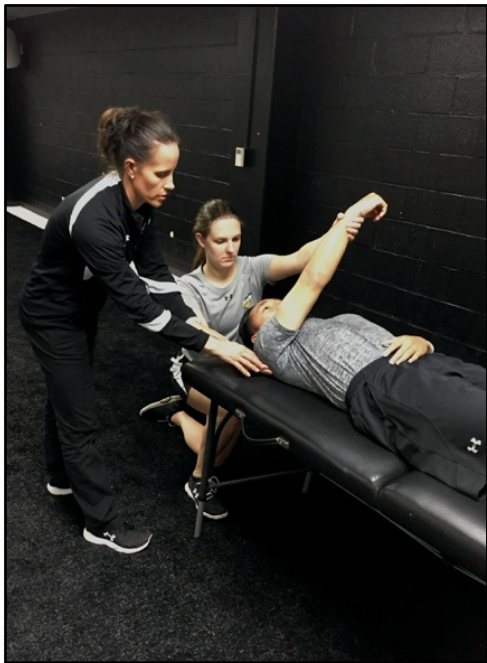


Department of Kinesiology

Undergraduate Athletic Training Professional Program

Comprehensive Assessment Plan

2016-2017



Comprehensive Assessment Plan - Table of Contents

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I. Overview of Assessment – Athletic Training Program

The purpose of the Assessment of the Undergraduate Professional Athletic Training Program at Towson University is to ensure that mission, goals, and objectives are evident in what our graduating students know, value, and do in their professional careers. The outcomes serve to document and measure how our students are meeting the objectives in order to ultimately gain the cognitive, psychomotor, and effective learning in the Professional Athletic Training Program. This assessment provides insight to the program stakeholders (i.e., program faculty, preceptors, department chair, dean, and university administrators) on the cumulative athletic training student learning experience here at Towson University.

The Assessment is comprised of 2 main components: the Report and the Plan. It is important to incorporate both, as an assessment is a systematic process that occurs over time. The systematic process to complete the Assessment was shaped by existing processes within the campus community¹, faculty experience, and evidence through research². Direct and indirect measures were used to complete the Report portion and allow for immediate feedback on student learning and instructional effectiveness. Interpretation of the Report was used to formulate the Assessment Plan. The Assessment Plan allows for a long term approach to address overall satisfaction with the Athletic Training Program at Towson University.

1. Towson University Office of Assessment. <https://www.towson.edu/assessmentoffice>. Accessed March 15, 2017.

2. Middle States Commission on Higher Education. *Guidelines for Institutional Improvement*. http://www.msche.org/publications_view.asp?idPublicationType=5&txtPublicationType=Guidelines%20for%20Institutional%20Improvement. Accessed March 15, 2017.

II. Report

The foundation of the Towson University Athletic Training Program curriculum is identified through mission statements, program goals, and program student learning objectives. Specific courses are designed with these and the CAATE Standards, NATA Educational Competencies, and BOC Role Delineation Study in mind. The following report identifies these portions of the curriculum and provides the assessments and outcomes used to meet the student learning objectives and mission statements. Interpretation of the outcomes allows for the program to identify strengths and weaknesses and create a plan to ensure curricular alignment is achieved.

A. Mapping of Mission Statements

Towson University – Mission Statement

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond



College of Health Professions – Mission Statement

The College of Health Professions is a major educational, research, and outreach resource for health and well-being in the University, the community, and the State of Maryland. The College of Health Professions develops outstanding professionals at undergraduate and graduate levels in a wide range of health care, human service, and sport-related fields that promote and enhance health and human performance to assure well-being in a diverse world. CHP's graduates exhibit the highest ethical principles and professional behaviors in their application of knowledge and critical thinking and their proficient use of skills, communication and technology within disciplinary and interdisciplinary settings. They are committed to engaging in life-long learning and addressing health disparities and social justice. The College of Health Professions contributes to the well-being of Towson University students, faculty, and staff and many off-campus communities through educational activities, applied research, professional practice, outreach, and key partnerships that enhance collaborative endeavors.



Athletic Training Program – Mission Statement

The mission of the Athletic Training Program (ATP) is to create, incorporate, and apply knowledge of human movement as it relates to athletic training. The ATP program of study is grounded in the University's commitment to liberal arts and sciences. Students are given the opportunity to examine the process and effect of human movement from an anatomical, physiological, and biomechanical perspective as well as a philosophical, psychological, sociological, and historical perspective so they can develop the skills necessary to become certified athletic trainers.

i. Alignment of Mission Statements

Towson University remains committed to providing students with a liberal education. The approach reflects a broad knowledge as well as a thorough education in the students' specific area of interest.¹ This liberal theme is consistent within the mission statements from the University to program levels. The Athletic Training Program recognizes the benefit of a liberal education; therefore, students are required to enroll in general education courses as well as the established athletic training curriculum. The Athletic Training Program promotes the process and effect of human movement beyond the athletic training curriculum. The student is then best prepared to function in the world as a professional who also has a foundation of general knowledge.

A future direction in athletic training² involves incorporation of interprofessional education in professional athletic training programs. The mission of Towson and College of Health Professions is to have students who collaborate across disciplines. The Athletic Training Program also supports this by having students examine the process and effect of human movement from various perspectives. The curriculum includes courses in which students are combined with other majors and instructed by various individuals within the College of Health Professions.

The rigor of academics at Towson University involves students who have intellectual inquiry and critical thought and are able to go beyond with vision, creativity, and adaptability. The College of Health Professions addresses the mission of the University through students who apply knowledge, critically think, and commit to life-long learning. The Athletic Training Program supports these mission statements through creation, incorporation, and application of knowledge related to the scope of athletic training. This program is appropriately housed in a College that supports a wide range of health care, human service, and sport-related fields. Lastly, the liberal education approach is promoted within the College and Program and the mission statements show consistencies to promote alignment.

1. Association of American Colleges & Universities. <https://www.aacu.org/leap/what-is-a-liberal-education>. Accessed March 15, 2017.

2. National Athletic Trainers' Association Executive Committee for Education. *Future Directions in Athletic Training Education*. <https://www.nata.org/sites/default/files/ECE-Recommendations-June-2012.pdf>. Published June 25, 2012. Accessed March 15, 2017.

B. Towson University Student Learning Outcomes

The undergraduate and graduate student learning outcomes include:

Information literacy and technological competency

Effective communication

Critical analysis and reasoning

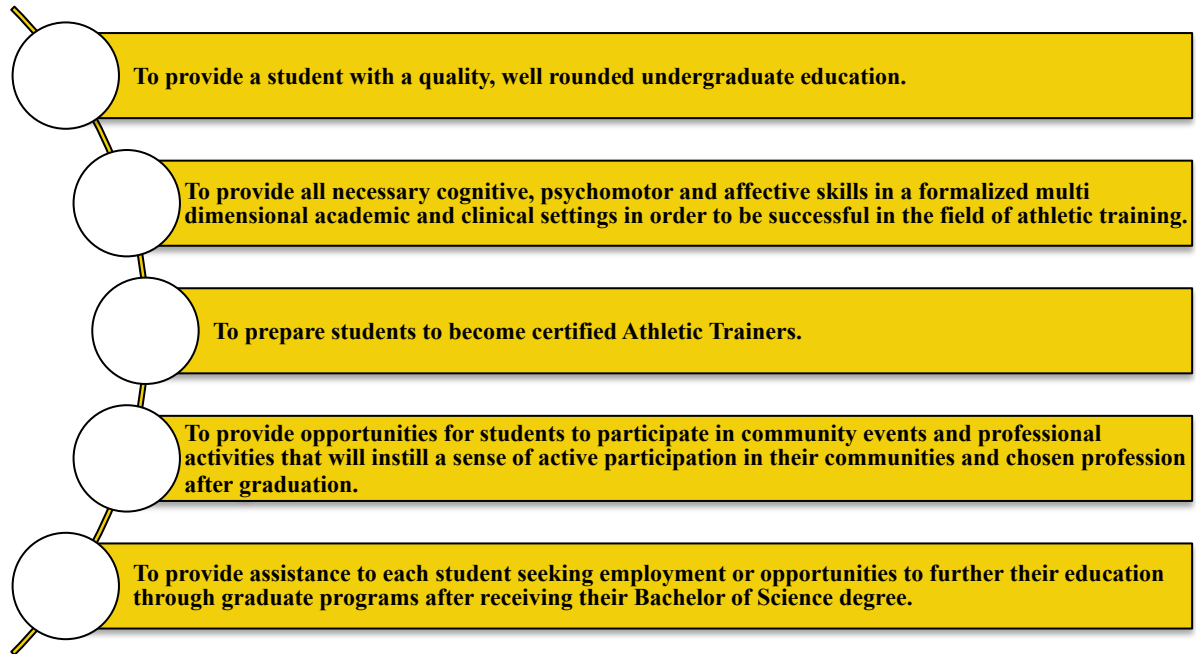
Specialized knowledge in defined fields

Working in multifaceted work environments

Local and global citizenship and leadership

C. Athletic Training Program Goals

The goals of the athletic training program include:



D. Athletic Training Program Student Learning Objectives

It is expected that students in the Athletic Training major will achieve identifiable learning outcomes subsequent to the successful completion of the program:

Obtain the Board of Certification, Inc. Certified Athletic Trainer credential.

Apply knowledge of principles, concepts, theories, and clinical skills, to include all domains, when working with physically active individuals and sports medicine team personnel in providing athletic training care.

Apply effective verbal, non-verbal, and written communication skills in working with physically active individuals and sports medicine team personnel in providing athletic training care.

Engage in professional development opportunities that will contribute to life-long learning and service to the community and profession.

Display athletic training in accordance with guidelines identified in the NATA Code of Ethics and foundational behaviors of professional practice.

Demonstrate professional behaviors, critical thinking and decision-making capabilities that allow for the effective implementation of athletic training care.

E. Mapping of Towson Student Learning Outcomes to ATP Program Goals

Table 1 displays how the Athletic Training Program Goals are aligned to achieve the Towson University Student Learning Outcomes.

<i>Table 1</i>	Towson Student Learning Outcomes					
Athletic Training Program Goals	Information literacy and technological competency	Effective communication	Critical analysis and reasoning	Specialized knowledge in defined fields	Working in multifaceted environments	Local and global citizenship and leadership
To provide a student with quality, well rounded undergraduate education	✓	✓	✓	✓	✓	✓
To provide all necessary cognitive, psychomotor, and affective skills in formalized multi-dimensional didactic and clinical settings in order to be successful in the field of athletic training.	✓		✓	✓	✓	
To prepare students to become certified athletic trainers.	✓	✓	✓	✓	✓	
To provide opportunities for students to participate in community events and professional activities that will instill a sense of active participation in their communities and chosen profession after graduation.						✓
To provide assistance to each student seeking employment or opportunities to further their education through graduate programs after receiving their Bachelor of Science degree.				✓		

F. Mapping of ATP Program Goals to ATP Student Learning Objectives

Table 2 displays how the Athletic Training Program Student Learning Objectives are aligned to achieve the Athletic Training Program Goals.

<i>Table 2</i>	Athletic Training Program Goals				
Athletic Training Program Student Learning Objectives	To provide a student with quality, well rounded undergraduate education	To provide all necessary cognitive, psychomotor, and affective skills in formalized multi-dimensional didactic and clinical settings in order to be successful in the field of athletic training.	To prepare students to become certified athletic trainers.	To provide opportunities for students to participate in community events and professional activities that will instill a sense of active participation in their communities and chosen profession after graduation.	To provide assistance to each student seeking employment or opportunities to further their education through graduate programs after receiving their Bachelor of Science degree.
Obtain the Board of Certification, Inc. Certified Athletic Trainer credential.		✓	✓		
Apply knowledge of principles, concepts, theories, and clinical skills when working with physically active individuals and sports medicine team personnel in providing effective athletic training care.	✓	✓	✓		
Apply effective verbal, non-verbal, and written communication skills in working with physically active individuals and sports medicine team personnel in providing athletic training care.	✓	✓	✓		
Engage in professional development opportunities that will contribute to life-long learning and service to the community and profession.	✓			✓	✓
Display athletic training in accordance with guidelines identified in the NATA Code of Ethics and foundational behaviors of professional practice.	✓	✓	✓		
Demonstrate professional behaviors, critical thinking and decision-making capabilities that allow for the effective implementation of athletic training care.	✓	✓	✓		

G. Assessments

Table 3 displays the assessment tools used to measure instructional effectiveness, student learning, and overall program satisfaction as related to the program's educational mission, goals, and student learning objectives. Assessments include both direct and indirect measures. In the table, Program Director is identified as PD, Clinical Education Coordinator is identified as CEC, and Athletic Training Student is identified as ATS

<i>Table 3</i>				
Direct Measures				
Assessment	Description	Evaluator	Time of Assessment	Associated Class
Oral Practical Examinations	Embedded within ATP, assesses students' knowledge, application of clinical decision making principles, and mastery of basic skills.	Course Instructor	Dependent on class and instructor (per course syllabi)	KNES 316, 381, 415, 382, 428, 385, 427, 386, 432, 388, 389
Written Examinations	Embedded within ATP, assesses students' knowledge, application of clinical decision making principles, and mastery of basic skills.	Course Instructor	Dependent on class and instructor (per course syllabi)	KNES 316, 381, 415, 382, 428, 385, 427, 386, 417, 432, 388, 431, 389
Course Level Assessments	Embedded within ATP, assesses students' knowledge, application of clinical decision making principles, and mastery of basic skills.	Course Instructor	Dependent on class and instructor (per course syllabi)	KNES 382, 428, 386, 427, 388, 389
Student Proficiency Check-Off	Embedded within the associated clinical rotation courses and assesses students' knowledge, application of clinical decision making principles, and mastery of basic skills in authentic experiences.	Preceptor	Midterm and End of Semester (online evaluation with preceptor/face-to-face review)	KNES 381, 382, 385, 386, 388, 389
Board of Certification – Outcomes Data	BOC [®] Exam is a standardized national exam that all candidates must pass to obtain credentialing as a certified athletic trainer.	Castle Worldwide	Candidate endorsement by PD	N/A
Indirect Measures				
Assessment	Description	Evaluator	Time of Assessment	Associated Class
Cumulative Grade Point Average	A minimum score is needed in order for the student to matriculate forward based on the measure serving as evidence of potential learning.	PD and CEC	End of every semester	All courses taken to date
Major Grade Point Average	A minimum score is needed in order for the student to matriculate forward based on the measure serving as evidence of potential learning.	PD and CEC	End of every semester	KNES 235, 291, 316, 381, 415, 382, 428, 385, 427, 386, 417, 388, 431, 389, 311, 363, 313, 309; HLTH 101, HLTH 103, BIO 190, PSYC 101, BIO 221+221L, BIO 222+222L, CHEM 121+121L OR PHYS 202

Student Evaluation of Preceptor	Embedded within the associated clinical rotation courses and assesses strengths, weaknesses and areas of improvements at each clinical site as part of the plan for continued quality student learning, instruction, and overall program effectiveness.	ATS	End of semester (online evaluation)	KNES 381, 382, 385, 386, 388, 389
Student Evaluation of Clinical Site	Embedded within the associated clinical rotation courses and assesses strengths, weaknesses and areas of improvements at each clinical site as part of the plan for continued quality student learning, instruction, and overall program effectiveness.	ATS	End of semester (online evaluation)	KNES 381, 382, 385, 386, 388, 389
Program Evaluation of Preceptor	Assessment conducted on an annual planned and unplanned basis and assesses strengths, weaknesses and areas of improvements at each clinical site as part of the plan for continued quality student learning, instruction, and overall program effectiveness.	PD and CEC	Once per semester, minimum expectation	KNES 381, 382, 385, 386, 388, 389
Course Evaluations	Optional survey that collects the students' perceptions of the course and instructor effectiveness.	Towson Office of Inst. Research	End of every semester	All courses at Towson University
Scholarship Endeavors	Taken into consideration based on a need for evidence based practice within the ATP and an alignment with the Mission statements.	Faculty Advisor	N/A	KNES 396
Honors/Awards/ Scholarships Earned	Accounts for students' voluntary participation in professional development.	N/A	N/A	N/A
Service Hours & Club/ Organization Memberships	Accounts for students' participation in professional development and alignment with Mission statements.	PD and CEC	Student Orientation and end of every semester	N/A
Senior Athletic Training Student Exit Evaluation	Program developed instrument used to collect data relative to graduating ATS perceptions of student learning and program effectiveness.	CEC	End of graduating semester (online evaluation)	KNES 389
Alumni Survey	Program developed instrument used to collect data relative to alumni demographics and overall program effectiveness.	PD	Annually during summer	N/A
Combination				
Assessment	Description	Evaluator	Time of Assessment	Associated Class
Application for Admission	Used to introduce interested students' to the ATP and evaluate their potential abilities.	PD and CEC	End of Spring semester of associated year as Pre-Athletic Training Major	KNES 235, 291, HLTH 101, 103, PSYC 101 course grades; KNES 291 course requirements; Cum. GPA

H. Mapping of Assessments to ATP Student Learning Objectives

Table 4 displays how the Athletic Training Program Student Learning Objectives (rows along left) are aligned to achieve the Assessments (columns along top); direct and indirect measures included.

Table 4

	Oral Practical Exams	Written Exams	Course Level Assessments	Student Proficiency Check Off	Preceptor Evaluation	Clinical Site Evaluation	Program Assessment of Preceptor	BOC - Outcomes Data	Major GPA	Cumulative GPA	Course Evaluations	Service Hours and Club/Organization	Memberships	Scholarship Endeavors	Honors/Awards/Scholarships Earned	Senior ATS Exit Evaluation	Alumni Survey
Obtain the Board of Certification, Inc. Certified Athletic Trainer credential.	✓	✓	✓	✓				✓	✓	✓					✓	✓	
Apply knowledge of principles, concepts, theories, and clinical skills when working with physically active individuals and sports medicine team personnel in providing effective athletic training care.	✓	✓	✓	✓	✓	✓		✓		✓					✓	✓	
Apply effective verbal, non-verbal, and written communication skills in working with physically active individuals and sports medicine team personnel in providing athletic training care.	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			✓	✓	
Engage in professional development opportunities that will contribute to life-long learning and service to the community and profession.											✓	✓	✓	✓	✓	✓	
Display athletic training in accordance with guidelines identified in the NATA Code of Ethics and foundational behaviors of professional practice.				✓	✓	✓	✓	✓		✓	✓	✓					
Demonstrate professional behaviors, critical thinking and decision-making capabilities that allow for the effective implementation of athletic training care.	✓	✓	✓	✓	✓	✓	✓			✓		✓			✓	✓	

I. Sample Rubrics for Assessments

The direct measures all have an associated rubric or answer key. Therefore, the evaluator can directly assess what students can recall cognitively and/or what students can do. The indirect measures are also used to evaluate student learning. Tables 1-7 have rubrics and/or answer keys that are established by the instructor based on content for the class. Tables 8-11 have rubrics that are established by the Program Director and Clinical Education Coordinator to assess the student performance of level specific competencies in the clinical setting. The preceptor uses the rubrics to assess the student. Reviews of how to use the rubrics are completed during annual preceptor training. The rubrics are housed on ATrack. Table 12 is the outcome of an exam that is created and graded by the governing bodies and Castle Worldwide. The following are sample rubrics for each direct measure. Table 14 has an associated survey that all students at Towson University have the ability to complete; the survey includes questions about the course instructor and course overall. The survey is sent out at the end of every semester and faculties receive the outcomes and are expected to include the results in their annual review portfolio. Tables 16 and 17 are surveys completed by students and alumni with respect to their perceptions of the athletic training program. The survey associated with Table 16 is housed on ATrack and all Year 3 athletic training students take this following completion of all athletic training course requirements. The survey associated with Table 17 is sent out during the summer via Towson University Alumni Relations.

i. Oral Practical Exam

Sample from KNES 428 and 386

Skills 1 & 2	10	8	6	4	2	Total
Prof. Demeanor	Clinician exceeds standards for professional dress, always relayed directives to the patient in a clear tone, stayed within the time limit of exam	Clinician meets standards for professional dress, usually relayed directives to the patient in a clear tone, exceeded time frame of exam	Clinician was not dressed professionally, relayed directives to the patient about half the time, exceeded time frame of exam	Clinician was not dressed professionally, seldom relayed directives to the patient, exceeded time frame of exam	Clinician was not dressed professionally, did not relay directives, exceeded time frame of exam	
Skill 1:	10	8	6	4	2	Total
Reasoning of Selection	Clinician exceeds expectations by accurately providing multiple, correct reasons for selection	Clinician meets expectations by providing an accurate reason for selection	Clinician attempts to provide reason for selection but is only partially accurate	Clinician attempts to provide reason for selection but is not accurate	Clinician is unable to provide accurate reasoning for selection; not competent	
Patient Set-Up	Guides patient into best position and explains why, maintains throughout treatment, ensures comfort at all times, rules out contraindications	Guides patient into best position, maintains position throughout, does not check in with patient to ensure comfort throughout, rules out contraindications	Sets patient up however the best options were avoided, maintains throughout, does not check in with patient to ensure comfort, rules out contraindications	Sets patient up however the best options were avoided, does not maintain throughout, does not check in with patient to ensure comfort, does not rule out contraindications	Disregarded needs of patient and placed patient in detrimental position; not competent	
Goals of Treatment	Accounts for multiple short and long term goals	Accounts for one short and long term goal	Mentions one goal	Mentions incorrect goals	Disregards goals; not competent	
Skill 1:	15	12	9	6	3	Total
Application of Selection	Proficient in recalling all steps and proper execution	Competent in recalling most steps and proper execution	Competent in recalling most steps but improper execution	Missing more than half of the steps and inconsistent execution	Missing most of the steps and improper execution; not competent	

ii. Course Level Assessments

Sample from KNES 386

Grading Rubric: Point/Counterpoint: Oral Presentation

Due: May 15, 2017

STYLE (10 points):

_____ (3) Presenter was dressed in business casual, spoke clearly, maintained poise, made eye contact with the audience, minimized fillers ("umms" and "ahhhs"), and did not rush.

_____ (3) Presenter did not read directly off notes or some other mechanism. If some other form of technology was used (PowerPoint, Prezi, handout, etc.), it was done so appropriately; not too wordy, catches audience attention.

_____ (4) Presenter was comfortable on content delivered and engaged audience; "Sold" argument.

CONTENT (20 pts):

_____ (1) General introduction provided

_____ (2) PICO question is appropriately delivered

_____ (5) 3-5 Articles of SORT Level 1 or 2 used to address points

_____ (2) Conclusion provided which addresses PICO question; provides clinicians with a direction in implementation of selected modality

_____ Overall Presentation - see general Presentation Rubric
10 pts for a Birdie
7 pts for a Par
4 pts for a Bogey
1 pt for a Double Bogey

SPECIFIC FEEDBACK:

iii. Student Proficiency Check Off

Sample taken from KNES 381

5 = Competent and independent: The student has the ability to perform the task accurately and provide appropriate justification for the procedure requiring only verification from the evaluator. The student's clinical performance is consistent with an entry-level athletic training student at this level.

4 = Competent with guidance: The student has the ability to perform the task accurately and provide appropriate justification for the procedure with guidance from the evaluator. The student has difficulty performing the task with complete accuracy and was unable to give complete justification at a level consistent with an entry-level athletic training student.

3 = Minimum Standard: The student has the ability to perform the task safely with guidance from the evaluator, but not with full accuracy. The student is unable to provide a complete justification and requires some corrections.

2 = Below Minimum Standard: The student's knowledge is beginning to develop, but has difficulty performing the task and could not accurately give proper justification. Student needs to continue to work on this task.

1 = Not competent: Student is unable to perform the task and is unable to provide proper justification.

0 = NA: Not able to assess at this time.

* General Athletic Training Policies and Procedures	(5) Competent and independent	(4) Competent with guidance	(3) Minimum Standard	(2) Below Minimum Standard	(1) Not competent	0 = NA: Not able to assess at this time
Assists with field set-up and break down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is attentive during practices and game coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows athletic training room policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is familiar with filing systems, record keeping, and computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assists with stocking taping drawers, kits and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains overall cleanliness of Athletic Training Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and complies with medical confidentiality regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Rubric goes on to include the following sections: evaluation of Foundational Behaviors, Disposition & Personality Traits, and Competencies.

iv. Student Evaluation of Preceptor

Sample is used in KNES 381, 382, 385, 386, 388, & 389

ATP expectations of the preceptor:

The expectations of the preceptor are to meet with students at the beginning of the clinical experience to give an orientation in which a discussion of expectations (including the personal goals of the athletic training student), strengths and weaknesses of the student, and policies and procedures will occur. Preceptors are expected to demonstrate high professional standards and respect, be approachable and accessible, show an interest in working with students, provide a constructive learning environment, and demonstrate effective communication with the athletic training student and the staff.

* For each of the following items please indicate your response by circling the most appropriate number on the scale.	Poor	Below Average	Fair	Above Average	Excellent
Orientation session with the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of student and preceptor expectations included in the orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths and weaknesses of the student discussed in the orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies discussed with the student in the orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor demonstrated high professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor demonstrated respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor was approachable and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor was adequately prepared to answer questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor showed an interest in with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor provided a constructive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor demonstrated effective communication with the athletic training student and the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please rate the quality of the preceptor in meeting the expectations as an "ideal" preceptor, as described above.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Rubric continues with open-ended questions regarding the strengths and weaknesses of preceptors.

v. Student Evaluation of Clinical Site

Sample is used in KNES 381, 382, 385, 386, 388, & 389

* Please indicate your perception of having received an adequate clinical experience in the following areas:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Risk Management and Injury Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pathology of Injuries and Illnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acute Care of Injury and Illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapeutic Modalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapeutic Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Medical Conditions and Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional Aspects of Injury and Illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychosocial Intervention and Referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Care Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development and Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given adequate responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time commitment was about what you expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was time provided for in-service discussions on relevant AT topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Rubric goes on to include open ended questions about duties/responsibilities at the clinical site, strengths, and weaknesses about the clinical site.

vi. Program Evaluation of Preceptor

1.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable to Assess
The preceptor was directly supervising his or her ATS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable To Assess
The preceptor showed a genuine interest in creating a quality learning experience for the student(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable To Assess
The preceptor communicated effectively and professionally with me, the students, patients, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable To Assess
The preceptor seemed knowledgeable and competent as a certified athletic trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable To Assess
The preceptor was genuinely interested in providing guidance and feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable To Assess
The preceptor provided feedback to students in a positive and constructive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unable To Assess
The preceptor had knowledge of the competencies and worked toward proficiency with the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*The rubric includes room for specific comments for each question.

vii. Course Evaluation

Please indicate your level of agreement with the following statements regarding this course:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
I was intellectually challenged by the course.	0	0	0	0	0	0
I was encouraged to value different perspectives and alternative points of view in the course.	0	0	0	0	0	0
Course learning objectives were clearly described in the syllabus.	0	0	0	0	0	0
Assignments/tests reflected the primary content of this course as set out in the course learning objectives.	0	0	0	0	0	0
The course was clearly organized.	0	0	0	0	0	0
Course learning objectives were met.	0	0	0	0	0	0
I understood the requirements for course grading.	0	0	0	0	0	0

Please indicate your level of agreement with the following statements:

The instructor...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Explained concepts clearly	0	0	0	0	0	0
Assigned grades according to stated criteria	0	0	0	0	0	0
Provided feedback on my performance as the course progressed	0	0	0	0	0	0
Demonstrated knowledge about course subject matter	0	0	0	0	0	0
Was available for consultation	0	0	0	0	0	0
Encouraged me to do my best	0	0	0	0	0	0

*The survey includes other questions related to why the student is taking the class, attendance, grade expectations, hours of studying, technology usage, and thoughts about the textbook. There are also open-ended questions related to strengths and weaknesses of the course.

viii. Senior ATS Exit Evaluation

* Using a 5-point scale, please indicate your perception of having received a quality education in the Athletic Training Program (ATP)	(1) Strongly Disagree	(2) Disagree	(3) Undecided	(4) Agree	(5) Strongly Agree
I was satisfied with the Athletic Training Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the ATP to prospective students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The clinical experiences provided the knowledge to help pass the BOC certification exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The academic portion of the ATP provided me with the knowledge to pass the BOC certification exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The academic portion of the ATP provided a solid foundation for future academic endeavors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The clinical experiences provided knowledge to be a competent athletic trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Using a 5-point scale, please indicate your perception of having received a quality education in the Athletic Training Program (ATP)	(1) Strongly Disagree	(2) Disagree	(3) Undecided	(4) Agree	(5) Strongly Agree
Risk Management and Injury Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pathology of Injuries and Illnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation and recognition of musculoskeletal injury and illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acute Care of Injury and Illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapeutic Modalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapeutic Exercise for musculoskeletal injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Using a 5-point scale, please indicate your perception of having received a quality education in the Athletic Training Program (ATP)	(1) Strongly Disagree	(2) Disagree	(3) Undecided	(4) Agree	(5) Strongly Agree
General Medical Conditions and Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional Aspects of Injury and Illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychosocial Intervention and Referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Care Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development and Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Anatomy/Physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical ethics and legal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*The evaluation also includes open ended questions about future plans, strengths and weaknesses of the program.

ix. Alumni Survey

The following questions relate to your perception of having received a quality education.

* 11. Using a 5-point Likert scale, please indicate your perception of the ATP?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
I was satisfied with the ATP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the ATP to prospective students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic portion of the ATP provided me with the knowledge to pass the BOC certification exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical portion of the ATP provided me with the knowledge to pass the BOC certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ATP provided me with the knowledge and skills for future academic endeavors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ATP provided me with the knowledge and skills to be a competent athletic trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. Using the 5-point Likert scale, please indicate your perception of receiving a quality education in the following content areas:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Evidence-Based Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevention and Health Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Examination and Diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acute Care of Injury and Illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutic Interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychosocial Strategies and Referral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development and Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The survey includes other demographic questions and open-ended questions involving the strengths and weaknesses of the program.

J. Outcomes Data

The following Tables display outcomes for each Assessment for the 2016-2017 academic year unless otherwise noted.

<i>Table 5</i>	2016-2017 Oral Practical Examination Mean Scores		
Oral Practical Exams – Course Given	Total Students	Total Number of Exams	Mean and Standard Deviation
KNES 316	20*	3	73.96±9.33
KNES 381	21*	2	81.39±7.11
KNES 415	19	4	78.07±10.39
KNES 382	19	2	93.11±8.18
KNES 428	17	2	92±4.97
KNES 385	17	2	83.88±10.19
KNES 427	17	3	94.01±3.5
KNES 386	17	2	92.8±4.31
KNES 432	16	1	81.96±7.88
KNES 389	15	1	71.06±16.38

*A student withdrew from the course with intentions of fully withdrawing from major at end of semester; continued to complete the other athletic training course.

<i>Table 6</i>	2016-2017 Written Examination Mean Scores		
Written Exams – Course Given	Total Students	Total Number of Exams	Mean and Standard Deviation
KNES 316	20*	3	73.9±9.33
KNES 415	19+	4	72.65±10.09
KNES 428	17	4	68.83±11.31
KNES 427	17	4	80±7.28
KNES 432	16	1	78.15±8.88

*1 student withdrew from the course with the intention of changing majors.

+2 students changed majors following the Fall 2016 semester.

<i>Table 7</i>	2016-2017 Course Level Assessments Mean Scores		
Course Level Assessment – Course Given	Total Students	Total Number Assessments	Mean and Standard Deviation
KNES 382	19	11	90.01±12.3
KNES 428	17	4	83.32±10.3
KNES 427	17	2	91.11±5.91
KNES 386	17	4	83.91±9.07
KNES 388	16	3	92.3.96±3.52
KNES 389	15	2	92.8±6.34

<i>Table 8</i>	2016-2017 Student Proficiency Check Off Mean Scores	
Student Proficiency Check Off – Course Associated with Clinical Rotation	Total Students	Mean and Standard Deviation
KNES 381	21	85.74±21.03
KNES 382	19*	88.27±23.39
KNES 385	17	90.4±18.6
KNES 386	17	93.65±12.16
KNES 388	15+	96.18±8.16
KNES 389	15	94.41±15.31

*2 students changed major following Fall 2016 semester.

+1 student did not pass the course and therefore the score was left out of the calculation.

<i>Table 9</i>	2014-2017 Student Evaluation of Preceptor Mean Scores	
Student Evaluation of Preceptor Semester	Total Students	Mean and Standard Deviation
Fall 2014	48 (Midterm) 48 (Final)	4.65±0.09
Spring 2015	45 (Midterm) 45 (Final)	4.67±0.08
Fall 2015	57 (Midterm) 57 (Final)	4.73±0.09
Spring 2016	54 (Midterm) 54 (Final)	4.71±0.07
Fall 2016	52 (Midterm) 53 (Final)	4.77±0.09
Spring 2017	51 (Midterm) 50 (Final)	4.47±0.06
3 Year Average	4.66±0.1	

<i>Table 10</i>	2014-2017 Student Evaluation of Clinical Site Mean Scores	
Student Evaluation of Clinical Site Semester	Total Students	Mean and Standard Deviation
Fall 2014	47	4.24±0.41
Spring 2015	44	4.25±0.3444
Fall 2015	57	4.41±0.36
Spring 2016	55	4.29±0.4
Fall 2016	52	4.25±0.36
Spring 2017	50	4.36±0.4
3 Year Average	4.3±0.06	

<i>Table 11</i>	2015-2017 Program Evaluation of Preceptor Mean Scores	
Program Evaluation of Preceptor Semester	Total Evaluations	Mean and Standard Deviation
Fall 2015	20	3.33±0.9
Spring 2016	10	4.6±0.5
Fall 2016	10	4.6±0.2
Spring 2017	22	3.7±0.57
2 Year Average	3.86±0.57	

*Table is automatically populated on the CAATE eAccreditation website and Outcomes Data is sent to ATP.

<i>Table 12*</i>	BOC® Pass Rate						
Fields	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	3 Year Aggregate
Number of students graduating from program.	15	16	13	12	20	15	47
Number of students graduating from program who took examination.	15	15	13	12	20	15	47
Number of students who passed the examination on the first attempt.	13	14	11	12	19	15	46
Percentage of students who passed the examination on the first attempt.	87	93	85	100	95	100	98.3
Number of students who passed the examination regardless of the number of attempts.	15	15	13	12	19	15	46
Percentage of students who passed the examination regardless of the number of attempts.	100	100	100	100	95	100	98.3
	BOC® Outcomes Data						
Performance	Towson ATP Average Score		All Candidates Average Score				
First Time Pass Rate	95.24%		86.91%				
Domain 1: Injury/Illness and Wellness Protection	85.25%		80.84%				
Domain 2: Clinical Evaluation and Diagnosis	82.29%		73.71%				
Domain 3: Immediate and Emergency Care	84.1%		78.46%				
Domain 4: Treatment and Rehabilitation	82.83%		74.66%				
Domain 5: Organizational and Professional Health and Well-being	79.1%		71.66%				

<i>Table 13</i>	2016-2017 GPAs		
ATS Level	Total Students	Average Cumulative GPA	Average Major GPA
Pre-ATS	24	3.4±0.36	N/A
Year 1	19	3.0±0.27	2.98±0.24
Year 2	18	3.12±0.26	3.00±0.28
Year 3	15	3.2±0.24	N/A

<i>Table 14</i>	2014-2017 Course Evaluation Mean Scores						
ATP Faculty	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	3 Year Instructor Mean
Emily Hildebrand	4.27±0.31	4.36±0.15	4.4±0.27	4.55±0.19 4.72±0.10	4.77±0.08 4.63±0.08	4.78±0.11	4.56
Mary Nadelen	4.63±0.25	4.62±0.17 4.69±0.16 4.87±0.18	4.58±0.2 4.61±0.23 4.7±0.2	4.64±0.11 4.44±0.27 4.96±0.09	4.64±0.14 4.79±0.12 4.76±0.19	4.79±0.19 4.75±0.12	4.7
Gail Parr	4.47±0.26	4.86±0.06	4.59±0.21	4.09	4.32±0.17	4.21±0.32	4.56
Pete Lisman			4.66±0.13		4.41±0.15		4.54
Ashley Santo						4.94±0.13 4.76±0.08	4.81
Jessica Bennett						3.96±0.43	3.96
3 Year ATP Faculty Instruction Mean	4.52						

*Black shading indicates instructor was not hired or did not teach course in specified year.

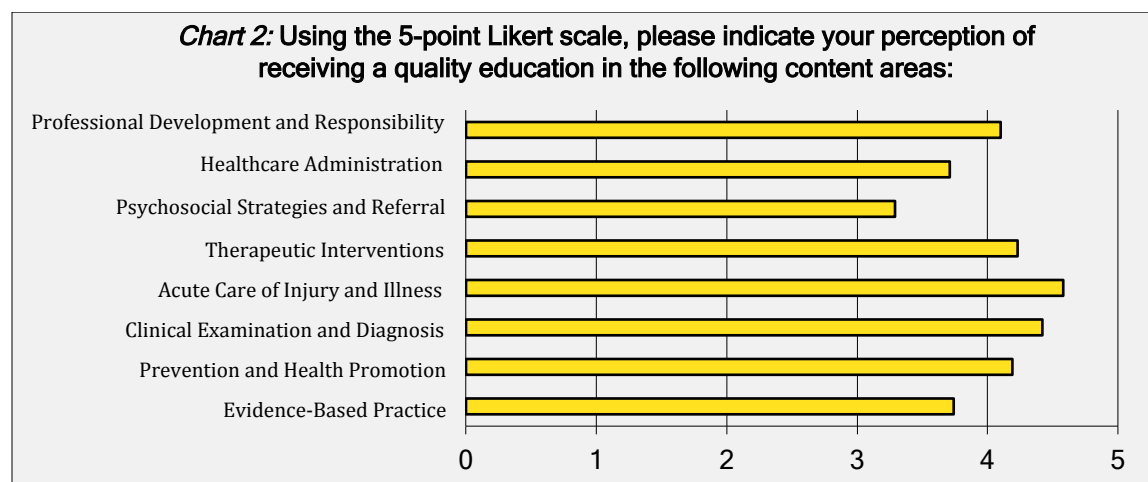
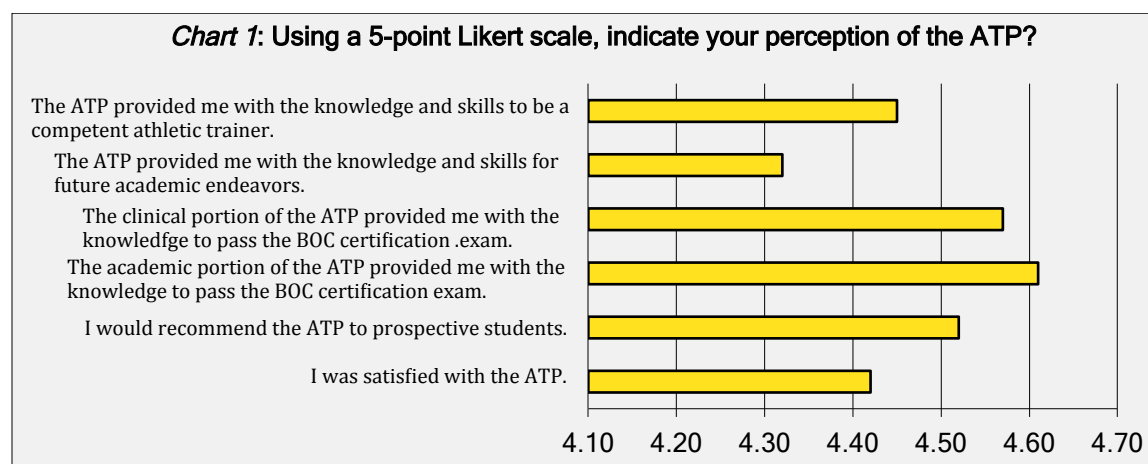
<i>Table 15</i>	2016-2017 Professional Development Endeavors			
*Students involved in carrying out research endeavor(s)	18			
*Student Co-authors on journal publication	4			
*Students Presented at conference (oral or poster)	Institution Level: 2	State Level: 3	Regional Level: 8	National Level: 1
*Students achieving Honors	19			
*Students receiving award(s)	6			
*Students receiving scholarship(s)	9			
Members of the NATA	52			
Members of ATS Club	52			
Student Service Hours	6 hours a student per semester		430 total for ATS Club	

*29 out of 52 students responded to the survey.

<i>Table 16</i>	Senior ATS Exit Survey Mean Scores- Program Evaluation and Curriculum Content Perceptions	
Survey Results (Students)	Perceptions of having received a quality education in ATP: Program Evaluation	Perceptions of having received a quality education in ATP: Curriculum Content
2015 Mean (9)	4.70.13	4.2±0.72
2016 Mean (20)	4.63±0.14	4.3±0.46
2017 Mean (15)	4.76±0.11	4.1±0.73
3 Year Average	4.69	4.2

<i>Table 17</i>	2016-2017 Alumni Survey Mean Scores	
Survey Results	Perceptions of ATP (6 Questions)	Perceptions of Quality Education (8 Content Areas)
2017 Mean	4.48±0.10*	4.03±0.42*
Total Mean	4.25	

*31 responses out of 36 completed surveys.



III. Plan

After reviewing the Towson University Athletic Training Program outcomes data, the results were interpreted. Each assessment is linked to a target/acceptable score. The following is a breakdown of the assessments and if the target/acceptable score was met for each assessment for the 2016-2017 academic year.

<i>Table 18</i>			
Direct Measures Analyses			
Assessment	Associated Table	Target/Acceptable Score	Target Met/Not Met
Oral Practical Exams, Written Exams, & Course Level Assessments	5, 6, 7	All students must achieve the required minimum course grade of C or higher to matriculate forward.	Target not met. 2 students earned a grade of “D+” in a course and therefore matriculation in the ATP is paused for 1 year.
Student Proficiency Check-Off	8	All students must receive a Satisfactory on the midterm AND final evaluation to pass the course.	Target not met. 1 student received an “unsatisfactory” on the midterm and final evaluation and therefore did not pass KNES 388; therefore, matriculation in the ATP is paused for 1 year.
Board of Certification – Exam Results & Outcomes Data	12	70% or more of students will pass the BOC on their first attempt; domains will have an average score of 70% or higher.	Target met.
Indirect Measures Analyses			
Assessment	Associated Table	Target/Acceptable Score	Target Met/Not Met
Cumulative Grade Point Average	13	All students are required to have a minimum 2.75 every semester.	Target not met. 2 students fell below requirement and were placed on probation.
Major Grade Point Average	13	All students are required to have a minimum 2.75 every semester.	Target not met. 6 students fell below the requirement and were placed on probation.
Student Evaluation of Preceptor	9	All preceptors must receive an average score of “Fair” (3) or higher.	Target met.
Student Evaluation of Clinical Site	10	All clinical sites must receive an average score of “Undecided” (3) or higher.	Target met.
Program Evaluation of Preceptor	11	All preceptors must receive an average score of “Neutral” (3) or higher.	Target met.
Course Evaluations	14	Instructors must receive Satisfactory or above every semester.	Target met.
Scholarship Endeavors, Honors/Awards/ Scholarships Earned, & Service Hours and Club/Organization Memberships	15	All students are required to become a member of the NATA and the ATS Club. All students must complete 6 hours of community service per semester. No targets for scholarship endeavors and honors/awards/scholarships earned at this point in time.	Target met.
Senior Athletic Training Student Exit Evaluation	16	An average score of 3 or better must be received.	Target met.
Alumni Survey	17	An average score of 3 or better must be received.	Target met.

B. Achievement of Student Learning

To document, measure, and assess the achievement of student learning, the following direct and indirect measures were used:

- Oral Practical Exams, Written Exams, and Course Level Assessments
- Student Proficiency Check-Off
- Student Evaluation of Preceptor
- Board of Certification Exam Results and Outcomes Data
- Cumulative and Major Grade Point Averages
- Course Evaluations
- Senior ATS Exit Evaluation
- Alumni Survey

Not all targets for the aforementioned measures were met. Each of the assessments have been linked to a program student learning objective (Table 4) and therefore since not all targets were met (Table 18), the program has demonstrated that achievement of learning is inconsistent. When targets are not met relative to course grades and grade point averages, the program follows the policy by placing the student on probation. A meeting between the Program Director, Clinical Education Coordinator, and student is set up to discuss why probation is necessary and work to formulate a plan for success in the future. If the student remedies the issue(s) by meeting the set targets, the probation is lifted. If the student fails to meet the set targets following the next semester, matriculation in the ATP is paused for 1 year. In this situation, the Program Director, Clinical Education Coordinator, and student meet again to discuss why he/she is no longer able to matriculate on and work to formulate a plan for success in the future. If the student fails to improve after the 1 year probation, he/she will not be placed on probation for a second time and instead dismissed from the program.

Despite a few students not passing class or maintaining the grade point average requirements, the specific targets for the BOC exam and outcomes data were all met. This measure is a national level exam that has gone through various levels of review for validity. The Course Evaluations, Senior ATS Exit Evaluations, and Alumni Evaluation targets were all met indicating that students demonstrated that they have learned. Other comments suggesting student learning has occurred include the following statements from various evaluation measures:

- Student Proficiency Check Off
 - *The ATS has continued to enhance her clinical skills throughout this rotation. She has been asked to step outside of her comfort zone with evaluations and creating rehabilitation programs. She has done well managing these situations and learning to create a thorough evaluation process. As well as starting to understand how to create a post-injury rehabilitation program.*
 - *The ATS' clinical skills, particularly evaluations and modalities, are great. He really developed his rehab skills over the semester and became very strong at putting a student-athlete through a rehab program start to finish. He learned a lot about the psychological aspects during his time here as well.*
 - *One of his goals has been improving his rehab skills and he has grown with developing and progressing with rehab.*

- Student Evaluation of Preceptor
 - *My injury evaluation skills have significantly developed since the beginning of the semester because of constant practice and critiques given by preceptor during and after completion of an evaluation. Also my psychological awareness ability of an athlete has become more enhanced.*
 - *I have enhanced my shoulder evaluation skills and my abilities to multi task with multiple athletes at the same time. I have also developed my rehabilitation planning skills.*
 - *In the beginning, my therapeutic exercise experience was limited. But through this first half of the semester, I feel that I am becoming gradually more comfortable with constructing injury specific rehabs. In addition, I feel my injury evaluations are still improving and becoming more efficient.*
- Course Evaluations
 - *This course challenged me and helped to develop my critical thinking skills. I enjoyed the research work we did in this class because it was something I had never gone into as much depth as we did before.*
 - *I liked the challenging coursework. It challenged me to utilize all my resources and really have a grasp on the knowledge to apply it in a clinical setting.*
- Senior ATS Exit Evaluations
 - *The coursework continually challenged me to learn.*
 - *I felt as though most assignments went hand in hand with what we were doing in the ATR, which made assignments easy to complete.*
- Alumni Survey
 - *I believe that TU ATP provides a strong base for entry level positions in the athletic training field. The clinical hours aided in reinforcing the skills that were introduced in the classroom.*
 - *Great academics; excellent preparation for the BOC exam; inclusive environment within the program.*

The undergraduate ATP recognizes the need for continual refinement of the didactic and clinical components as related to achievement of student learning. As previously stated and demonstrated through outcomes data, not all targets were met and therefore achievement of all student learning objectives may not be occurring. Moving forward the following actions should be considered in order to best assess student learning:

1. Faculty roles and responsibilities have changed over the past 3 years and therefore it is critical to go back to the course syllabi and establish how each instructor is assessing student learning. Instructor autonomy is valuable for students but rubrics and understanding how grading occurs for each course will provide a better sense of how course objectives are being met and what changes need to be made as we look to transition to the professional Masters level.
2. Provide more information to preceptors regarding the evaluation process during preceptor training. The evaluations contain learning objectives that preceptors may not know how to use in structuring the learning during the clinical rotation. Continue to work with the preceptors in learning how to give specific feedback on the actual student learning that takes place during the clinical rotations. Conversely, the Program Director and Clinical Education Coordinator will also reevaluate how we use the completed evaluations. A target has been established but we will

revisit and refine this process and how we can use the data to best gain and show achievement of student learning.

3. Specific content areas have been identified through multiple assessments as needing improvement. These areas are: (1) Organization and Administration, and (2) Psychosocial Strategies and Referral. The program is currently reviewing the curriculum to incorporate a Psychosocial Aspects of Injury course during the 2017-2018 academic year to address this weakness. The program is currently reviewing the syllabus for the Organization and Administration class to make adjustments to the measures used to address the student learning objectives.

C. Quality of Instruction

To document, measure, and assess quality of instruction, the following direct and indirect measures were used:

- Student Evaluation of Preceptor
- Student Evaluation of Clinical Site
- Program Evaluation of Preceptor
- Course Evaluations
- Senior ATS Exit Evaluation
- Alumni Survey

All set targets for each of the aforementioned measures were met. Each of the assessments have been linked to a program student learning objective (Table 4) and therefore since targets were met (Table 18) the program has demonstrated instructional effectiveness. Other comments suggesting the program faculty and preceptors are effective in their instruction to facilitate student learning comes from comments on various assessments:

- Student Evaluation of Preceptor
 - *I have always received very good quality and respectful feedback and interactions with my preceptor both in communication and learning.*
 - *The preceptor provides a very positive environment and is always teaching/mentoring the students. I am always receiving feedback on my skills and areas where I need improvements.*
 - *My preceptor would make sure that I understood the answers to the questions I had and would elaborate on the reasoning behind he answers, His feedback was positive and really helped build my confidence as a student.*
- Student Evaluation of Clinical Site
 - *Her willingness to teach and her extensive knowledge of various topics have introduced me to new techniques and I really liked being able to draw on her knowledge with any questions I had.*
 - *The part of my clinical experience I felt was most rewarding was the high-level of intensity and learning I experienced. Being with an in-season sport taught me many time management and personal skills along with developing my Athletic training skills.*
 - *The most rewarding part of this clinical experience was getting hands on training when performing lower extremity evaluations. This was the first time I had multiple injuries to evaluate and it really gave me a chance to sharpen my skills and get feedback from my preceptor and upperclassmen.*

- Program Evaluation of Preceptor
 - *Today's activity was very thorough and well planned. The preceptor used command style teaching as well as demonstration. He asked lower level and higher level learning questions to check for their understanding. What I mean by this is asking "what" type questions to review anatomy is good especially for sophomore level student. Asking the "why" and "how" questions are great to promote critical thinking and the junior and senior level students should be getting lots of these. The students then practiced on each other with the corrective exercises so they can get a feel.*
 - *The preceptor was out on the clinical floor interacting with the students.*
 - *She had the student re-evaluate a hip flexor injury. Worked with her to be sure all the right structures were evaluated. Followed the evaluation with a hip spica wrap and gave the student pointers on how to make the wrap a little better.*
- Senior ATS Exit Evaluation Comments
 - *Preceptors were very helpful and vital to the learning in the ATP.*
 - *I believe the teachers I have had in this program were exceptional.*
 - *Couldn't have asked for a better teaching core in the program. Every teacher was very personable and able to convey information very well.*
- Alumni Survey Comments
 - *The small class sizes, the willingness to teach and for the students to learn was clearly portrayed. The way the information is presented and broken up in each class was very beneficial as well.*
 - *The academic staff was the strongest aspect of the program – their knowledge, experiences were what drove the program and allowed us to expand our content past the BOC required aspects.*
 - *The clinical instructors and all ATC were extremely knowledgeable.*

The undergraduate ATP recognizes the need for continual refinement of the didactic and clinical components as related to quality of instruction. As previously stated and demonstrated through outcomes data, the program overall seems to be meeting the established student learning objectives, program goals, and program mission statement as they relate to quality of instruction.

D. Overall Program Effectiveness

To document, measure, and assess the overall program effectiveness, the following direct and indirect measures were used:

- Board of Certification Exam Results and Outcomes Data
- Major Grade Point Average
- Senior ATS Exit Evaluation
- Alumni Survey
- Student Service Hours and Club/Organization Memberships
- Student Scholarship Endeavors
- Honors/Awards/Scholarships Earned

Not all targets for the aforementioned measures were met. Each of the assessments have been linked to a program student learning objective (Table 4) and therefore since not all targets were met (Table 18), the program has demonstrated that program effectiveness is inconsistent. When targets are not met relative to course grades and grade point averages, the program follows the

policy by placing the student on probation. A meeting between the Program Director, Clinical Education Coordinator, and student is set up to discuss why probation is necessary and work to formulate a plan for success in the future. If the student remedies the issue(s) by meeting the set targets, the probation is lifted. If the student fails to meet the set targets following the next semester, matriculation in the ATP is paused for 1 year. In this situation, the Program Director, Clinical Education Coordinator, and student meet again to discuss why he/she is no longer able to matriculate on and work to formulate a plan for success in the future. If the student fails to improve after the 1 year probation, he/she will not be placed on probation for a second time and instead dismissed from the program.

Despite 6 students not maintaining the Major GPA requirement, the specific targets for the BOC exam and outcomes data were all met. This measure is a national level exam that has gone through various levels of review for validity. The Senior ATS Exit Evaluations, and Alumni Evaluation targets were all met indicating that students demonstrated that they believe the program to be overall effective. Questions on these evaluations ask for feedback specifically related to program effectiveness. Lastly, students are engaged in scholarship endeavors, achieving honors, members of professional organizations, and involved in service initiatives. The ATP faculty believes these professional endeavors meet the outcome of life-long learning and service to the community and profession. Other comments suggesting student learning has occurred include the following statements from various evaluation measures:

- BOC Exam Results and Outcomes Data
 - The ATP first time candidates had a higher average score on all 5 Exam Domains when compared to the average score of all first time candidates sitting for the BOC exam.
 - The ATP has a higher overall pass rate than the overall pass rate and first time candidate pass rate.
- Senior ATS Exit Evaluation – Program Evaluation Portion
 - The 3 year average score was a 4.69 out of 5 indicating that students graduating from this program *agree to strongly agree* with various aspects about the program including: ATP satisfaction, recommend ATP to prospective students, clinical and academic knowledge provided to pass BOC, solid foundation for the future, and knowledge to be a competent AT.
- Alumni Survey
 - The average score was a 4.2 out of 5 indicating that ATP alumni *agree* with various aspects about the program as indicated in Chart 1.

The undergraduate ATP recognizes the need for continual refinement to meet targets for overall program effectiveness. As previously stated and demonstrated through outcomes data, not all targets were met and therefore achievement of all program effectiveness objectives may not be occurring. Moving forward the following actions should be considered in order to best assess program effectiveness:

1. Faculty roles and responsibilities have changed over the past 3 years and therefore it is critical to go back to the course syllabi and establish how each instructor is assessing student learning. Instructor autonomy is valuable for students but rubrics and understanding how grading occurs for each course will provide a better sense of how course objectives are being met and what changes need to be made as we look to transition to the professional Masters level. The Major

GPA is an indicator of overall how do the ATS perform in the ATP therefore by assessing individual courses the faculty can best establish if the program is effective.

2. Specific content areas have been identified through multiple assessments as needing improvement. These areas are: (1) Organization and Administration, and (2) Psychosocial Strategies and Referral. The program is currently reviewing the curriculum to incorporate a Psychosocial Aspects of Injury course during the 2017-2018 academic year to address this weakness. The program is currently reviewing the syllabus for the Organization and Administration class to make adjustments to the measures used to address the student learning objectives.

3. The ATP will consider having the preceptors fill out an evaluation on the program's effectiveness to gain their perspective. The ATP faculty believe evaluations are being conducted in all areas except this major stakeholder. Many of the preceptors are not Towson University ATP alumni and therefore gaining insight into their views on how the didactic, clinical, and professional development areas are carried out could only make the program more effective.

E. Key Findings

After completion of the comprehensive plan the ATP faculty are overall pleased with the outcomes from all stakeholders. Overall our faculty and preceptors are carrying out responsibilities in a manner in which students perceive to be contributing to their preparedness for the BOC and practicing as a clinician. The students are also more than adequately involved in professional development opportunities, which has been deemed an important aspect of their education from administrators. The students have also been successful on the BOC exam which is ultimately needed in order to practice as an Athletic Trainer. The ATP faculty do recognize some areas do need attention. The following are key findings:

1. Firstly the syllabi need to be consistent in format in order to allow for coherent interpretations from ATS and faculty. Secondly, the ATP faculty needs to collectively know what assessments are being used in each course and share sample rubrics for practical exams and course level assessments. Thirdly, the Organization and Professional Health and Well-being Domain is the lowest average score on the BOC and therefore the assessments used for competencies relative to this Domain need to be reevaluated. These areas have most likely occurred due to a change in faculty in the ATP over the past 3 years. Addressing issues with the syllabi will assist with student learning, quality instruction, and overall program effectiveness in order to better meet set targets.

2. The curriculum plan needs some restructuring. Currently, the required statistics courses are being revised due to changes at the program and department levels. This change has been submitted to the College Curriculum committee and is awaiting approval. The Psychosocial Strategies and Referral Content Area is not adequately being addressed and to address this issue KNES 359: Psychosocial Aspects of Injury is being added to the curriculum. This change has been submitted to the College Curriculum Committee.

3. The targets set for course evaluations, evaluations on the preceptor and clinical site, Senior ATS Exit Evaluation, and Alumni Survey should be reevaluated to determine if the target is appropriate. Secondly, the PD and CEC need to fine-tune how the feedback on the evaluations is utilized. Presently the evaluations are being reviewed and assessed for any immediate issues. Dedicated time needs to be built in to proper review of these outcomes in order best prepare events such as Student Orientation and Preceptor Training. Then the evaluations for these events will be more meaningful (not included in this comprehensive assessment plan). One particular area to address is how preceptors interpret the evaluation used for students at their clinical rotation. The standard deviations are quite large in multiple classes tied to the clinical experience and the faculty believe this is due to differences in how preceptors grade. A disconnect between the learning objectives on the assessment tool and what students do during the clinical experiences is occurring and therefore the PD and CEC will address this during preceptor training.

IV. Assessment Cycle

Below is the timeline that was used for 2016-2017 to assess the ATP and all involved stakeholders. This cycle has been used consistently for the ATP with minor adjustments as needed. This does not include faculty/preceptor/ATS self-assessment; but rather identifies the major steps taken to assess the curricular alignment and ultimately the ATP student learning.

