

School of Human Movement, Sport, and Leisure Studies
Athletic Training/Clinic Management Program – Sport Management, Recreation, and
Tourism Division
Summary of Assessment Accomplishments (SAAC)
2008 - 2009 Academic Year

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Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.

The Certified Athletic Trainer (ATC ®) works with physicians and other medical personnel, employers, patients, parents, guardians, and athletic personnel in the development and coordination of efficient and responsive health care delivery systems. Athletic trainers are integral members of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate /industrial, and other health care settings.

Students who want to become certified athletic trainers must earn a degree from an accredited athletic training curriculum. Accredited programs include formal instruction in areas such as injury/illness prevention, first aid and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Classroom learning is enhanced through clinical education experiences.

The Athletic Training/Clinic Management (AT/CM) major at Bowling Green State University, successfully completed re-accredited by the Commission on Accreditation of Athletic Training Education (CAATE; www.caate.net), Fall 2008, to prepare students to enter the athletic training profession. AT/CM students in this undergraduate major are educated in all aspects of the professional practice of a certified athletic trainer. Through a combination of extensive classroom and clinical experiences in athletic training, this undergraduate major provides students the necessary competencies to challenge the Board of Certification (BOC; www.bocatc.org) Examination.

Learning Outcomes for the Athletic Training/Clinic Management Major:

The learning outcomes listed below are important outcomes as part of the accreditation self-study by CAATE. In order to sit for the BOC Examination, students must graduate for a CAATE Accredited Athletic Training Education Program.

1. Enter the athletic training profession within one year of graduation.
2. Develop effective critical thinking and problem solving skills compatible with being an effective athletic trainer.
3. Develop effective communication skills compatible with being an effective athletic trainer as shown by proficiency in writing and in making presentations.
4. Develop entry-level competencies and proficiencies of an athletic trainer.
5. Engage others in actions as shown by proficiencies in participating and leading.

Annual Report

1. Learning (Or Service) Outcomes Assessed This Year:

All learning outcomes are assessed annually as a strategy for aggressively appraising AT/CM curriculum and course content. This also fulfills accreditation requirements for an annual comprehensive assessment plan.

2. Assessment Methods and Procedures:

Assessment is related to a set of values established in the athletic training profession. Assessment is multi-dimensional, based on integrated learning experiences, and involves an on-going linked series of activities. Internal and external assessments are conducted regularly.

Internal Assessments

Learning outcomes are evaluated throughout a student's AT/CM program. Assessment involves an overall evaluation of didactic and clinical performance, as well as individual evaluations reflecting learning over time. The following are internal indicators that provide a basis for appraising learning outcomes.

Learning Outcome	Assessment Indicators
1	None
2	a. Approved Clinical Instructor (ACI) evaluations <ol style="list-style-type: none">1. Pre-professional Athletic Training Observation Students (ATOS) – Level 1 (Freshmen and first semester sophomores)2. Professional Athletic Training Students (ATS) Level 2 (Second semester sophomores)3. ATS Level 3 (Juniors)4. ATS Level 4 (Seniors)
3	a. Presentations in ATCM 316 - Therapeutic Athletic Exercise (Rehabilitation project) – ATS Level 3 b. Presentations in ATCM 415 - Therapeutic Medications & Health Conditions (Pharmacology policies and procedures) – ATS Level 3
4	a. Successful completion of all clinical modules – ATOS Level 1; ATS 2, 3 & 4 b. Mock written examinations (3) c. ACI evaluations
5	a. ACI evaluations b. Peer evaluations in clinical modules – ATS Levels 2, 3 & 4

External Assessments

Learning outcomes are evaluated throughout students' performances in the field and through alumnae/i and employer evaluations. The following are external indicators that provide a basis for appraising learning outcomes.

Learning Outcome	Assessment Indicators
1	a. Successful completion of the BOC exam within one year of graduation. b. Employment in an athletic training or related position within one year of graduation.
2	a. Alumni evaluations b. Employer evaluations

3	a. Presentations in SM 489 - Internship in Sport Management (Clinical-based project)
4	a. Successful completion of the BOC exam within one year of graduation.
5	None

3. Inferences From Assessments:

The following numbered inferences pertain to the corresponding learning outcomes.

1. Sixteen students graduated during the 2008-2009.
At the time that this report was completed, nine students who challenged the BOC Exam in June 2009 results were not reported. The 2008 national average is 51.5% while BGSU is currently at 50% (2 of 4). Four students have not yet attempted the BOC Exam. There is limited national data available on students successfully completing the certification examination after the first attempt. One additional student has not graduated as of this report because they are completing additional course requirements for Physical Therapy.

2. All evaluations have been completed by the ACIs (100%). All ACI evaluations generally reflect competency appropriate to level within the AT/CM program.

Of the evaluations that have been sent out to alumnae/i (12), 5 employers, only, 7 alumnae/i survey and 2 employer survey have been returned.

3. Level 3 students made acceptable, "B" quality presentations in ATCM 316.

Level 3 students in ATCM 415 prepared and presented a review of pharmacology policies and procedures. The final product was thorough and thoughtful. However, the group found it challenging to get organized and work collaboratively.

Sixteen students completed internships in SM 489. All sixteen of the projects were relevant, creative and well-executed.

The assessment information demonstrates considerable variability in the students' writing and presenting skills.

4. All Level 2, 3 & 4 students completed all assigned clinical modules. The evaluations of clinical modules ranged from a 3 - 5 (1=C & 5=A). A majority of the scores were 4s and 5s, suggesting students are developing entry-level clinical proficiency.

The results of the ACI evaluations generally reflected competency appropriate to level within the AT/CM program.

Successful completion of the BOC Exam within one year of graduation is noted in 3.1 above. While 50% students have passed the BOC Exam within one year of graduation, we are hopeful that the results of the June exam are positive.

Overall, students are developing the competencies and proficiencies of an entry-level athletic trainer.

5. As noted above, ACI evaluations have been collected. Some Level 3 & 4 students are progressing in their ability to engage others and lead. ACIs continually encouraged upper level students to be more engaged in peer teaching and demonstrate more leadership skills.

4. Actions Taken/Program Improvements:

Assessment results will play an integral role in improving the AT/CM program and maintaining accreditation. The following numbered actions pertain to the corresponding learning outcomes.

1. Continue to monitor students' certification examination results and employment status after graduation.
2. We will continue to monitor ACI evaluations for any improvements need. We will continue to sent out the alumnae/i, employer and graduating senior evaluations.
3. Collection of projects/presentations was complete for ATCM 316, 415 and SM 489. We provided more specific project/presentation guidelines to the students in ATCM 316 & 415; the students generally improved on the projects. We expect students will progress in their proficiency and independence in writing and presenting.
4. The responsibility of evaluating clinical modules was more distributed among the ACIs this academic year. We will continue to encourage ACIs to more rigorously evaluate these clinical skills. We encouraged students to provide their best effort on the mock examination. We will continue to monitor student progress on this examination.