduates will achieve this objective)

**Assessment of Athletic Training Student/Program Outcomes**

Student level assessment will take place in individual courses through a variety of methods. The AT curriculum map details the specific courses and types of assessment used for each outcome at the individual student and course level.

If more than 30% of the students do not successfully achieve a specific student outcome, unless otherwise indicated, the courses identified with that outcome will be reviewed and program changes may be suggested and implemented.

The student outcomes are measured and assessed through several measures:

* end of program case study assessment and end of program examination (measures outcomes 1, 2, 3, 4)
* practicum and fieldwork (measures outcomes 1, 2, 3, 6)
* student exit surveys (measures outcomes 5, 6)
* Employer surveys and Advisory Committee (measures outcomes 1, 2, 3, 4, 6)

Case study questions will be developed by the faculty and AT Advisory Committee (made up of professional in the AT field). The AT curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program’s Student Outcomes.

**Assessment Cycles, Analysis, Reporting and Improvement**

* Departmental exit survey and alumni surveys,
* All NATA educational competencies and proficiencies,
* Practicum and fieldwork evaluations,
* Employer surveys,
* An exit comprehensive examination and assessment of the pass rate for the NATA exam if taken.
* Graduating students and alumni are asked to complete an exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation (measures program effectiveness from student’s perspective) and their plans for advanced education or employment.
* Employer surveys are collected every three years (measures program effectiveness for employer’s perspective and outcomes 1 and 4).
* Assessment reports will be provided to the departmental Advisory Committee and the faculty. The faculty will meet yearly in the fall semester regarding the assessment information and will plan for future assessment and will make suggestions for any possible changes for program improvement.
* Assessment materials will be collected yearly, (except the employer surveys and advisory feedback), and analyzed and reported on a three year cycle as follows:
	+ Cycle 1 (2010-2011):
		1. Exit examination scores
		2. Student end of program surveys and NATA test outcome
	+ Cycle 2(2011-2012):
1. Test prep fieldwork and practicum assessments
2. Employer surveys feedback
* Cycle 3 (2012-2013):
1. Internship/Student Teaching project, portfolio, evaluation
2. Employer surveys

**Additional Information Regarding Program Assessment Activities**

* Expected Graduation Requirements; All departmental majors are required to:
	+ Complete an option of study with a cumulative GPA of 2.5 or higher;
	+ Earn a minimum grade of “C-” in all prerequisite and major courses;
	+ Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C-” or higher is achieved;
	+ Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
	+ The above four criteria are checked through DARS during the graduation planning process and must be met before the graduation planning sheet is submitted.