

Comprehensive Assessment Plan

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

**Program Outcomes & Student Learning
Outcomes**



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 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 a comprehensive academic curriculum which adequately prepares the student to either gain employment as an entry-level certified Athletic Trainer, or to successfully pursue advanced study in athletic training or a related health-care field.
4. Provide an atmosphere encouraging professionalism and continued education maintenance through membership(s) in professional organizations, and presentations at state, district, and national meetings.

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 90%.
3. Program constituents (students, alumni, and employer) express above-average satisfaction ratings.

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; the College of Education; 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 graduate studies and/or employment in an athletic training related profession.

Objectives:

1. Provide quality coursework addressing content areas 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.

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 — Provide Quality Coursework

1. Athletic Training Course Evaluations – Student feedback will be solicited at mid-semester and again at the end-of-each semester via SurveyMonkey online links. Faculty members are 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 electronic evaluations. Evaluations are compiled online and are accessible by faculty members through digital measures. 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. TAMUCC Peer Teaching Evaluations – Peer classroom teaching evaluations should be performed annually by the tenured faculty in the Department of Kinesiology.

1.2 Student Learning Outcome — Provide Laboratory 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 — Provide Laboratory 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 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 clinical education experiences in athletic training.

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 — Provide Structured and Progressive Learning Opportunities

1. AT Preceptor Evaluations – All students are required to complete evaluations on their preceptors following each clinical education experience.
2. Facility Evaluations – All students are required to complete facility evaluations for each site at the conclusion of each clinical education experience.

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 - Provide Clinical Education Experiences in a Variety of Venues

1. BOC Self-Assessment Exam - All students in SPM 424, Clinical Practicum VII, 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 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.
3. 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.
4. 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.
5. 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).
6. Alumni Program Evaluations – AT alumni are 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.

7. Alumni Employer Surveys – AT alumni employers are 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 with the Opportunity 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 SPM 424, Clinical Practicum VII.

3.1.1. Measurement — Provide Students with the Opportunity 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 and conclusion 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; 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. Recognize and ensure patient confidentiality.
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. Utilize evidence-based practices when evaluating and treating injuries/illnesses by utilizing appropriate research to match the clinical situation.
5. Recognize psychosocial issues 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 — Provide 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 are 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 are 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.