

Undergraduate Program-Specific Student Learning Outcome Assessment
Bachelors of Science in Athletic Training
Annual Report – 2022-2023

I. Athletic Training Program Information

Program/Department: Bachelor of Science in Athletic Training/Athletic Training Department

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The Athletic Training Program (ATP) is designed to prepare students to enter the practice of Athletic Training as competent, entry-level certified athletic trainers (ATC). Athletic Trainers are credentialed allied health professionals who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses common to all physically active individuals. The athletic trainer is an integral member of the sports health care team working to reduce and minimize time loss due to injuries in secondary schools, colleges, universities, sports medicine clinics, industrial settings and professional sports organizations.

Our goal is to provide students with an appropriate blend of didactic and practical learning opportunities through academic coursework and clinical experience which leads to a Bachelor of Science degree with a major in Athletic Training. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Successful completion of the program leads to candidacy for the Board of Certification (BOC) examination for athletic training and certification through the Pennsylvania State Board of Medicine and/or the Pennsylvania State Board of Osteopathic Medicine.


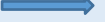
II. ATP Student Learning Outcomes:

Upon completion of the didactic and clinical requirements of the Athletic Training Program, the student will:

1. Demonstrate a sound evidence-based approach/understanding to (1) injury prevention and health promotion, (2) psychosocial strategies and (3) healthcare administration principles for best practice.
2. Demonstrate a sound evidence-based approach/understanding to (1) orthopedic clinical examination and diagnosis, (2) acute care of injuries and illnesses, and (3) therapeutic interventions for best practice.

3. Demonstrate appropriate professional and ethical behavior in relation to the NATA Code of Ethics, BOC® Standards of Professional Practice and state regulations and statutes
4. Demonstrate, through a variety of clinical education experiences, athletic training knowledge, skills and clinical abilities that progresses the student towards autonomous practice.
5. Complete the eligibility requirements for the Board of Certification (BOC®) for Athletic Trainers.
6. Demonstrate preparedness to become competent, marketable and highly effective health care providers who practice in the athletic training profession.

Athletic Training Program Outcomes (POs) Mapped to Undergraduate SLOs

B.S. in Athletic Training Undergraduate Professional Practice Program Program Outcomes Mapped to University Core Student Learning Themes* (CLSTs)						
Univ SLOs Mapped to each Program Outcome 	2, 3, 4, 5	2, 3, 4, 5	1, 7	1, 2, 3, 5	2, 3, 4, 5	1, 2, 4, 5
Program Outcomes: 	OUTCOME 1: Demonstrate a sound evidence-based approach/understanding to (1) injury prevention and health promotion, (2) psychosocial strategies and (3) healthcare administration principles for best practice.	OUTCOME 2 Demonstrate a sound evidence-based approach/understanding to (1) orthopedic clinical examination and diagnosis, (2) acute care of injuries and illnesses, and (3) therapeutic interventions for best practice.	OUTCOME 3: Demonstrate appropriate professional and ethical behavior in relation to the NATA Code of Ethics, BOC® Standards of Professional Practice and state regulations and statutes	OUTCOME 4: Demonstrate, through a variety of clinical education experiences, athletic training knowledge, skills and clinical abilities that progresses the student towards autonomous practice.	OUTCOME 5: Complete the eligibility requirements for the Board of Certification (BOC®) for Athletic Trainers.	OUTCOME 6: Demonstrate preparedness to become competent, marketable and highly effective health care providers who practice in the athletic training profession.

*Timeline for assessment found in Direct and Indirect Measures sections.

Comprehensive Assessment Tools: The following assessment tools are used to measure quality of instruction, student learning, and overall program effectiveness as they relate to the program's educational mission, goals and objectives.

Assessment techniques include both embedded measures and specialized assessment tools. Specific program and student learning outcomes can be found in the detailed “ESU BS Athletic Training Program Outcomes” Table below.

ESU BS Athletic Training Program Outcomes						
Assessment Tools	Demonstrate a sound evidence-based approach/understanding to (1) injury prevention and health promotion, (2) psychosocial strategies and (3) healthcare administration principles for best practice.	Demonstrate a sound evidence-based approach/understanding to (1) orthopedic clinical examination and diagnosis, (2) acute care of injuries and illnesses, and (3) therapeutic interventions for best practice.	Demonstrate appropriate professional and ethical behavior in relation to the NATA Code of Ethics, BOC® Standards of Professional Practice and state regulations and statutes	Demonstrate, through a variety of clinical education experiences, athletic training knowledge, skills and clinical abilities that progresses the student towards autonomous practice.	Complete the eligibility requirements for the Board of Certification (BOC®) for Athletic Trainers.	Demonstrate preparedness to become competent, marketable and highly effective health care providers who practice in the athletic training profession.
Written and Practical Examinations.	ATEP 310 ATEP 429 ATEP 430 ATEP 432 ATEP 433	ATEP 340 ATEP 440 ATEP 429 ATEP 430 ATEP 433	ATEP 431 ATEP 450		ATEP 450 ATEP 490	ATEP 450
Student Clinical Performance Evaluation	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490		
Student Clinical Performance Self-Evaluation	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490		

Student Clinical Performance Partner Evaluation	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490		
Clinical Lab Proficiency Check/Assessment	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490		
Clinical Lab Proficiency Course Semester Exit Rubric	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490		
Clinical Preceptor Evaluation	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490	ATEP 487 ATEP 488 ATEP 489 ATEP 490		
Clinical Site Visit Evaluation by Faculty Supervisor				Survey instrument		
Clinical Site Annual Evaluation				Survey instrument		
ACES Preparatory Exam (Level 1)	Jr Level Examination	Jr Level Examination				
ACES Preparatory Exam (Level 2)	Sr Level Examination	Sr Level Examination				
BOC Self-Assessment Exams	ATEP 450	ATEP 450	ATEP 450			
Board of Certification – Outcomes Data				BOC Exam Results		
Student Program Exit Interviews						End of Program Interview
Alumni Evaluation and Professional Placement						Alumni Evaluation and Placement
Employer Satisfaction of Graduates						Employer Satisfaction Survey

Example Course Student Learning Outcomes (SLOs) Mapped to Program Outcomes (POs) and University SLOs in the Undergraduate Prof. Practice Program

B.S. in Athletic Training, Professional Practice Program						
<u>S2021 COURSE: ATEP 429 Measurement and Evaluation of Lower Extremity Injuries</u> Student Learning Outcomes (SLOs) Mapped to University SLOs Program Outcomes Mapped to University SLOs Student Learning Objective (SLO) Metrics that Define and Help Measure Achievement of Aligned Program Outcomes						
Univ SLOs Mapped to each Program Outcome	2, 3, 4, 5	2, 3, 4, 5	1, 7	1, 2, 3, 5	2, 3, 4, 5	1, 2, 4, 5
Program Outcomes: Selected Course-embedded SLOs Presented in the Syllabus 	OUTCOME 1: Demonstrate a sound evidence-based approach/understanding to (1) injury prevention and health promotion, (2) psychosocial strategies and (3) healthcare administration principles for best practice.	OUTCOME 2 Demonstrate a sound evidence-based approach/understanding to (1) orthopedic clinical examination and diagnosis, (2) acute care of injuries and illnesses, and (3) therapeutic interventions for best practice.	OUTCOME 3: Demonstrate appropriate professional and ethical behavior in relation to the NATA Code of Ethics, BOC® Standards of Professional Practice and state regulations and statutes	OUTCOME 4: Demonstrate, through a variety of clinical education experiences, athletic training knowledge, skills and clinical abilities that progresses the student towards autonomous practice.	OUTCOME 5: Complete the eligibility requirements for the Board of Certification (BOC®) for Athletic Trainers.	OUTCOME 6: Demonstrate preparedness to become competent, marketable and highly effective health care providers who practice in the athletic training profession.
SLO-1: demonstrate knowledge of the normal anatomical structures of the human body systems and their physiological functions, including the musculoskeletal, nervous, dermatological and special sensory systems	Exams (45%) and Final Written Comprehensive Exam Summation (5%)	Exams (45%) and Final Written Comprehensive Summation (5%) Practical Exams (30%) Course Notebook (5%)				
SLO-2: describe and demonstrate commonly accepted techniques and procedures for evaluating the lower extremity of physically active individuals including history, observation, palpation, functional testing and specialized testing		Exams (45%) and Final Written Comprehensive Summation (5%) Practical Exams (30%)				

<p>SLO-3: explain and demonstrate their ability to conduct a neurological examination of the lower extremities</p>		<p>Exams (45%) and Final Written Comprehensive Summation (5%)</p> <p>Practical Exams (30%)</p> <p>Clinical Assessment Summaries (5%)</p>				
<p>SLO-4: explain and demonstrate their ability to execute special tests, testing joint play, and postural examination in lower extremity injury assessment</p>		<p>Practical Exams (30%)</p>				

Direct Measures Used in the Undergraduate PPP

In the table below, the program has listed and briefly described the direct methods used to collect information assessing whether students are learning the cores set of knowledge, skills, attitudes, and behaviors identified as essential.

Assessment Measure(s) Used	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Person responsible for assessment (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, senior year, sophomore year, etc.)	Target audience to be assessed (all, only a sample, etc.)
Leveled Exams	Leveled Exams: For these exams students' content knowledge and basic mastery of clinical skills taught crossed the curriculum are assessed. The Sophomore Assessment Clinical Competency Exam is taken at the end of the Spring semester of the sophomore year. (ATEP 487). The Junior Clinical Competency Exam is taken at the end of the Spring semester of the 3rd year (ATEP 488). The senior level exam is taken either fall or spring of the senior year during the ATEP 450 Seminar in Athletic Training course.	ATP Faculty	Sophomore Assessment Clinical Competency Exam - end of the Spring semester of the sophomore year. (ATEP 487). Junior Clinical Competency Exam - end of the Spring semester of the 3rd year (ATEP 488). Senior level exam - fall or spring of the senior year during the ATEP 450 Seminar in AT.	All students in the professional phase of program
ACES Exam	The ACES exam has been determined to be a valid and reliable measure for identifying student knowledge deficits in preparation for the national BOC exam for Athletic Trainers. Junior/Senior students complete this exam; Jr/Sr students are assessed using a standardized exam (ACES).	ACES: An external assessor	End of Fall Semesters	All students enrolled in the program.
Practical Exams	Practical Exams embedded in ATEP 429,430,432,433 assess students' knowledge, application of clinical decision making principles, and mastery of basic clinical skills.	ATP Faculty	During the course enrollment	All students enrolled in the course.
Board of Certification (BOC) Exam	BOC Exam is a standardized national exam that all candidates must pass to obtain credentialing as a certified athletic trainer.	BOC®	Upon Program Director endorsement	All students seeking national certification as an Athletic Trainer.

Indirect Measures Utilized in the Undergraduate PPP

In the table below, the program has listed and briefly described the direct methods used to collect information assessing whether students are learning the core set of knowledge, skills, attitudes, *and behaviors* identified as essential.

Assessment Measure(s) Used	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, senior year, sophomore year, etc.)	To which students were assessments administered (all, only a sample, etc.)
Clinical Preceptor Evaluation	<p>Program Outcome #3: The <i>Performance and Professionalism</i> section of this measure obtains feedback from Clinical Preceptors on the student's overall knowledge, skills, and foundational behaviors associated with professional practice.</p> <p>Program Outcomes #1 & 2: The <i>General Field Experience Objectives and Level Specific Skills Assessment</i> sections of this measure require Clinical Preceptors to rate student's knowledge and clinical skills during supervised direct patient care.</p> <p>Program Outcome #4: The <i>Clinical Integration Proficiencies</i> section of this measure requires Clinical Preceptors to rate and comment on the student's current ability to integrate of knowledge, perform skills, and demonstrate sound clinical decision making during actual client/patient care.</p>	Clinical Preceptors	<p>Mid-term and end of term. These assessments are collected from the preceptors after each field experience/internship course as part of the field experiences and externship courses (ATEP 487-490).</p> <p>Formative and Summative Assessment</p>	All students completing the program.
Clinical Preceptor Evaluations	Final question on the ATEP 490 Externship Experience Clinical Preceptor Evaluation asks preceptors working with these students: " <i>If this student was an applicant for an entry-level athletic training position, what type of recommendation would you offer this individual?</i> "	Clinical Preceptors	Upon completion of the ATEP 490 Externship Experience	All student who complete the ATEP 490 Externship.

Annual Clinical Site Evaluation	All clinical education sites and preceptors are evaluated by the athletic training program on an annual and planned basis. These evaluations are used to identify strengths, weaknesses and areas of improvements at each clinical site as part of the eventual quality improvement strategy for student, instructional and program outcomes	Clinical Education Coordinator and/or Program Director	Evaluation conducted on or about May 15 to July 1.	All active Clinical Sites being utilized by the program during the assessment cycle.
Clinical Field Experience Course Grade	Clinical Course Grade (ATEP 487-490) Field experience and proficiency lab assessments- Quizzes, assignments, and practical skill assessments conducted during ATEP 487-490 Clinical Proficiency Labs meeting. Student must achieve a minimum proficiency rating of 3/5 by their instructor on clinical skills mapped to these courses.	ESU Faculty/Clinical Preceptor	Upon completion of course	All students enrolled in the course.
Alumni Survey	The Alumni Evaluation is an instrument that collects data on program graduates specific to PO achievement	Program Graduates	1-year post graduation	All program graduates
Employer Survey	Employer Survey is an instrument that collects data on program graduates and their employment status etc	Employer of Program Graduates	1-year post graduation	All program graduates

IV. Student Performance Outcomes

How did the student perform on each assessment, compared to the department/program goal?

What is the target/goal/score for each assessment? Then briefly summarize the results.

Assessment number/name	Target/Acceptable score	Number assessed in 2021-2022 (N)	Number & % meeting target/ Number and % not meeting target
Clinical Preceptor Evaluation	70%	47 students in the fall and 34 in the spring	100% of students met or exceeded the target
Annual Clinical Site Evaluation	70%	47 students in the fall and 34 in the spring	100% of students indicated our clinical sites met or exceeded the target
Clinical Field Experience Course Grade	70%/C or better grade	47 students in the fall and 34 in the spring	100% of students met or exceeded the target

VI. Key Findings: *Briefly summarize the results of the assessments and how do these compare to the goals you have set?*

More than 90% of students recommend or highly recommend the clinical affiliates now under contract. The aggregate Final Evals Seniors for seniors demonstrates that more than 90% are recommended or highly recommended.

Evaluation of Overall Athletic Training Program – Graduating Senior Surveys suggest more than 80% of students are satisfied/very satisfied with their experience in the Athletic Training Program

Within 12 months of graduation more than 70% of Program Graduates are enrolled in graduate/professional degree programs or employed, mostly in athletic training or health/wellness related field.

The results of the assessments exceed program goals.

VII. Describe Process Used by Program Faculty to Discuss and Interpret Key Findings

Through what modes were assessment results shared with program faculty? What process was used by program faculty to discuss and interpret the key findings? What hypotheses do program faculty have for why these are the results?

The ATP Department has been working diligently with the University’s Assessment and Accreditation Director on our master assessment plan to ensure not only compliance with CAATE standards, but to document, measure and assess outcomes associated with instructional effectiveness and the achievement of program goals (aka, POs).

The Program Director will work directly with the teaching faculty (during department meetings) and clinical preceptors (training sessions) to ensure assessment measures are being addressed. Finally, action items when identified are intended to close the loop and such ongoing targeted measures will be continuous through the assessment cycle.

VIII. Changes Made as a Result of the Key Findings / Actions Taken

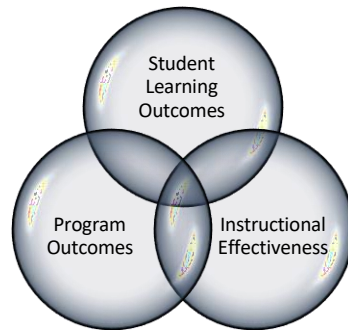
What changes or actions were taken or are planned for 2018-2019 and in the future in response to your key findings?

1. Revisiting Mission Statement and Program Outcomes	2. Refining Student Learning Outcomes (SLOs) for course	3. Developing Student Learning Assessment Plan - Schedule	4. Mapping POs to University SLOs
5. Assessment Tool Alignment with POs	6. SLOs Mapped to POs and Univ SLOs in the UG PPP	7. Instructional Effectiveness of the UG PPP	8. Achievement of Program Goals
9. Assessing POs with Direct Measures	10. Assessing POs with Indirect Measures	11. Student Performance Outcomes Analysis	12. Program faculty Involvement with Outcomes Assessment Activities

What we learn through the above-cited assessment principles helps the Undergraduate Athletic Training Program determine how best to support needed curricular and programmatic changes on an ongoing basis.

In addition, ESU’s assessment initiatives enable program, college and university administrators to evaluate the achievements (via outcomes) of our graduates in relation to program goals and, more broadly, the student learning priorities centered in the university’s mission (i.e., SLOs). Ultimately, the assessment initiatives carried out by the ATP provide the framework to promote student learning and development, evaluate the achievement of program outcomes, and enhance instructional effectiveness in a continuous improvement effort (see Figure below).

Figure 1: Focus of ESU Undergraduate PPP System of Continuous Improvement



IX. Adjustments to/Deviation from the Department Assessment Plan

Describe any disparity from submitted assessment plan and why it occurred.

NA. The program did not deviate from the detailed assessment plan submitted.