

UNIVERSITY OF ARKANSAS

GRADUATE ATHLETIC TRAINING
EDUCATION PROGRAM

ASSESSMENT PLAN

Mission Statement

It is the mission of the entry-level graduate athletic training education program (GATEP) at the University of Arkansas to be nationally recognized in developing leaders who are clinically competent health care professionals for the physically active. Finally, the GATEP develops each student to have an “Earn Learn and Return” philosophy; having the mind set to give back to the profession.

Program Goal 1

The GATEP is committed to maintaining a CAATE accredited entry-level curriculum that educates students through didactic, laboratory, and practical clinical experiences.

Outcome(s)	Data Needed	Data Already Available	What groups will be assessed	Assessment Method	Who will conduct assessment?	Time line
1.1 The curriculum will be presented in an organized, sequential, and cumulative manner such that students will learn, develop, and refine their knowledge and clinical skills across the entire program.	Advising Sheet and program web site and Evaluation data from assignments and exams		All students enrolled in the clinical portion of the program	Measured by performance on written/practical exams with a minimal score of 70% Measured by passing rate on BOC exam Annual CAATE reports. Student bi semester clinical evaluations	Course instructor Program Director	Each semester
1.2 Each didactic course and related laboratory experience will be based on and defined by the specific educational competencies enumerated in the Fifth Edition of the Athletic Training Educational Competencies.	Advising Sheet and program web site and Evaluation data from assignments and exams		All students enrolled in the clinical portion of the program	Measured by performance on written/practical exams with a minimal score of 70% Measured by passing rate on BOC exam Annual CAATE reports. Student bi semester clinical evaluations	Course and Preceptor instructor Program Director	Each semester
1.3 Students are effectively applying the education competencies covered within the corresponding semester's coursework.	Evaluation data from assignments and exams and clinical evaluations	Evaluation data from assignments and exams and clinical evaluations	ATTR 5373, 5363, 5453, 5463,5473,5483,5493, 5213,5223,5232,5242,5262, 5272,	Measured by performance on written and practical examinations with a minimum score of 70% Measured by preceptor evaluations during ATTR clinical course. Measured by pass rate on BOC Exam	Instructor for ATTR 5373, 5363, 5453, 5463,5473,5483,5493, 5213,5223,5232,5242,5262, 5272,	Each semester the course is offered.

Program Goal 2

The GATEP is committed to maintaining a CAATE accredited entry-level curriculum that educates students through

Outcome(s)	Data Needed	Data Already Available	What groups will be assessed	Assessment Method	Who will conduct assessment?	Time line
1.4 Students will receive opportunities for individualized and on-going evaluation of clinical skill proficiency, both within didactic and laboratory courses as well as during clinical experiences each semester under the supervision of Clinical Preceptors.	Evaluation data from assignments and exams and clinical evaluations	Evaluation data from assignments and exams and clinical evaluations	ATTR 5373, 5363, 5453, 5463,5473,5483,5493, 5213,5223,5232,5242,5262, 5272,	Measured by performance on written and practical examinations with a minimum score of 70% Measured by preceptor evaluations during ATTR clinical course. Measured by pass rate on BOC Exam	Instructor for ATTR 5373, 5363, 5453, 5463,5473,5483,5493, 5213,5223,5232,5242,5262, 5272,	Each semester the course is offered.
1.5 The GATEP curriculum will prepare students to sit for the Board of Certification (BOC) Exam	Pass rate data on the BOC exam	Pass rate data on the BOC exam	ATTR 5272	ATTR 5272 ACES preparatory workshop	Instructor for ATTR 5272	Each semester the course is offered

didactic, laboratory, and practical clinical experiences.

Program Goal 3

Students will gain an appreciation for the influence and importance of scholarly and scientific inquiry.

Outcome(s)	Data Needed	Data Already Available	What groups will be assessed	Assessment Method	Who will conduct assessment?	Time line
1.1 All courses within the GATEP Program of Study will promote the development of critical thinking and evaluation skills through the integration of scholarly research.	Evaluation data from assignments and exams and clinical evaluations	Evaluation data from assignments and exams and clinical evaluations	ATTR,5232,5242,5262, 5272,	KINS 589v KINS 600v	Instructor of KINS 589v KINS 600v	Each semester the course is offered
1.2 Attendance at a minimum 30 registrants at research based conferences.	Attendance record	Attendance Record	Research requirement of GATEP	KINS 589v KINS 600v	Instructor of KINS 589v KINS 600v	Each semester the course is offered

Program Goal 4

The GATEP will provide exposures to a diverse number of clinical professionals and experiences

Outcome(s)	Data Needed	Data Already Available	What groups will be assessed	Assessment Method	Who will conduct assessment?	Time line
1.1 Students will receive exposure to individual and team sports, equipment intensive sport, patients of different sexes, and non-sport patient populations.	Preceptor Assignments	Preceptor Assignments	ATTR, 5213, 5223, 5232, 5242, 5262, 5272,	Mid and End Of semester Clinical evals	Instructor of ATTR 5232, 5242, 5262, 5272	Each semester the course is offered
1.2 Students will be exposed to a minimum of 8 different health care providers who are not certified athletic trainers	Enrollment in ATTR 5483 5242, 5272	Enrollment in ATTR 5483 5242, 5272	Second student Fall and Spring Semesters First year Student Spring semester	Enrollment in ATTR 5483 5242, 5272	Instructor of ATTR 5483, 5242 5272	Each semester the course is offered

Program Goal 5

The GATEP will promote personal and professional development

Outcome(s)	Data Needed	Data Already Available	What groups will be assessed	Assessment Method	Who will conduct assessment?	Time line	
1.1 Students will be REQUIRED To become members of the National Athletic Trainers Association (NATA) and encouraged to become members of other pertinent organizations (i.e., ACSM).	Assigned NATA Member number number	Assigned NATA Member number	All students Admitted to GATEP	ATTR 5213 ATTR 5272	Instructor of ATTR 5483,5242 5272	Each semester the course is offered	
1.2 Students will be exposed to professionally pertinent topics and through guest speakers from a variety of health care professions	Attendance Record	Attendance record	All students Admitted to GATEP	ATTR 5373, 5363, 5453, 5463,5473,5483, 5213,5223,5232,5242 5262, 5272,	Instructor for ATTR 5373, 5363, 5453, 5463,5473,5483,5493, 5213,5223,5232,5242 5262, 5272,	Each semester the course is offered	
1.3 Students will be encouraged to attend seminars, workshops, conferences	Attendance record	Attendance record	All students Admitted to GATEP	Requirement of KINS 589v	Instructor KINS 589v	Each semester the course is offered	

Program Goal 6

The GATEP will be evaluated on an on-going basis to ensure the maintenance of high standards and program improvement

Outcome(s)	Data Needed	Data Already Available	What groups will be assessed	Assessment Method	Who will conduct assessment?	Time line
1.1 Program evaluations by current students, recent graduates (1 year post graduation), will be conducted annually	Exit interview forms	Exit interview forms	2 nd years GATEP students 1 year post grad GATEP students	Interview face to face and formal Written form Enrolled in ATTR 5272 and electronic Survey To alumni	Program Faculty	
1.2 Students will evaluate academic courses and instructors each semester	Data following course evaluation	Data following Course evaluation	ATTR 5373, 5363, 5453, 5463, 5473, 5483, 5493, 5213, 5223, 5232, 5242, 5262, 5272, KINS 5323, 5313, 593	Electronic course Evaluation form	students	Each semester the course is offered
1.3 Instructors will be encouraged to attend training and/or seminars that promote improvement in instructional methods, course content and integration of technology	Attendance Record at conf, workshop	Attendance Record at conf, workshop	GATEP Faculty	Evidence of use in the classroom	Department head Annual faculty evaluation	The following Semester after Conference Workshop is attended

Narrative

The GATEP faculty formulated this plan throughout 2011-2012 academic years. The revised plan represents the collaborative efforts of the entire GATEP faculty. Time was spent weekly during the fall and spring semester reviewing the program goals and deciding how the program should be assessed and making adjustments to the curriculum. Following the sanction of the National Athletic Trainers Association's 5th edition of the Athletic Training Competencies in February 2011, the GATEP faculty reviewed all course offerings and determined what changes had to be made. Minimal adjustments were needed to meet these new requirements.

Although this plan was formed throughout the 2011-2012 academic year, it had already been put into practice. This assessment plan has helped the GATEP to determine whether we have any deficiencies or areas needing additional focus, in order to meet accreditation requirements. Areas we identified include:

1. Creation of the evidence base practice course (ATTR 5493)

ATTR 5493 (Evidence base practice in Athletic Training) was created for students to take in their first semester in the GATEP. The GATEP faculty believes this course content is vital to be delivered as a foundational course as the student advances through curriculum and to know how to evaluate the credibility of injury assessment and treatment techniques.

2. Increased the credit hour requirement by an additional hour for ATTR 5213 and ATTR 5223 as a result of an increase in content.

As a result of the new NATA 5th Edition of the Competencies the GATEP faculty determined that courses (ATTR 5213 and ATTR 5223) required an increase in course credit hour requirement.

3. Eliminated required didactic course work the summer in-between the first and second year to allow for internships.

from GATEP student exit surveys, it was determined that the GATEP students would had completed their first year to have the ability to demonstrate their knowledge at an internship. The summer internship was an option to the GATEP students not a requirement.

4. Computerized tracking of competencies and proficiencies (ATRACK)

Given the mass amounts of paperwork that was accumulating from documenting GAETEP student clinical hours to competency completion, to clinical evaluations, the GATEP faculty invested in the ATRACK software to electronically document these requirements for a more efficient means operating the GATEP.

5. Inclusion of multiple annual comprehensive mass practical exams

Following feedback from GATEP second year exit surveys, it was noted that there seemed to be a lack of stringency on competency verification. Therefore, the GATEP faculty decided that to create Mass Practical Exams occurring multiple times throughout a students' career. These cumulative/comprehensive exams were administered in addition to the regular competency verifications completed one-on-one with the GATEP student's preceptor. These exams count as a grade and may include any didactic or clinical components previously covered for that student in any previous class. This serves as a way to document progressive learning over time and verifies that students are retaining the information and/or clinical skills from previous semesters.

6. Altered preceptor training

Based on student feedback and adequate interpretation from preceptor interviews and previous students, the clinical coordinator changed the preceptor training based on highlighted weaknesses. Students felt as though there had been limited hands-on clinical experience, limited communication opportunities with coaches and/or parents, and limited interaction as contributing to the sports medicine team. Our most recent preceptor training focused on these three components with examples of how this can effectively been fostered in an efficient manner for student learning.

7. Altered the clinical evaluation forms of the students by the preceptors and students of the clinical site and rotation.

In order to strategically address weaknesses or differences in the strength of clinical sites and preceptors, our program has changed our clinical site and preceptor evaluations filled out by students. This was done to assure summative feedback based on what program administration feels are appropriate and integral to an effective clinical component to our degree. Future changes made to clinical preceptor training and/or student clinical preceptor placement will be determined, in part, based on these evaluations.