

# Comprehensive Assessment Plan

Texas A&M University, Corpus Christi  
(TAMUCC)  
Athletic Training (AT) Program  
2015

**Program Outcomes & Student Learning  
Outcomes**

TEXAS A&M  
CORPUS CHRISTI



**ISLANDERS**

**CAATE Comprehensive Assessment Plan**  
**TAMUCC Athletic Training Program**  
**Program Outcomes & Student Learning Outcomes**

The Athletic Training (AT) program at Texas A&M University, Corpus Christi (TAMUCC) requires students to engage in a competitive admissions process which provides an objective framework for selection of students who have the greatest probability of meeting the academic and clinical demands of the program. The ultimate goals for students in the athletic training program at TAMUCC are for students to graduate from TAMUCC, successfully pass the BOC examination on their first attempt, and either gain employment or pursue graduate studies. It is critically important employers have a high-level of satisfaction with TAMUCC graduates and that each TAMUCC graduate has a high-level of satisfaction regarding their academic undergraduate program and overall career choice.

Comprised of classroom and clinical education experiences, the TAMUCC AT program emphasizes a learning-over-time approach to the development of knowledge, skills, and abilities essential to the practice of athletic training. Students obtain classroom knowledge through coursework and clinical skills in structured laboratory settings which are transferred into supervised clinical practice involving not only psychomotor skill development, but also applied decision-making, evidence based practices, and clinical reasoning skills. Students are exposed to a multi-disciplinary approach during clinical assignments, by utilizing a variety of health care professionals in multiple venues. The TAMUCC AT program strives to educate students within the model of an evidence-based curriculum and develop students' clinical skills, while incorporating foundational behaviors in all elements of all facets of the health care delivery model.

Athletic Trainers are health care professionals who specialize in preventing, recognizing, managing, and rehabilitating injuries resulting from physical activity. As part of the complete health care team, the certified athletic trainer works under the direction of a licensed physician, and in cooperation with other health care professionals, athletics administrators, coaches, and parents. Athletic Trainers (AT) may be found in a variety of settings such as: high school, collegiate, professional athletics, rehabilitation or industrial clinics, and military instillation.

The Comprehensive Master Assessment Plan identifies the goals, objectives, intended/expected outcomes, measures and frequency of data collection utilized in the TAMUCC AT program. The analysis of the data will demonstrate the comprehensive approach used to ensure each graduate achieves success upon completion of the program.

**AT PROGRAM MISSION STATEMENT**

The TAMUCC Athletic Training Program strives to provide athletic training students a challenging and comprehensive educational experience, which incorporates the values of a

supportive academic and clinical community, in order to prepare future leaders in athletic training and allied health professions.

### **OVERALL PROGRAM ACHIEVEMENT OUTCOMES**

#### ***Objectives:***

Assessment of overall program achievement goals incorporates the following intended/expected outcomes:

1. Provide opportunities for interdisciplinary interactions with a variety of healthcare professionals.
2. Provide challenging coursework and clinical education experiences which prepare students to pass the Board of Certification (BOC) examination on the first attempt.
3. Provide quality medical care to patients/athletes by using an evidence base practice model and assessment of patient outcomes.
4. Provide comprehensive preventative services among six (6) clinical practice domains including: (1) prevention of injuries; (2) clinical evaluation and diagnosis; (3) immediate care of injuries and illnesses; (4) treatment, rehabilitation, and reconditioning including the use of modalities; (5) organization and administration; and (6) professional responsibility.
5. Provide a comprehensive academic curriculum which adequately prepares the student to either gain employment as a certified Athletic Trainer or to successfully pursue advanced study in athletic training or a related health-care field.
6. Provide an atmosphere encouraging professionalism and continued education maintenance through membership(s) in professional organizations, and presentations at state, district, and national meetings.
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#### ***Assessment Plan:***

##### ***Measurement —***

Assessment of the overall program achievement goals includes the intended/expected outcomes:

1. AT students first time pass rate on the BOC exam equals or exceeds the national average.
2. Graduation and employment rates are above 80%.
3. Program constituents (students, alumni, and employer) express above-average satisfaction ratings with the Athletic Training Program and the quality of education received by graduating students.

### **STUDENT LEARNING OBJECTIVES & OUTCOMES**

The TAMUCC AT program has identified four (4) goals consistent with the mission of the athletic training program; the Kinesiology Department; and Texas A&M University, Corpus Christi. Specific assessment plans have been developed for each goal incorporating the quality of classroom/clinical instruction and effective learning (student learning objectives & outcomes).

## **Goal #1**

To prepare AT students for entry into the profession of athletic training, graduate studies and/or employment in the athletic training profession or a related field.

### **Objectives:**

1. Provide quality coursework addressing content area knowledge as identified by the current NATA Athletic Training Education Competencies.
2. Provide laboratory exercises which develop psychomotor skills consistent with the current NATA Athletic Training Education Competencies.
3. Provide opportunities for students to demonstrate comprehensive abilities to demonstrate the knowledge and skills required to be an athletic trainer.
4. Incorporate learning over time utilizing the KSAs (Knowledge, Skills, and Abilities) as set forth in the Board of Certification Crosswalk Analysis: Role Delineation Study/Practice Analysis, Sixth Edition vs. Athletic Training Education Competencies, Fifth Edition.

### **Assessment Plan:**

#### ***1.1.Student Learning Outcome — Provide Quality Coursework***

Assessment of quality instruction incorporates the following intended/expected outcomes:

1. Course instructors have highly structured lesson plans and adequate knowledge of subject matter.
2. Course instructors use current, relevant course materials and technology (i.e. texts, websites, presentation media, etc.).
3. Course instructors create a safe and collaborative learning environment.
4. Course instructors display professional demeanor.
5. Course instructors maintain positive attitudes and a respectful classroom environment.
6. Facilities are adequate for learning of both theoretical knowledge and psychomotor skill components.
7. Equipment/supplies are accessible and adequately available in quantity and quality.

#### ***1.1.1. Measurement — Assessment of Quality Coursework***

1. Athletic Training Course Evaluations – In order to evaluate courses for curriculum and instructional improvement a new system of evaluation will be implemented for the 2015-2016 academic year. Student feedback will be solicited by the Athletic Training Program at mid-semester and again at the end-of-each semester via emailed surveys (qualtrics) for all major requirement athletic training courses. Data will then be compiled and analyzed by the AT faculty and AT Program Director. Faculty members will be provided with results of these evaluations immediately, and are expected to utilize the information for continuous course improvement.
2. TAMUCC Course Evaluations – Student feedback is solicited in all courses offered by the Department of Kinesiology (in which the AT program is housed) at the end of each semester via online survey links. Evaluations are compiled digitally and can be accessed by the individual faculty member at a later date. Unfortunately, participation in the end of semester formal evaluation is voluntary and anonymous, therefore, it is difficult to utilize this evaluation tool as a good measure of quality of course curriculum and delivery. The evaluations are discussed during each faculty member’s annual evaluation and faculty members are expected to incorporate formative assessment of teaching in their annual plans that area submitted each year.
3. At the end of each course, a survey will be sent to each athletic training student in the efforts of evaluating the student’s perception of the content coverage within athletic training major requirement courses. Students will be asked to rate weather the content was covered, not covered, or not sure concerning items that are identified from the crosswalk analysis as important content for each athletic training course.

### ***1.2 Student Learning Outcome — Provide Laboratory/Clinical/Field Based Learning Exercises Which Develop Psychomotor Skills***

Athletic training students will demonstrate the knowledge, skills and abilities to:

1. Recognize and minimize the risk of injury and/or illness.
2. Implement prevention strategies for reducing risk of injury and/or illness.
3. Understand the pathomechanics and development, progression and epidemiology of injuries, illnesses and diseases.
4. Examine and diagnose a patient to identify risk factors and musculoskeletal injuries to direct proper care, including referral to allied health care professionals.
5. Understand medical conditions and disabilities associated with the physically active population.
6. Recognize, assess, and treat patients with acute injuries and illnesses and provide appropriate medical referral.
7. Plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries and illnesses.
8. Plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses.
9. Understand pharmacologic applications and governing pharmacy regulations relevant to the treatment of injuries, illnesses, and diseases.

10. Recognize, intervene, and refer (when necessary) patients exhibiting sociocultural, mental, emotional, and psychological behavioral problems/issues.
11. Understand the nutritional aspects of injuries and illnesses.
12. Develop, administer, and manage a healthcare facility and associated venues which provide healthcare to a physically active population.
13. Understand professional responsibilities and avenues of professional development to promote athletic training as a professional discipline.

### ***1.2.1. Measurement — Assessment of Laboratory/Clinical/Field Based Learning Exercises Which Develop Psychomotor Skills***

1. Academic Course Performance – Performance on psychomotor skills, labs, practical exams, research papers, projects, assignments, simulations, case studies, and academic presentations are all utilized to measure SLO's.
2. BOC Exam & Domain Performance – Overall first-time pass rates of TAMUCC students are compared to first-time pass rates of all students taking the exam nationally. Individual domain performance is also measured yearly.
3. Graduation & Employment Rates – Graduation rates will be calculated using the number of students who matriculate after entering the professional phase of the AT Program (i.e., students who graduate from the program/students who are accepted and gain admission to the program). Employment rates will be calculated based on the number of students who have subsequently graduated and gained employment within the field of athletic training or a similar related healthcare profession or pursued graduate studies (i.e., number of students employed or enrolled in graduate studies/number of students graduated).

## ***Goal #2***

To prepare AT students for a smooth and scaffolded progression through clinical education experiences in athletic training (Ie, vertical and horizontal alignment of coursework and laboratory/clinical/field based learning).

### **Objectives:**

1. Provide structured and progressive learning opportunities which integrate theoretical knowledge and psychomotor skill components.
2. Provide quality clinical education experiences in a variety of venues (upper extremity athletics, lower extremity athletics, general medical, equipment intensive) involving patient populations of both genders, various age groups, and varying degrees of disabilities and injuries/illnesses.
3. Provide opportunities for regular feedback of clinical skill performance to enhance and promote clinical skill development.

### **Assessment Plan:**

## ***2.1 Student Learning Outcome — Provide Structured and Progressive Learning Opportunities***

Assessment of clinical instruction incorporates the following areas/criteria:

1. Preceptors model positive personal and professional attributes in the clinical environment and when dealing with patient populations.
2. Preceptors promote critical thinking of the students and take the opportunity to engage in “teachable moments” when they occur.
3. Clinical sites are adequate for the clinical education experience.
4. Equipment/supplies at clinical sites are accessible and adequately available in quantity and quality.

### ***2.1.1. Measurement — Assessment of Structured and Progressive Learning Opportunities***

1. AT Preceptor Evaluations – All students complete evaluations on their preceptors following each clinical education experience as a part of their clinical experience in athletic training practicum course each semester. Evaluations from preceptors will be examined by the AT Program Faculty to determine quality preceptors for continued student placement.
2. AT Site Evaluations – All students complete evaluations on the educational site following each clinical education experience as a part of their clinical experience in athletic training practicum course each semester. Evaluations for clinical sites will be examined by the AT Program Faculty to determine quality sites for continued student placement.

## ***2.2 Student Learning Outcome — Provide Clinical Education Experiences in a Variety of Venues***

Athletic training students will demonstrate the knowledge, skills and abilities to:

1. Apply theoretical knowledge and psychomotor skills learned in the classroom to the clinical setting.
2. Demonstrate decision-making and critical reasoning skills.

### ***2.2.1. Measurement – Assessment of Clinical Education Experiences in a Variety of Venues***

1. BOC Self-Assessment Exam - All senior athletic training students enrolled in KINE 4293 (Clinical Experience VII) and KINE 4294 (Clinical Experience VIII), complete in-class and on-line BOC self-assessment examinations in order to assist in the identification of strengths and areas for improvement in order to identify their level of preparedness for entry-level athletic training.
2. BOC Paid Self-Assessment Examination – All senior athletic training students had an opportunity to take one (1) paid practice BOC examination (<http://bocatc.org/candidates/exam-preparation-tools/self-assessment-exams>) at a value of

\$30.00 per student. Future tests will be purchased either by the College of Education or the Department of Kinesiology. Students received test scores within the five (5) performance domains on the BOC Examination. Student data has been collected and analyzed by the program director in order to evaluate program effectiveness and potential areas for improvement.

3. BOC Exam & Domain Performance – Overall first-time pass rates of TAMUCC students are compared to first-time pass rates of all students taking the exam nationally. Individual domain performance is also measured annually. Data has been compared to the raw data provided within the BOC Exam – National Data Summary and BOC Exam – Annual Exam Reports (<http://bocatc.org/resources/exam-reports>) in order to compare to national averages.
4. AT Student Clinical Evaluations – All students receive a clinical evaluation completed by their preceptor at the mid-term and conclusion of each clinical education experience.
5. Clinical Skills Assessments – Students are assessed on psychomotor skills delineated in the AT Educational Competencies during each clinical level. Psychomotor skill assessments are progressive in nature, beginning by demonstrating competency of individual skills performed in a controlled environment and ending with real life application of skills in a clinical atmosphere incorporating decision-making and critical thinking skill integration.
6. Graduation & Employment Rates – Graduation rates will be calculated using the number of students who matriculate after entering the professional phase of the AT Program (i.e., students who graduate from the program/students who are accepted and gain admission to the program). Employment rates will be calculated based on the number of students who have subsequently graduated and gained employment or pursued graduate studies (i.e., number of students employed or enrolled in graduate studies/number of students graduated).
7. Alumni Program Evaluations – AT alumni will be surveyed approximately 1 year after the student's date of graduation to determine how well they believe the TAMUCC AT program prepared them for employment or graduate school.
8. Alumni Employer Surveys – AT alumni employers will be surveyed approximately 1 year after the student's date of graduation to determine how well they believe the TAMUCC AT program prepared the student and their overall satisfaction with the alumni as an employee.



## Goal #3

To prepare AT students to use written and verbal communication consistent with the language of allied health professionals.

### Objectives:

1. Provide students the opportunity to identify, read, and critically evaluate relevant research in the discipline.
2. Provide opportunities for students to engage with allied health care professionals of differing specialties during their clinical education experiences.

### Assessments:

#### ***3.1 Student Learning Outcome — Provide Students Opportunities to Identify, Read, and Critically Evaluate Relevant Research***

Athletic training students will demonstrate the knowledge, skills and abilities to:

1. Use the language of the discipline in coursework and clinical education experiences.
2. Utilize appropriate terminology during clinical education experiences while engaging with patients by writing SOAP notes, progress evaluations, rehabilitation notes, discharge summaries, and medical referrals.
3. Use appropriate verbal language during classroom discussions, presentations, and clinical education experiences.
4. Use appropriate written language on assignments, projects, and presentations throughout all coursework.
5. Write article critiques of current relevant research utilizing the language of the discipline.
6. Write a critically appraised topic (CAT) after synthesizing the literature as a capstone project associated with KINE 4294, Clinical Experience VIII.
7. Students will either present their CAT to their fellow athletic training students and community Athletic Trainers OR they will submit their CAT for publication.

#### ***3.1.1. Measurement — Assessment of Students Opportunities to Identify, Read, and Critically Evaluate Relevant Research***

1. Academic Course Performance – Performance on research papers, exams, assignments, and academic presentations are all utilized to measure SLO's.
2. AT Student Clinical Evaluations – All students receive a clinical evaluation completed by their preceptor at the mid-term and conclusion of each clinical education experience.
3. AT Student Clinical Self-Evaluations – All students are required to complete a self-assessment of their clinical education experience at the mid-term of each clinical education experience.

## Goal #4

To prepare students for professional practice by demonstrating appropriate foundational behaviors (Primacy of the Patient; Team Approach to Practice; Legal Practice; Ethical Practice; Advancing Knowledge; Cultural Competence (Health Care Literacy); & Professionalism).

### Objectives:

1. Incorporate foundational behaviors in clinical practice.
2. Provide students opportunities for regular feedback of foundational behavior skill integration to enhance and promote their professional development.

### Assessments:

#### ***4.1 Student Learning Outcome — Incorporate Foundational Behaviors***

1. Preceptors model ethical behavior when addressing patient populations.
2. Preceptors maintain patient confidentiality in the clinical setting.
3. Preceptors apply evidence-based medicine during delivery of care to patient populations.

##### ***4.1.1. Measurement — Incorporate Foundational Behaviors***

1. AT Preceptor Evaluations – All students are required to complete evaluations of their preceptors following each clinical education experience.

#### ***4.2 Student Learning Outcome — Provide Students Opportunities for Regular Feedback of Foundational Behaviors***

Athletic training students will demonstrate the knowledge, skills and behaviors to:

1. Demonstrate and ensure patient confidentiality and privacy protocols.
2. Identify the scope of practice of other allied health care providers.
3. Document understanding of the laws and ethics governing athletic training licensure in the state of Texas, the NATA, and BOC.
4. Analyze evidence-based practices when evaluating and treating injuries/illnesses by utilizing appropriate research to match the clinical situation.
5. Applies psychosocial intervention and referral protocol regarding the patient.
6. Demonstrate cultural awareness regarding the patient and/or patient's family members.
7. Demonstrate professionalism during clinical education experiences.

##### ***4.2.1. Measurement — Assessment of Students Opportunities for Regular Feedback of Foundational Behaviors***

1. Academic Course Performance – Performance on research papers, assignments, and simulations are all utilized to measure SLO's.

2. AT Student Clinical Evaluations – All students receive a clinical evaluation completed by their preceptor at the mid-term and conclusion of each clinical education experience.
3. Clinical Skills Assessments – Students are assessed on psychomotor skills delineated in the AT Educational Competencies during each clinical level. Psychomotor skill assessments are progressive in nature, beginning by demonstrating competency of individual skills performed in a controlled environment and ending with real life application of skills in a clinical atmosphere incorporating decision-making and critical thinking skill integration.
4. Alumni Employer Surveys – AT alumni employers will be surveyed approximately 1 year after the student’s date of graduation to determine how well they believe the TAMUCC AT program prepared the student and their overall satisfaction with the alumni as an employee.
5. Alumni Program Evaluations – AT alumni will be surveyed approximately 1 year after the student’s date of graduation to determine how well they believe the TAMUCC AT program prepared them for employment or graduate school.

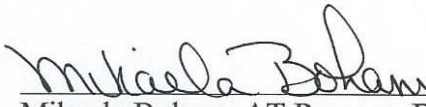
**MEASURES, SCHEDULE OF USE, & SUMMARY OF DATA**

In the Comprehensive Master Assessment Plan, all measures indicated are used annually unless otherwise stated. The AT program will present the data directly related to identified goals and objectives. Collecting and analyzing both qualitative and quantitative data is helpful to present a well-balanced view of the program. Data summary and analysis will identify AT program strengths/weaknesses, identify curricular areas needing modification and guide recommendations for overall program or curricular changes.

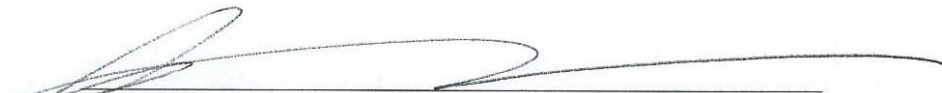
- *The comprehensive master assessment plan must be signed and dated by the Dean, Chair or institution's assessment office administrator. Please include printed names and titles next to each signature for clarity.*

*Signatures:*

By signing below, all entities agree to the aforementioned comprehensive assessment plan for the Texas A&M University, Corpus Christi Athletic Training Program.

  
Mikaela Boham, AT Program Director

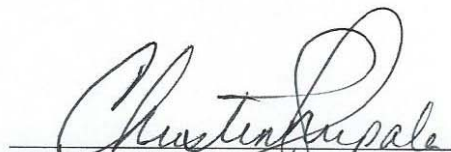
5/15/15  
Date

  
Sayuri Hiraishi, AT Program Clinical Education Coordinator


5/15/2015  
Date

  
Richard Ricard, Interim Department Chair

5/15/2015  
Date

  
Christine Shupala, Associate Vice President for Academic Affairs  
TAMUCC Assessment Office Administrator

5/21/15  
Date

  
Arthur Hernandez, College of Education Dean

5/15/15  
Date