



University of Delaware
Athletic Training Education Program
Entry-Level Master of
Science Degree Program

Comprehensive Assessment Plan

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COMPREHENSIVE ASSESSMENT

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Part I: Mission Statement

The mission of the Athletic Training Education Program (ATEP) at the University of Delaware is to prepare students to become competent, skillful, and compassionate entry-level professionals in the profession of athletic training.

Students involved in the Athletic Training Education Program will complete the university, departmental, and major coursework requirements and satisfy the clinical proficiencies via the Practicum experience and while working in various clinical environments. Upon completion of the Athletic Training Education Program, the student will be eligible to successfully sit for the Board of Certification (BOC) certification examination for athletic trainers. Furthermore, the student will be recommended for a Master of Science degree in Athletic Training.

Part II: Program Goals and Objectives

1. Prepare students for entry-level opportunities in athletic training through the development of specific educational competencies and clinical proficiencies set forth by the National Athletic Trainers' Association (NATA) and Commission on Accreditation of Athletic Training Education (CAATE).

- Assessment
 - Board of Certification Exam Scores
 - BOC Exam Analysis
 - Overall Program Evaluation
 - Employer Survey

2. Prepare students to become proficient and capable health care professionals in future employment in athletic training or other allied health settings, as well as graduate education.

- Assessment
 - Board of Certification Exam Scores
 - BOC Exam Analysis
 - Employer Survey

3. Promote acceptable standards of ethical conduct, while closely adhering to the NATA Code of Ethics - <http://www.nata.org/codeofethics/index.htm>

- Assessment
 - Board of Certification Exam Scores
 - BOC Exam Analysis
 - Employer Survey

4. Provide students with opportunities to develop their skills in a variety of clinical settings and with a variety of physically-active individuals.

- Assessment
 - Board of Certification Exam Scores
 - BOC Exam Analysis
 - Overall Program Evaluation
 - Employer Survey

5. Expose students to a range of allied health professionals in didactic and clinical environments to enhance their inter-professional experience.

- Assessment
 - Board of Certification Exam Scores
 - BOC Exam Analysis
 - Overall Program Evaluation
 - Employer Survey

6. Embrace the university's commitment to diversity and excellence by engaging our faculty, staff, and students.

- Assessment
 - Overall Program Evaluation
 - Course Evaluations

Part III: Student Learning Outcomes (SLOs)

1. Recognize the role of the athletic trainer as a healthcare professional within the sports medicine team and the larger inter-professional community and demonstrate appropriate oral and written communication skills necessary to excel in this capacity.

- 1.1 Demonstrate oral, written, and visual communication that is organized, coherent, accurate, and professionally prepared and delivered.
- 1.2 Develop a specialized vocabulary which will allow them to engage in intelligent discourse in the field of athletic training.
- 1.3 Employ technology to communicate effectively and respectfully to a wide variety of healthcare professionals.

Benchmarks:

Direct Assessment:

- Students will score a 70% or higher on an evidence-based practice topic presentation in KAAP606 according to the rubric.
- Students will score a 70% or higher on an oral presentation in KAAP694, according to the rubric.
- Students will score a 70% or higher on written assignments in KAAP623, KAAP624, KAAP648, and KAAP606, according to the rubric.
- Students will score a 70% or higher on an oral presentation in KAAP621/622, according to the rubric.
- Students will score an 85% or higher on a lab practical examination on clinical evaluation of upper/lower extremities in KAAP621/622, according to the rubric.
- Students will be scored on each performance evaluation section of the ATS clinical evaluation by preceptor, according to the rubric.

Indirect Assessment:

- BOC Exam, Overall Program Evaluation, Course Evaluations

2. Develop a strong anatomical foundation via a logical course sequence that enables our students to utilize the anatomical knowledge in athletic training practice.

- 2.1 Develop the appropriate didactic knowledge of basic anatomy and physiology.
- 2.2 Develop functional applications to anatomy and biomechanics.
- 2.3 Experience human cadaveric laboratory experiences to create the appropriate entry-level professional.

Benchmarks:

Direct Assessment:

- Students will score a 70% or higher in KAAP620, Advanced Human Anatomy, according to the rubric.
- Students will score a 70% or higher on anatomy projects in KAAP621/622, according to the rubric.

- Students will score a 70% or higher in KAAP620, Advanced Human Anatomy, which will incorporate human cadaveric laboratory, according to the rubric.
- Indirect Assessment:
 - BOC Exam, Overall Program Evaluation

3. Demonstrate cognitive and psychomotor competence across the five domains of athletic training practice: prevention of injury incidence, severity, and wellness promotion, clinical evaluation and diagnosis, treatment, rehabilitation, and documentation.

- 3.1 Injury and illness prevention and wellness promotion
- 3.2 Examination, assessment, and diagnosis
- 3.3 Therapeutic intervention
- 3.4 Health care administration and professional responsibility

Benchmarks:

- Direct Assessment:
 - Students will score a 70% or higher on the lab practical examination in KAAP623/624, according to the rubric.
 - Students will score a 70% or higher on the final practical examination in KAAP694, according to the rubric.
 - Students will score an 85% or higher on a lab practical examination on clinical evaluation of upper/lower extremities in KAAP621/622, according to the rubric.
 - Students will score a 70% or higher on the BOC Examination
- Indirect Assessment:
 - BOC Exam, Overall Program Evaluation, Clinical Experience Summary

4. Understand immediate and emergency care required of an athletic trainer in an injury situation.

- 4.1 Demonstrate the ability to recognize the proper immediate care necessary in an injury situation.
- 4.2 Demonstrate emergency and life-saving skills needed of an athletic trainer.

Benchmarks:

- Direct Assessment:
 - Students will receive a grade of 70% or higher in KAAP 210 and KAAP 257, covering emergency management skills, according to each course rubrics.
 - Students will score an 80% or higher on the American Heart Association CPR certification examination during the annual pre-season in-service workshops.
- Indirect Assessment:
 - BOC Exam, Overall Program Evaluation, Clinical Experience Summary

5. Exhibit problem solving and critical thinking from previous clinical experience, useful in implementing into everyday practice.

5.1 Develop adequate critical thinking skills necessary to implement cultured skills into everyday practice.

Benchmarks:

- Direct Assessment:
 - Students will score a 70% or higher on the final practical examination in KAAP694, according to the rubric.
 - Students will score an 85% or higher on a lab practical examination on clinical evaluation of upper/lower extremities in KAAP621/622, according to the rubric.
 - Students must show documentation of completion of the Clinical Integration Proficiencies (CIP), as a part of the completion of the requirements for KAAP694.
- Indirect Assessment:
 - BOC Exam, Overall Program Evaluation, Clinical Experience Summary

6. Gain insight and knowledge of the research process and evidence-based practice by framing clinical questions and integrating evidence into clinical practice.

6.1 Develop an understanding of evaluation of the efficacy of prevention, diagnostic and treatment strategies.

Benchmarks:

- Direct Assessment:
 - Students will score a 70% or higher on an evidence-based practice topic presentation in KAAP606, according to the rubric.
 - Students will score a 70% or higher on an evidence-based case study project in KAAP606, according to the rubric.
 - Students will score a 70% or higher on an oral presentation describing a specific special test with evidence-based practice in KAAP621/622, according to the rubric.
- Indirect Assessment:
 - BOC Exam, Overall Program Evaluation, Clinical Experience Summary

7. Introduction to general medical conditions related to the physically active population.

7.1 Introduction to general concepts relating to a variety of medical conditions.

7.2 Develop an understanding of general medical conditions assessment

Benchmarks:

- Direct Assessment:
 - The Uniform Practicum Grading Policy indicates that 50% of the students' grade in those courses, comes from the clinical education experience. During the Athletic Training Evidence-Based Practicum sequence I through V (KAAP690, KAAP691, KAAP692, KAAP693, KAAP694), students may be assigned

to complete their general medical rotation. As part of the requirement for these rotations, students maintain a log book documenting their patient interactions and physician interventions. These log books are then signed off by the supervising physician at the completion of the general medical rotation.

- Students will score a 70 % or higher on a written examination covering general medical conditions in KAAP605, Pathoetiology of Musculoskeletal Injuries, according to the rubric.
- Indirect Assessment:
 - BOC Exam, Overall Program Evaluation

Please refer to Appendix B (ATEP Curricular Map), for a listing of each student learning outcome and which AT course will cover the associated outcome.

Part IV: Assessment of Student Learning Outcomes (SLOs)

The University of Delaware is committed to implementing and institutionalizing a University-wide student learning outcomes assessment program. The student outcomes assessment program has one central goal: to create a University of Delaware culture of continuous academic improvement that is focused upon student learning. Through the campus-wide student learning outcomes assessment program, academic units define clear, concise and measurable student learning outcomes, identify opportunities within and outside of the classroom and the curriculum for students to achieve those outcomes, apply measures to assess whether the desired outcomes are being achieved, and use the results of the assessment for decision-making that improves instruction, strengthens the curriculum, and forms the basis for policy development and resource allocations. To be successful, the program requires full faculty and department/school engagement in the design and practice of student learning outcomes assessment.

The focus is on assessing academic programs (undergraduate majors and minors, graduate and professional programs at the master's and doctoral levels); course-level assessment will be necessary as a component of program assessment. The fundamental questions to be addressed by programs are:

1. Learning Outcomes/Goals: What do we want students to learn?
2. Metrics/Data/Evidence: How do we know what they are learning?
3. Closing the Loop: How can we modify our programs so students better learn what we want them to learn?

The Athletic Training Education Competencies contain individual skills of the SLOs that are introduced and assessed throughout the student's comprehensive athletic training educational experience.

Introduction and continual progression of the SLOs occurs within each course in the curriculum and is assessed by written examination, practical examination, hands-on experience in the lab, and clinical experience. Documentation of successful completion of the associated course competencies will be noted by the specific course instructor and will be designated by a letter grade (pass/fail grade in Practicum coursework) as to the student's effort. The Athletic Training Education Competencies set forth by the National Athletic Trainers' Association (NATA), are separated by course and posted on the University of Delaware's ATEP web portal, Sakai, which is available to our athletic training students, faculty, and staff. Formal assessment of clinical skills and retention occurs during the Athletic Training Evidence-Based Practicum sequence I through V (KAAP690, KAAP691, KAAP692, KAAP693, KAAP694). Clinical preceptors are called upon to complete an end-of-semester final clinical evaluation of each assigned student to document successful completion of required skills introduced and supported through didactic and clinical experiences for that semester. Each student, at the completion of their athletic training education, will complete an overall program evaluation to shed light on the strengths and areas of improvement pertaining to the current state of the ATEP. The ATEP Steering Committee composed of members of ATEP faculty, athletic training staff, and doctoral students; will meet and discuss the results of the overall program evaluation, in order to improve the program in the subsequent years.

Part V: 2015-2016 Performance Indicators and Determinants of Success:

UD ATEP uses performance measures that connect to the program goals and objectives, as well as, student learning outcomes to assess Quality of Instruction, Student Learning, and Overall Program Effectiveness (Performance Indicators). The methods of assessment outlined previously, combined with our supporting program documents, are used as determinants of success. Once our assessment has concluded, a full evaluation of all data will occur and strengths highlighted, whereas, areas of deficiency are addressed with appropriate action steps.

Listed below are the UD ATEP program goals and objectives with associated assessment measures and performance indicators.

Program Goals and Objectives:

1. Prepare students for entry-level opportunities in athletic training through the development of specific educational competencies and clinical proficiencies set forth by the National Athletic Trainers' Association (NATA) and Commission on Accreditation of Athletic Training Education (CAATE).
 - The UD ATEP aspires for a 100% first time pass rate on the Board of Certification Examination. The minimum measure of success would be 90% first time pass rate with all students scoring above the national average. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
 - The UD ATEP aspires for 100% of athletic training students to take the BOC exam, scoring above average in each of the five athletic training practice domains. The minimum measure of success would be 90% of the students scoring above the national average in each of the five domains. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
 - The UD ATEP aspires for an average of 4.5 out of 5 (90%) in each content area on the Overall Program Evaluation. The minimum measure of success would be an average of 3.5 out of 5 (70%) in each content area. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
 - Course evaluation scores for ATEP curriculum courses will be higher than departmental average. (Quality of Instruction)
 - Employers of ATEP graduates will rate the graduate's skills and performance as Excellent in the Employer Survey. (Quality of Instruction)
2. Prepare students to become proficient and capable health care professionals in future employment in athletic training or other allied health settings, as well as graduate education.
 - The UD ATEP aspires for a 100% first time pass rate on the Board of Certification Examination. The minimum measure of success would be 90% first time pass rate with all

students scoring above the national average. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)

- The UD ATEP aspires for 100% of athletic training students to take the BOC exam, scoring above average in each of the five athletic training practice domains. The minimum measure of success would be 90% of the students scoring above the national average in each of the five domains. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- Employers of ATEP graduates will rate the graduate's skills and performance as Excellent in the Employer Survey. (Quality of Instruction)

3. Promote acceptable standards of ethical conduct, while closely adhering to the NATA Code of Ethics - <http://www.nata.org/codeofethics/index.htm>

- The UD ATEP aspires for a 100% first time pass rate on the Board of Certification Examination. The minimum measure of success would be 90% first time pass rate with all students scoring above the national average. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- The UD ATEP aspires for 100% of athletic training students to take the BOC exam, scoring above average in each of the five athletic training practice domains. The minimum measure of success would be 90% of the students scoring above the national average in each of the five domains. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- Employers of ATEP graduates will rate the graduate's skills and performance as Excellent in the Employer Survey. (Quality of Instruction)

4. Provide students with opportunities to develop their skills in a variety of clinical settings and with a variety of physically-active individuals.

- The UD ATEP aspires for a 100% first time pass rate on the Board of Certification Examination. The minimum measure of success would be 90% first time pass rate with all students scoring above the national average. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- The UD ATEP aspires for 100% of athletic training students to take the BOC exam, scoring above average in each of the five athletic training practice domains. The minimum measure of success would be 90% of the students scoring above the national average in each of the five domains. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- The UD ATEP aspires for an average of 4.5 out of 5 (90%) in each content area on the Overall Program Evaluation. The minimum measure of success would be an average of 3.5 out of 5 (70%) in each content area. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- Employers of ATEP graduates will rate the graduate's skills and performance as Excellent

in the Employer Survey. (Quality of Instruction)

5. Expose students to a range of allied health professionals in didactic and clinical environments to enhance their inter-professional experience.
- The UD ATEP aspires for a 100% first time pass rate on the Board of Certification Examination. The minimum measure of success would be 90% first time pass rate with all students scoring above the national average. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
 - The UD ATEP aspires for 100% of athletic training students to take the BOC exam, scoring above average in each of the five athletic training practice domains. The minimum measure of success would be 90% of the students scoring above the national average in each of the five domains. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
 - The UD ATEP aspires for an average of 4.5 out of 5 (90%) in each content area on the Overall Program Evaluation. The minimum measure of success would be an average of 3.5 out of 5 (70%) in each content area. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
 - Employers of ATEP graduates will rate the graduate's skills and performance as Excellent in the Employer Survey. (Quality of Instruction)

6. Embrace the university's commitment to diversity and excellence by engaging our faculty, staff, and students.

- The UD ATEP aspires for an average of 4.5 out of 5 (90%) in each content area on the Overall Program Evaluation. The minimum measure of success would be an average of 3.5 out of 5 (70%) in each content area. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
- Course evaluation scores for the ATEP faculty and instructional staff will be higher than the departmental average on all metrics. (Quality of Instruction)

Student Learning Outcomes:

Direct assessment of the student learning outcomes, stated previously, is demonstrated through successful completion of the ATEP curriculum related to each learning outcome (refer to Curricular Map). Athletic training course instructors have the freedom to choose their assessment methods and are required to instruct and evaluate the associated competencies to their respective course.

1. Recognize the role of the athletic trainer as a healthcare professional within the sports medicine team and the larger inter-professional community and demonstrate appropriate oral and written communication skills necessary.

- Employers of ATEP graduates will report strengths in the areas of communication within the inter-professional community using oral and written communication skills. (Student Learning, Overall Program Effectiveness)
 - All AT students taking the BOC exam will score higher than the national average in Domain 5 (Organization and Administration). (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
2. Develop a strong anatomical foundation via a logical course sequence that enables our students to utilize the anatomical knowledge in athletic training practice.
- ATEP graduates will report high scores (average of 4 of 5) in the anatomy, physiology, physiology of exercise, and kinesiology content areas on the Overall Program Evaluation. (Student Learning, Overall Program Effectiveness)
3. Demonstrate cognitive and psychomotor competence across the five domains of athletic training practice: prevention of injury incidence, severity and wellness promotion, clinical evaluation and diagnosis, treatment, rehabilitation, and documentation.
- AT students will report high scores (average of 4 of 5) in all content areas of Athletic Training knowledge, skills, and abilities in the Clinical Experience Summary. (Student Learning, Overall Program Effectiveness)
 - ATEP graduates will report high scores (average of 4 of 5) in the prevention of injury incidence, severity and wellness promotion, clinical evaluation and diagnosis, treatment, rehabilitation, and documentation content areas on the Overall Program Evaluation. (Student Learning, Overall Program Effectiveness)
 - All AT students taking the BOC exam will score higher than the national average in all five domains of Athletic Training knowledge, skills, and abilities. (Quality of Instruction, Student Learning, and Overall Program Effectiveness)
4. Understand immediate and emergency care required of an athletic trainer in an injury situation.
- AT students will report high scores (average of 4 of 5) in risk management and acute care in the Clinical Experience Summary. (Student Learning, Overall Program Effectiveness)
 - ATEP graduates will report high scores (average of 4 of 5) in all emergency care content areas on the Overall Program Evaluation. (Student Learning, Overall Program Effectiveness)
 - All AT students taking the BOC exam will score higher than the national average in Domain 3 (Immediate and Emergency Care). (Quality of Instruction, Student Learning, and Overall Program Effectiveness)

5. Exhibit problem solving and critical thinking from previous clinical experience, useful in implementing into everyday practice.
- Employers of ATEP graduates will report strengths in problem solving and critical thinking, which they implement into everyday practice. (Student Learning, Overall Program Effectiveness)
 - AT students will report high scores (average of 4 of 5) in all content areas of Athletic Training knowledge, skills, and abilities in the Clinical Experience Summary. (Student Learning, Overall Program Effectiveness)
 - ATEP graduates will report high scores (average of 4 of 5) in all content areas on the Overall Program Evaluation. (Student Learning, Overall Program Effectiveness)
6. Gain insight and knowledge of the research process and evidence-based practice by framing clinical questions and integrating evidence into clinical practice.
- AT students will report high scores (average of 4 of 5) in all content areas of Athletic Training knowledge, skills, and abilities in the Clinical Experience Summary. (Student Learning, Overall Program Effectiveness)
 - ATEP graduates will report high scores (average of 4 of 5) in all content areas on the Overall Program Evaluation. (Student Learning, Overall Program Effectiveness)
7. Introduction to general medical conditions related to the physically active population.
- ATEP graduates will report high scores (average of 4 of 5) in all general medical content areas on the Overall Program Evaluation. (Student Learning, Overall Program Effectiveness)

Part VI: Data Report and Analysis (CAATE Standard 9)

This report contains data used to guide the UD ATEP Comprehensive Assessment Plan. Copies of all assessment tools will be provided in the appendix for CAATE Standard 6. The program goals and objectives and SLOs will also be provided in the appendix for CAATE Standard 6. An interpretation of the data and analysis from each program goal and objective and SLO is provided in CAATE Standard 10.

The performance indicators listed below will be used to assess Quality of Instruction, Student Learning, and Overall Program Effectiveness:

1. Overall Program Evaluation Results (2012-2016)
2. BOC Exam Analysis
3. KAAP459 (graduate course KAAP694) Athletic Training Practical Examination Results
4. Clinical Experience Summary Form Results
5. AT Course Evaluations
6. Exit Interviews
7. Employer Survey Results
8. Additional Data Reports

1. Overall Program Evaluation Results (2012-2016)

An overall program evaluation, focusing on the student's satisfaction of the UD ATEP and its' educational and content areas, was distributed to each senior AT student prior to graduation between 2012 to 2016. We've received a 100% response rate each year the evaluation has been completed. These data are important to our program in determining the strengths and weaknesses in the areas of Quality of Instruction, Student Learning, and Overall Program Effectiveness. See accompanying table for the results.

UD ATEP Overall Program Evaluation 2012-2016

Part I: Rate your skills in the following areas:	Average value (1-5, 5=Excellent)	Part II: Rate your confidence with taping/strapping/protecting the following area:	Average value (1-5, 5=Excellent)	Rate your level of confidence in the following areas of emergency care:	Average value (1-5, 5=Excellent)	Part III: When working with the following I feel:	Average value (1-5, 5=Excellent)	Part IV: For each of the following please indicate your response:	Average value (1-5, 5=Excellent)
Anatomy	4.85	Ankle	4.90	Vital Signs	4.66	Male Athletes	4.64	Academically, the ATEP has prepared me well to be an AT.	4.78
Physiology	4.03	Achilles	4.76	Open Wounds	4.72	Female Athletes	4.74	The ATEP has provided me with adequate practical experience.	4.76
Physiology of exercise	4.15	Knee	4.09	Splinting	4.11	Male Coaches	4.62	The ATEP has provided me a chance to get adequate "hands on" experience.	4.84
Kinesiology	4.14	Elbow	4.19	Breathing/CPR	4.47	Female Coaches	4.61	The ATEP provides adequate individual supervision of students.	4.64
First aid	4.73	Shoulder	4.06	Contacting EMS	4.72	Male SAT's	4.81	Site supervisors are well prepared and knowledgeable.	4.66
Nutrition	3.65	Thumb	4.48	Spine Board Use	4.64	Female SAT's	4.81	Faculty of the ATEP provide adequate and helpful academic advising.	4.42
Health topics	4.13	Wrist	4.68	Care for Shock	4.02	ATC's	4.73	Faculty of the ATEP provide adequate and helpful career advising.	4.41
Injury conditions	4.79	Foot	4.76	Care for Bleeding	4.65	Underclass SAT's	4.80		
Injury pathology	4.78	Groin	4.49	Care for Choking	4.26				
Therapeutic modalities	4.22	Rate your level of confidence with evaluating the following areas:	Average value (1-5, 5=Excellent)						
Rehabilitation	4.38	Unconscious	4.21						
Pharmacology	3.29	Neck Injury	4.01						
Conditioning	3.97	Head Injury	4.41						
Head/Neck assessment	4.40	Ankle Injury	4.84						
Shoulder assessment	4.42	Knee Injury	4.76						
Knee assessment	4.77	Shoulder Injury	4.13						
Ankle assessment	4.85	Elbow Injury	4.18						
Back assessment	4.01	Wrist Injury	4.18						
Hip/groin assessment	4.23	Hand Injury	4.26						
CPR	4.65	Foot Injury	4.51						
Athletic Training Administration	3.80	Strain vs Sprain	4.81						
Statistics	3.12	Hematomas	4.38						
Medical Ethics	3.55	Tendinitis	4.47						
		Tenosynovitis	3.85						
		Fractures	4.47						
		Dislocations	4.55						

2. BOC Exam Analysis

The UD ATEP faculty/staff has reviewed the BOC exam data from 2010 to 2013, which summarizes our students' results and offers a breakdown by domain. Analysis of this data has shown that the AT students from University of Delaware scored higher than average on both raw and scaled results. Breaking down the analysis by domain, in 2010-2011, 2011-2012, and 2012-2013, UD ATEP students scored higher than average in all five domains. The differences between the UD average and the national average score ranged as high as 2.8 points (Domain 2) to as low as 0.1 points (Domain 3). Domain 1 had a significant increase in the UD average score of 10.4 points from 2010- 2011 to 2012-2013. Domain 3 had a significant increase in the UD average score of 4.7 points between the reporting years of 2010 to 2013. Domains 2, 4, and 5 had little to no change between the reporting years of 2010-2013.

The 2013-2014 reporting year data changed from raw numbers to percentage correct, making comparison to previous years difficult. Analysis of this data has shown that the AT students from University of Delaware scored higher than average on both raw and scaled results. Breaking down the analysis by domain, in 2013-2014, 2014-2015, and 2015-2016, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).

3. KAAP459 (graduate course KAAP694) Athletic Training Practical Examination

All senior ATS's enrolled in Athletic Training Practical VI (KAAP 459), complete a practical examination that include eight parts of necessary skills a proficient Certified Athletic Trainer (ATC) should have. This speaks to the Quality of Instruction, Student Learning, and Overall Program Effectiveness of the UD ATEP.

Part I: Palpations

Part II: Special Tests (Upper)

Part II: Special Tests (Lower)

Part III: Manual Muscle Testing Part IV: SAC

Part IV: Neurological Exam

Part V: Rehab Techniques

Part VI: Therapeutic Measurement

Part VII: Ankle Taping

Part VII: Taping/Wrapping

Part VIII: General Medical/Splinting Technique

Practical Examination Results (Class Average)

2013 – 81%

2014 – 83%

2015 – 84%

2016 – 83%

2017 – 85%

4. Clinical Experience Summary Form Results

At the completion of each clinical rotation, the ATS will have the opportunity to evaluate their clinical preceptor, as well as, the clinical site that they were assigned to. The Clinical Experience Summary (CES) form is completed anonymously in an online format via Qualtrics. Data from this evaluation are reviewed by the CEC and shared with the ATEP PD. The data are separated by clinical preceptor and distributed to each at the end of the academic year, to allow survey comments to remain anonymous.

The following documents contain questions from the CES, as well as, a summary report for CES data accumulated between 2013-2016.

Clinical Experience Summary

Name: _____
Fall/Spring Clinical Site: _____

Yr. -20____ Semester:
Preceptor: _____

Provide a brief description of your duties/responsibilities at your clinical site assignment:

Please indicate your perception (scale 1-5, 1 is poor and 5 is excellent) of having received an adequate clinical experience in the following areas:

	<u>Poor</u>			<u>Excellent</u>	
1) Risk Management and Injury Prevention	1	2	3	4	5
2) Pathology of Injuries and Illnesses	1	2	3	4	5
3) Assessment and Evaluation	1	2	3	4	5
4) Acute Care of Injury and Illness	1	2	3	4	5
5) Pharmacology	1	2	3	4	5
6) Therapeutic Modalities	1	2	3	4	5
7) Therapeutic Exercise	1	2	3	4	5
8) General Medical Conditions and Disabilities	1	2	3	4	5
9) Nutritional Aspects of Injury and Illness	1	2	3	4	5
10) Psychosocial Intervention and Referral	1	2	3	4	5
11) Health Care Administration	1	2	3	4	5
12) Professional Development and Responsibilities	1	2	3	4	5
13) Given adequate responsibilities	1	2	3	4	5
14) Time commitment was about what you expected	1	2	3	4	5
15) Was time provided for in-service discussions on relevant AT tonics?	1	2	3	4	5

16) Overall rating for your Preceptor 1 2 3 4 5

Overall, what part of your clinical experience was most rewarding?

What suggestions do you have for improving, revising, or refining the clinical experience at this site?

1) What did you like best about your Preceptor?

2) What specific skills have you developed or enhanced as a result of working with your Preceptor?

3) What did you least enjoy about your Preceptor?

4) What could be done to improve the quality of instruction from this Preceptor?

5) Comment on the quality of interaction and feedback you received from your Preceptor?

Additional comments: (use additional pages if necessary)

University of Delaware
Athletic Training Education
Clinical Experience Summary
Averages 2013- 2016

	2013-14	2014-15	2015-16
Risk Management and Injury Prevention	4.20	4.03	4.18
Pathology of Injuries and Illnesses	4.16	4.16	4.31
Assessment and Evaluation	4.49	4.32	4.47
Acute Care of Injury and Illness	4.19	4.11	4.26
Pharmacology	3.26	3.27	3.31
Therapeutic Modalities	4.12	3.92	4.03
Therapeutic Exercise	4.38	4.43	4.52
General Medical Conditions and Disabilities	4.01	3.87	3.89
Nutritional Aspects of Injury and Illness	3.53	3.47	3.62
Psychosocial Intervention and	3.58	3.54	3.51
Health Care Administration	4.03	4.01	4.01
Professional Development and Responsibilities	4.40	4.30	4.46
Given Adequate Responsibilities	4.64	4.41	4.59
Time Commitment Was About What You Expected	4.53	4.40	4.49
Was Time Provided For In- Service Discussions	4.21	4.30	4.37
Your overall experience with your Clinical Supervisor.	4.53	4.49	4.56

5. AT Course Evaluations

The data provided below represents course evaluations from the most recent academic year, 2015-2016. Data are provided to all AT faculty and instructional staff after the completion of each semester. Because of a restructuring of the Dept. of KAAP on-line course evaluation process there are two sets of different questions asked in the Fall 2015 and Spring 2016, listed below; the latter represents the evaluation tool moving forward. The data are separated by specific AT course (total mean score), including the department total mean and standard deviation for the fall and spring semester. These results will focus on the ATEP's Quality of Instruction and Program Effectiveness.

Fall 2015 Questions

1	Overall, the instructor started and ended classes on time.
2	When I sought help (e.g., e-mail, scheduled meeting, etc.), the professor responded.
3	The instructor's presentation of material gained my attention.
4	The instructor's teaching materials (e.g. overheads, videos, Power Point, outside readings, handouts) aided my learning.
5	Assignments and exams were graded and returned within two-weeks.
6	Feedback on my course work/performance from the instructor was helpful.
7	The course was challenging.
8	On average, a minimum of one hour of outside class work per credit hour was required each week.
9	I clearly understood how my performance was being evaluated in this course.
10	Regular attendance in class was required to do well.
11	Course expectations (e.g., assignments, projects, etc) were clearly defined.

Spring 2016 Questions

1	The instructor's course objectives, course expectations, and how my performance was assessed were clear.
2	The instructor gave tests, projects or assignments that appropriately reflected course materials/content and objectives.
3	If I sought help (e.g., e-mail, scheduled meeting, etc.) the instructor responded and provided helpful information and/or feedback. (If you didn't seek help, select "Not Applicable")
4	The instructor came to class organized and prepared.
5	The instructor encouraged questions, class participation and/or discussion.
6	The instructor challenged me to think and/or stimulated my interest.
7	The instructor's teaching materials (eg., printed and/or electronic) were clear, organized and enhanced my learning.

Fall 2015:	Mean	Standard Deviation	Spring 2016:	Mean	Standard Deviation
Department	4.23	0.37	Department	4.38	0.34
KAAP257	3.83		KAAP320	4.1	
KAAP358	4.78		KAAP357	4.57	
KAAP405	4.66		KAAP395	4.67	
KAAP409	4.24		KAAP407	4.75	
KAAP420	4.62		KAAP425	4.58	
KAAP448	4.42		KAAP430	4.69	
KAAP449	4.39		KAAP459	4.44	
KAAP458	4.38		KAAP481	4.49	
KAAP480	4.36				

6. Exit Interviews

The ATEP PD conducts annual exit interviews with all graduating ATS's. The goal of the exit interview is to address any needs the student may have (e.g., graduate and professional school applications, letters of recommendation, etc...) and to make sure the student has sufficiently completed all necessary documents prior to graduation. The following areas are checked during each exit interview:

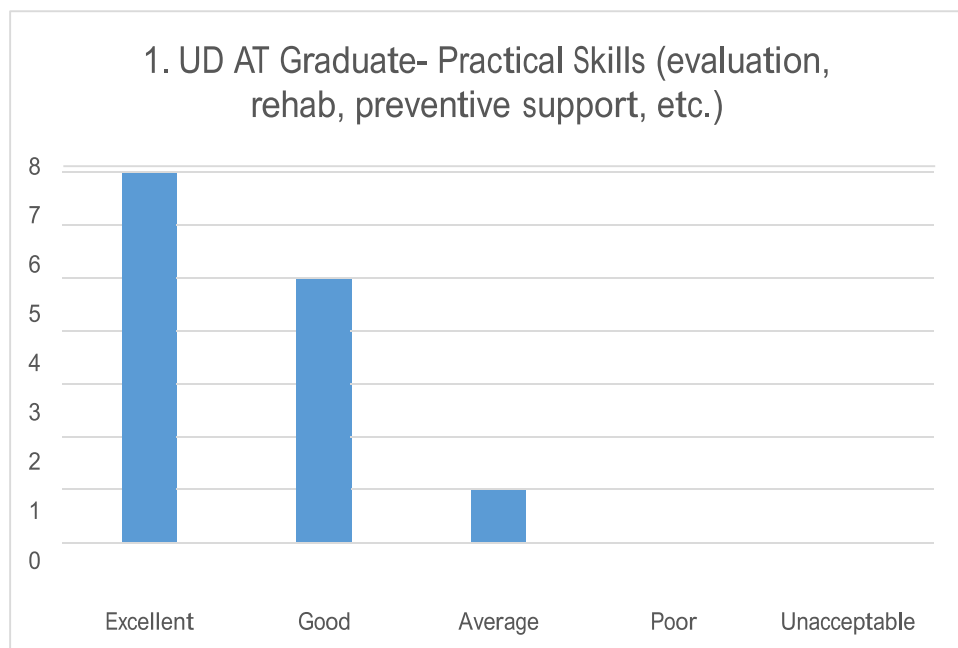
- Practicum Notebook Completed
- Clinical Integration Proficiencies (CIP) Completed and Signed
- Overall ATEP Evaluation Completed Online
- Hour Logs Completed Online
- Clinical Experience Summary Form Completed Online
- Forwarding Address and Email Updated in Alumni Database
- Name Added to PD's List of ATEP Graduates
- New Email Address Added to the Alumni Email List
- NATABOC Exam Results
- Future Plans Discussed
- Plans to Attend Graduation
- Return Any Borrowed Items (Keys, books, etc.)

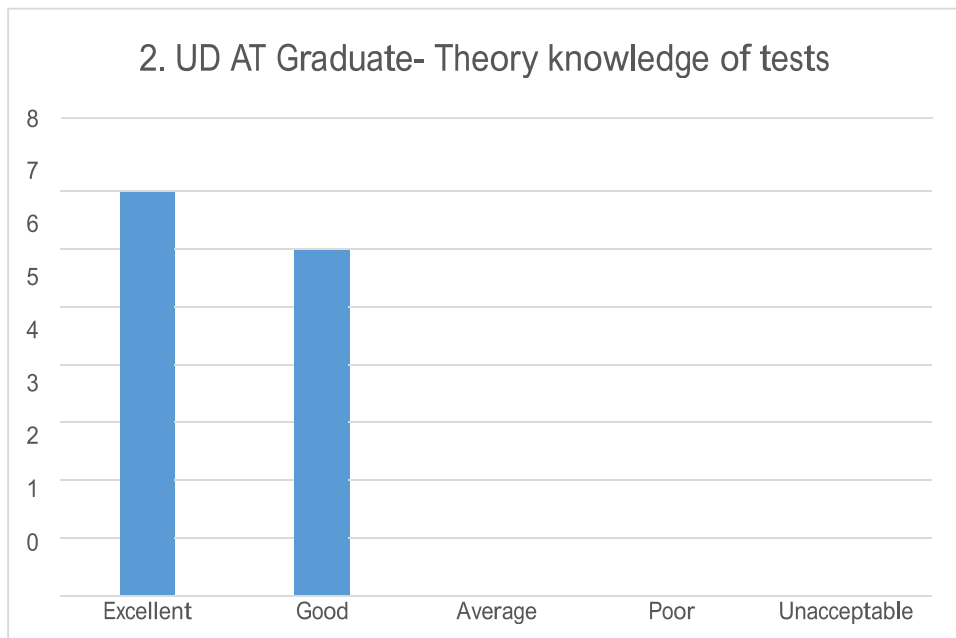
7. Employer Survey Results

A total of 13 employers of recent University of Delaware ATEP graduates completed an online Qualtrics survey comprised of the seven questions listed below. The rating scale ranged from Excellent (1) to Unacceptable (5). The following data offer insight on the Quality of Instruction, Student Learning, and Program Effectiveness of the UD ATEP.

Questions:

1. The UD Athletic Training graduate(s) performed practical skills (i.e. Evaluation techniques, rehabilitation, preventive support):
2. The UD Athletic Training graduate(s) demonstrated theory knowledge of tests:
3. Please list the UD Athletic Training graduate's strongest and weakest points.
4. Would you hire a University of Delaware graduate again?
5. Please explain why you would or would not hire another University of Delaware graduate.
6. Please rate this graduate's overall performance.
7. Please list any suggestions for program improvement:





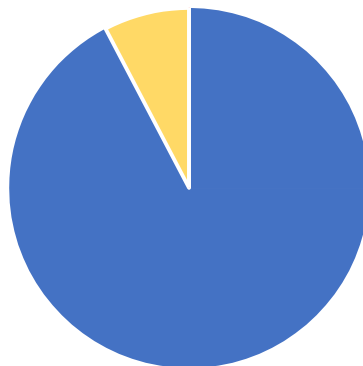
□ 3. Strength Responses:

- Evaluation and treatment of injuries
- Excellent communication. Good rapport with staff, physicians, and student-athlete's. Comes early, stays late. Strong athletic training skill set.
- Pleasant personality, strong work ethic, strong problem solving skills
- Rehab and practice/game management were good.
- Knowledge about the job. Integrity, commitment, dedication.
- Rapport w staff & athletes / 2. knowledge base / 3. Professionalism
- knowledgeable, confident, personable, understands sport, patient, good manager
- Independence / Rehab program design / Evaluation techniques / Dependability / Communication skills
- Strong sense of responsibility and desire to manage every detail.
- Hard working, receives instruction well, understands what it takes to be a good Athletic Trainer. Shows good skills when asked to perform tasks.
- Very willing to learn. Very good at examination of collegiate/high school age athletes.
- Upper extremity evaluation, rehab. work ethic. strong communication skills. time management.

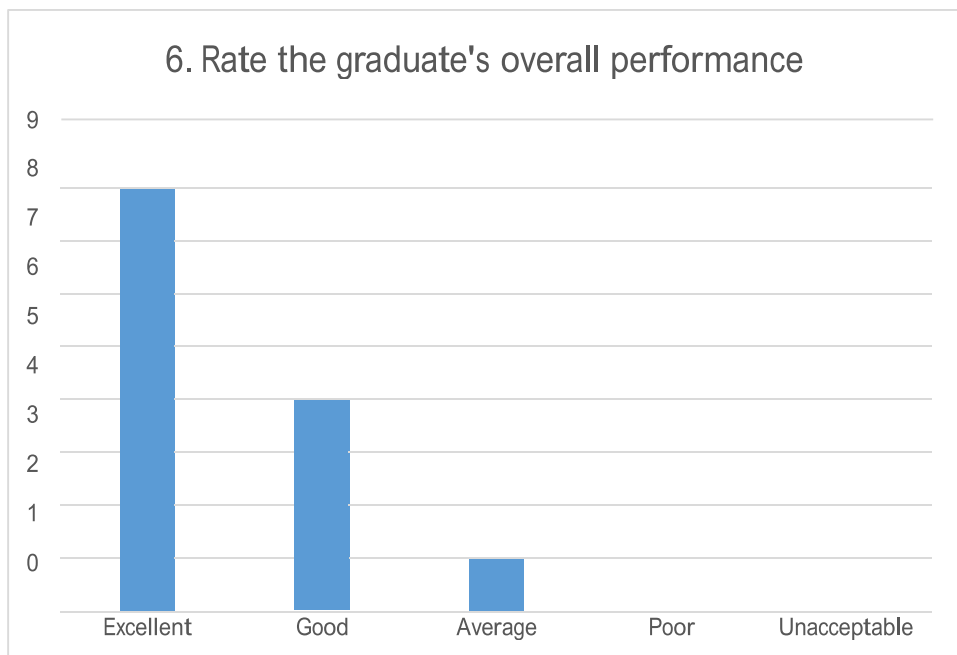
□ 3. Weakness Responses:

- Punctuality
- Started out a little overly cautious (too conservative) with injuries but vastly improved as the year went on.
- Time management
- Dealing with difficult coaches was a challenge. Also, evaluations could be more thorough.
- I haven't found any, that's why I am recommending her for my job as I retire.
- 1. Record keeping / 2. Rehab techniques
- Slow to offer assistance with staff, stays to herself - is opening up now....
- Understanding of insurance
- Sometimes needs to be told to do things instead of anticipating needs, very quiet. Evan has shown great improvement in these area in the past year.
- Needed additional guidance and education regarding examination of the older athlete (e.g.: arthritis) and younger athlete (e.g.: growth plate injuries)
- Lower extremity evaluation (still well above average)

4. Would you re-hire another UD AT Graduate?



■ Yes ■ Maybe ■ No



Improvement suggestions:

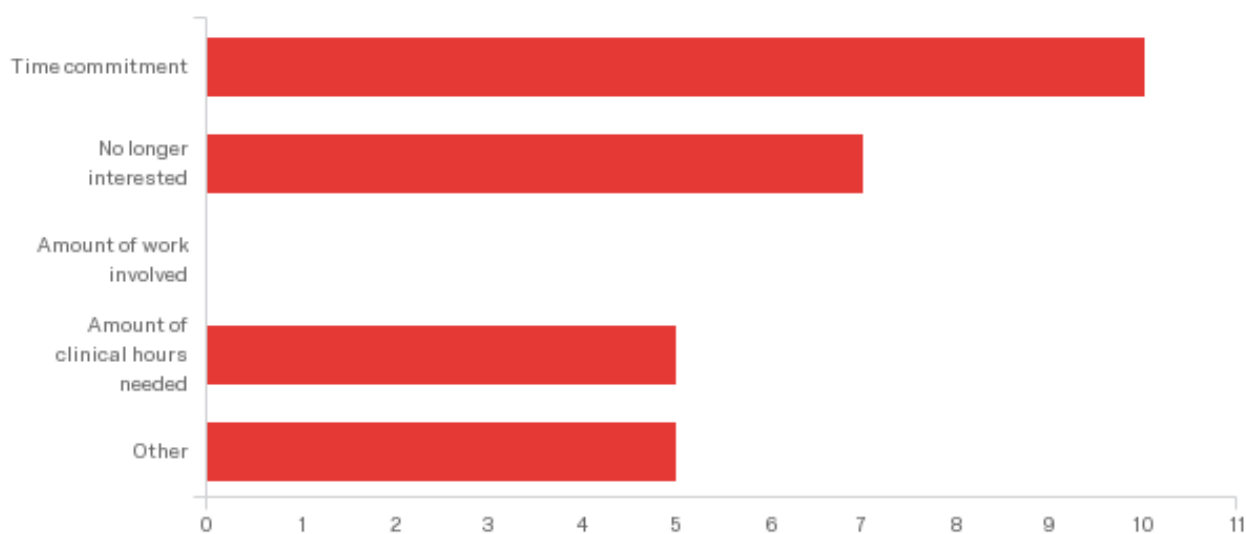
- Exposure to athletes outside of the high school and college ranks would be helpful.
- Increased exposure to casting techniques would also help ease the transition.

8. Additional Data Reports

- ATI Withdrawal Survey Results
- BOC Exam First Time Pass Rate Outcome Data 2009-2016
- University of Delaware Attrition/Retention & Post-Graduation Placement Data
- UD ATEP Student Evaluation Fall 2014-Fall 2015

ATI Withdrawal Survey Results

Q1 - What was your primary reason for leaving the Athletic Training Interest (ATI) Program?



Answer	%	Count
Time commitment	37.04%	10
No longer interested	25.93%	7
Amount of work involved	0.00%	0
Amount of clinical hours needed	18.52%	5
Other	18.52%	5
Total	100%	27

Other

I will not meet the grade requirements for KAAP240 and feel it is not necessary to continue putting in all the extra work when I cannot get accepted to the major.

grades

It was hurting my GPA and all the grad schools I talked told me that was the most important factor when it comes to getting in.

Interested, but too irrelevant to what I want to do in postgrad to be worth the hit to my gpa and personal life.

Clinicals weren't what I expected

Q2 - What area of study do you plan to pursue at University of Delaware?



Q3 - Describe one aspect about the program that you would want to change.

Fewer clinical hours as a Freshman
Maybe make the palpations/check offs its own class or part of a class
Clinical hours for transfers
The amount of hours needed to be completed for clinical once in the program.
Amount of clinical hours in the future years
The amount of clinical hours needed
Don't make clinicals another class added to the already-rigorous work load
This was not a problem for me, but the work needed to get into the program is a lot along with your freshman year.
I'm not sure what I would change. Probably nothing, the program was great if you wanted to be an AT, lots of resources to draw from and helpful people. It just wasn't for me.
The clinical hours
Have organized study sessions held in the training room in order to use actual training room equipment.
Clinical hours needed

Not as many clinical hours first semester
I think the program is a great one, I just no longer wanted to pursue that dream. I would maybe say try not to cram so much information into inservice's but it is understandable why that does happen sometimes.
Lower the pressure put on us.
The time AT's are expected to be there
I wouldn't change anything. I believe that this program is incredible, I was just not enjoying it as much as I had hoped.
Amount of extra work given to ATI students (check offs).
limit number of clinical hours needed
Less required clinical hours in the beginning
Clinic hours the first semester
Nothing, it seems like an amazing program, athletic training just isn't what I want to do with my life anymore
A lot of people seem unable to fulfill the 50 hour requirement due to scheduling, i am not sure how but i feel there should be an easier way to ensure people can get their 50 hours regardless of their schedule

BOC Exam First-Time Pass Rate Outcomes 2009-2017

BOC Exam Year	National Average	University of Delaware (number passed/number attempt)	University of Delaware - Overall Pass Rate (number passed/number attempt)
2009	43.3%	90.9% (10/11)	100% (11/11)
2010	60.7%	88.9% (8/9)	100% (9/9)
2011	82.3%	95.2% (20/21)	100% (21/21)
2012	80.9%	100% (18/18)	100% (18/18)
2013	82.85%	92.9% (13/14)	100% (14/14)
2014	86.28%	86.67% (13/15)	100% (15/15)
2015	83.95%	100% (19/19)	100% (19/19)
2016	TBD	100% (18/18)	100% (18/18)
2017	TBD	100% (19/19)	100% (19/19)
9-year Average	75.16%	94.95%	100%

University of Delaware Attrition/Retention Data

Graduation Year	#Soph Student Beginning ATEP	#Senior Students Completing ATEP
2009	11	11 (0% attrition)
2010	11	10 (9% attrition)
2011	21	21 (0% attrition)
2012	19	18 (5% attrition)
2013	15	14 (7% attrition)
2014	16	15 (6% attrition)
2015	20	19 (5% attrition)
2016	18	18 (0% attrition)
2017	19	19 (0% attrition)

University of Delaware Post-Graduation Placement Data

Graduation Year	AT Graduate School	Graduate School for Other Allied Health Professions	AT-Related Employment	Other
2009	3	4	4	
2010	6	3	1	1
2011	10	4	6	1
2012	7	8	3	
2013	6	1	6	1
2014	6	2	3	4
2015	10	2	6	1
2016	7	1	5	5
2017	1	3	5	9

Final Evaluation of Athletic Training Student Spring2016

University of Delaware
Athletic Training Education Program
Athletic Training Student Evaluation Form

Personal Information:

Student's Name: _____

Clinical Site: _____

Preceptor's Name: _____

Preceptor's Email: _____

Semester in the Program (1-8) _____

Semester (Fall | Spring) _____

The following questions use a common evaluation scale. Please evaluate this student against other ATs you have supervised with similar experience and hours.

- Outstanding/Excellent: Performs duties better than MOST other ATs at this level. (5)
- Good/Above Average: Performs duties BETTER THAN THE AVERAGE ATs at this level. (4)
- At Expectation: Performs duties at a level EXPECTED for ATs at this level, Needs SOME supervision. (3)
- Fair/Below Average: Performs duties UNSATISFACTORILY, Needs CONSTANT supervision. (2)
- Poor: UNABLE TO PERFORM duties under constant supervision. (1)
- Not Applicable/Not Observed

Skills and Abilities

	Poor	Below Average	At Expectation	Above Average	Outstanding	Not Applicable/Not Observed
Ability to Apply/Fabricate Protective Equipment	m	m	m	m	m	m
Ability to Follow/Enforce Training Room Policies	m	m	m	m	m	m
Ability to Handle Emergency Situations	m	m	m	m	m	m
Bracing Techniques	m	m	m	m	m	m
First Aid Procedures	m	m	m	m	m	m
Injury Evaluation/Recognition	m	m	m	m	m	m
Injury Rehabilitation	m	m	m	m	m	m
Knowledge of Anatomy	m	m	m	m	m	m
Knowledge/Use of Athletic Training Supplies/Equipment	m	m	m	m	m	m
Maintains Accurate Medical Records	m	m	m	m	m	m
Strength Training/Conditioning Routines	m	m	m	m	m	m
Taping Techniques	m	m	m	m	m	m
Treatment Techniques/Follow-Up Care	m	m	m	m	m	m
Use of Therapeutic Modalities	m	m	m	m	m	m
Works to Maintain Training Room/Clinic	m	m	m	m	m	m

The following questions use a common evaluation scale. Please evaluate this student against other ATSSs you have supervised with similar experience and hours.

- Outstanding/Excellent: Performs duties better than MOST other ATSSs at this level. (5)
- Good/Above Average: Performs duties BETTER THAN THE AVERAGE ATSSs at this level. (4)
- At Expectation: Performs duties at a level EXPECTED for ATSSs at this level, Needs SOME supervision. (3)
- Fair/Below Average: Performs duties UNSATISFACTORILY, Needs CONSTANT supervision. (2)
- Poor: UNABLE TO PERFORM duties under constant supervision. (1)
- Not Applicable/Not Observed

Personal Attributes

	Poor	Below Average	At Expectation	Above Average	Outstanding	Not Applicable/Not Observed
Ability to Work Independently	m	m	m	m	m	m
Ability to Work with Others/Rapport	m	m	m	m	m	m
Appearance/Personal Hygiene	m	m	m	m	m	m
Attitude	m	m	m	m	m	m
Communication Skills: Athletes	m	m	m	m	m	m
Communication Skills: Athletic Training Students	m	m	m	m	m	m
Communication Skills: Coaches	m	m	m	m	m	m
Communication Skills: Preceptor (ATCs)	m	m	m	m	m	m
Compassionate/Caring	m	m	m	m	m	m
Dependability/Reliability	m	m	m	m	m	m
Effective Listener	m	m	m	m	m	m
Enthusiasm for Work and Profession	m	m	m	m	m	m
Fair/Respectful	m	m	m	m	m	m
Flexibility/Adaptability	m	m	m	m	m	m
Leadership	m	m	m	m	m	m
Loyalty to Program Mission	m	m	m	m	m	m
Motivation/Initiative	m	m	m	m	m	m
Professional Promise	m	m	m	m	m	m
Professionalism	m	m	m	m	m	m
Resourcefulness	m	m	m	m	m	m
Self-confidence/Self-esteem	m	m	m	m	m	m
Time Management Skills	m	m	m	m	m	m
Use of Common Sense/Good Judgment	m	m	m	m	m	m
Willingness to Accept	m	m	m	m	m	m

and Act Upon Constructive Criticism						
Communication Skills: Parents	m	m	m	m	m	m
Tactfulness	m	m	m	m	m	m

Compared to other ATs with similar experience, what are this student's strengths?

Compared to other ATs with similar experience, what are this student's weaknesses?

Type any other evaluative comments below.

UDatep Student Evaluation Fall '14- Fall '15

Part I: Skills & Abilities	Fall 2014	Spring 2015	Fall 2015	Part II: Personal Attributes	Fall 2014	Spring 2015	Fall 2015
Apply/Fabricate Protective Equipment	3.46	3.52	3.32	Ability to Work Independently	4.12	4.04	3.88
Follow/Enforce Training Room Policies	3.71	3.59	3.70	Ability to Work with Others/Rapport	4.06	3.94	3.94
Handle Emergency Situations	3.89	3.54	3.53	Appearance/Personal Hygiene	3.76	3.78	3.82
Bracing Techniques	3.46	3.35	3.37	Attitude	4.09	3.99	4.02
First Aid Procedures	3.39	3.35	3.68	Communication Skills: Athletes	4.05	3.87	3.75
Injury Evaluation/Recognition	3.69	3.69	3.60	Communication Skills: Athletic Training Students	3.91	3.65	3.69
Injury Rehabilitation	3.83	3.87	3.66	Communication Skills: Coaches	3.81	3.63	3.59
Knowledge of Anatomy	3.73	3.74	3.62	Communication Skills: Preceptor (ATCs)	4.05	3.79	3.82
Knowledge/Use of Athletic Training Supplies/Equipment	3.77	3.67	3.75	Compassionate/Caring	3.88	3.82	3.78
Maintains Accurate Medical Records	3.64	3.58	3.69	Dependability/Reliability	4.12	3.99	4.09
Strength Training/Conditioning Routines	3.71	3.62	3.53	Effective Listener	3.95	3.78	3.94
Taping Techniques	3.65	3.63	3.54	Enthusiasm for Work and Profession	4.15	3.85	3.88
Treatment Techniques/Follow-Up Care	3.88	3.81	3.79	Fair/Respectful	3.86	3.72	3.78
Use of Therapeutic Modalities	3.63	3.62	3.66	Flexibility/Adaptability	3.94	3.81	3.95
Works to Maintain Training Room/Clinic	3.82	3.74	N/A	Leadership	3.81	3.65	3.71
				Loyalty to Program Mission	3.75	3.73	3.74
				Motivation/Initiative	4.00	3.79	3.92
				Professional Promise	3.97	3.81	3.92
				Professionalism	3.88	3.76	3.78
				Resourcefulness	3.68	3.69	3.77
				Self-confidence/Self-esteem	3.73	3.75	3.69
				Time Management Skills	3.75	3.55	3.68
				Use of Common Sense/Good Judgment	3.89	3.68	3.77
				Willingness to Accept and Act Upon Constructive Criticism	3.88	3.76	3.83
				Communication Skills: Parents	4.29	3.78	3.53
				Tactfulness	3.62	3.62	3.60

Part VII: Program Response to Performance Indicators and Determinants of Success (CAATE Standard 10)

The University of Delaware ATEP uses performance measures associated with the program goals and objectives and Student Learning Outcomes (SLOs) to assess Quality of Instruction, Student Learning, and Overall Program Effectiveness. Each program goal and objective and SLO were analyzed using data shown in previously, in CAATE Standard 6. In addition to the data analysis, a summary statement is provided below for each program goal and objective and SLO.

Program Goals and Objectives:

1. Prepare students for entry-level opportunities in athletic training through the development of specific educational competencies and clinical proficiencies set forth by the National Athletic Trainers' Association (NATA) and Commission on Accreditation of Athletic Training Education (CAATE).

Program Comments:

- The ATEP has recorded a first-time BOC pass rate of 100% for the past two years. (This data can be found on the BOC Pass Rate Table in the Appendix of this document)
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.
- A review of AT course evaluation scores for Fall 2015 and Spring 2016 has shown that all courses (mean scores) examined, except KAAP 257 and KAAP 320, were above the departmental average.

Fall 2015:	Mean	Standard Deviation	Spring 2016:	Mean	Standard Deviation
Department	4.23	0.37	Department	4.38	0.34
KAAP257	3.83		KAAP320	4.1	
KAAP358	4.78		KAAP357	4.57	
KAAP405	4.66		KAAP395	4.67	
KAAP409	4.24		KAAP407	4.75	
KAAP420	4.62		KAAP425	4.58	
KAAP448	4.42		KAAP430	4.69	
KAAP449	4.39		KAAP459	4.44	
KAAP458	4.38		KAAP481	4.49	
KAAP480	4.36				

- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers' rated UD ATEP graduate's overall performance as excellent.

2. Prepare students to become proficient and capable health care professionals in future employment in athletic training or other allied health settings, as well as graduate education.

Program Comments:

- The ATEP has recorded a first-time BOC pass rate of 100% for the past two years. (This data can be found on the BOC Pass Rate Table in the Appendix of this document)
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).
- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers' rated UD ATEP graduate's overall performance as excellent.

3. Promote acceptable standards of ethical conduct, while closely adhering to the NATA Code of Ethics - <http://www.nata.org/codeofethics/index.htm>

Program Comments:

- The ATEP has recorded a first-time BOC pass rate of 100% for the past two years. (This data can be found on the BOC Pass Rate Table in the Appendix of this document)
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).
- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers' rated UD ATEP graduate's overall performance as excellent.

4. Provide students with opportunities to develop their skills in a variety of clinical settings and with a variety of physically-active individuals.

Program Comments:

- The ATEP has recorded a first-time BOC pass rate of 100% for the past two years. (This data can be found on the BOC Pass Rate Table in the Appendix of this document)
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.

- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers' rated UD ATEP graduate's overall performance as excellent.

5. Expose students to a range of allied health professionals in didactic and clinical environments to enhance their inter-professional experience.

Program Comments:

- The ATEP has recorded a first-time BOC pass rate of 100% for the past two years. (This data can be found on the BOC Pass Rate Table in the Appendix of this document)
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.
- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers' rated UD ATEP graduate's overall performance as excellent.

6. Embrace the university's commitment to diversity and excellence by engaging our faculty, staff, and students.

Program Comments:

- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.
- A review of AT course evaluation scores for Fall 2015 and Spring 2016 has shown that all courses (mean scores) examined, except KAAP 257 and KAAP 320, were above the departmental average.

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KAAP448	4.42		KAAP430	4.69	
KAAP449	4.39		KAAP459	4.44	
KAAP458	4.38		KAAP481	4.49	
KAAP480	4.36				

Student Learning Outcomes:

1. Recognize the role of the athletic trainer as a healthcare professional within the sports medicine team and the larger inter-professional community and demonstrate appropriate oral and written communication skills necessary.

Program Comments:

- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).
- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers rated UD ATEP graduate's overall performance as excellent.

2. Develop a strong anatomical foundation via a logical course sequence that enables our students to utilize the anatomical knowledge in athletic training practice.

Program Comments:

- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.

3. Demonstrate cognitive and psychomotor competence across the five domains of athletic training practice: prevention of injury incidence, severity and wellness promotion, clinical evaluation and diagnosis, treatment, rehabilitation, and documentation.

Program Comments:

- From a review of the Clinical Experience Summary, all content areas reported high scores (4 of 5) except Pharmacology, Nutritional Aspects of Injury and Illness, Psychosocial Intervention and Referral, Therapeutic Modalities (2014-15) and General Medical Conditions and Disabilities (2014-15 & 2015-16).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).

4. Understand immediate and emergency care required of an athletic trainer in an injury situation.

Program Comments:

- From a review of the Clinical Experience Summary, all content areas reported high scores (4 of 5) except Pharmacology, Nutritional Aspects of Injury and Illness, Psychosocial Intervention and Referral, Therapeutic Modalities (2014-15) and General Medical Conditions and Disabilities (2014-15 & 2015-16).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.
- From our analysis of BOC examination results, UD AT students scored higher than average in all five domains. The differences between the UD average and the national average percentage ranged as high as 12.05% (Domain 1) to as low as 1.49% (Domain 4).

5. Exhibit problem solving and critical thinking from previous clinical experience, useful in implementing into everyday practice.

Program Comments:

- From a review of the Clinical Experience Summary, all content areas reported high scores (4 of 5) except Pharmacology, Nutritional Aspects of Injury and Illness, Psychosocial Intervention and Referral, Therapeutic Modalities (2014-15) and General Medical Conditions and Disabilities (2014-15 & 2015-16).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.
- 7 of 13 (53%) employers rated the UD ATEP graduate's skills as excellent and 8 of 13 (61%) employers rated UD ATEP graduate's overall performance as excellent.

6. Gain insight and knowledge of the research process and evidence-based practice by framing clinical questions and integrating evidence into clinical practice.

Program Comments:

- From a review of the Clinical Experience Summary, all content areas reported high scores (4 of 5) except Pharmacology, Nutritional Aspects of Injury and Illness, Psychosocial Intervention and Referral, Therapeutic Modalities (2014-15) and General Medical Conditions and Disabilities (2014-15 & 2015-16).
- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.

7. Introduction to general medical conditions related to the physically active population.

Program Comments:

- After reviewing the Overall Program Evaluation Data, the content areas in the Overall Program Evaluation that are below average value of 4 of 5 are Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics.

Part VIII: Action Plans (CAATE Standard 12)

The University of Delaware Athletic Training Education Program is extremely proud of the outstanding BOC pass rates obtained over the past few years. We will continue to strive for our targeted determinants of success. Specifically, continued exceptional performance on the BOC exam, crucial feedback from graduating AT students, evaluation of our clinical experience by the students, results from our employer survey, and important feedback on course evaluations.

While the program has met all of the targeted determinants of success, we have learned of specific areas to improve upon from this comprehensive assessment.

1. Action Plan related to Program Goal #1 and #2 and Overall Teaching Effectiveness
 - Dr. Thomas Kaminski (PD) will create and administer an Alumni Survey to ATEP graduates at least one (1) year out from graduation to determine preparedness from our graduates' perspective.
 - Timeline: Implement Summer 2016 (NATA Convention Baltimore, MD)
2. Action Plan related to Student Learning Outcome #2 (Anatomical Foundation)
 - Dr. Charles "Buz" Swanik will incorporate additional musculoskeletal anatomy to the KAAP 220 course to supplement anatomical knowledge of the freshman/transfer athletic training interest students.
 - Timeline: Implement Fall 2016
3. Action Plan related to Student Learning Outcome #3 (Domains of Athletic Training)
 - Dr. Thomas Kaminski (PD) will meet with the ATEP Steering Committee to discuss the content areas in the Overall Program Evaluation that are below average value of 4 of 5 (Nutrition, Pharmacology, Conditioning, AT Administration, Statistics, and Medical Ethics).
 - Timeline: Review and create a plan to improve upon response outcomes for these content areas, by the end of Fall 2016

APPENDIX

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BOC Pass Rate Table

Once a BOC ID is matched to each student in a cohort, and the student has taken the BOC exam, this table will populate from data directly from the BOC. The aggregate pass rate is calculated by the number of graduates taking the exam divided by the number of graduates who pass the exam. Important note: The first-time pass rate and total pass rate may be different than what was previously received by programs from the BOC in the Institution Pass Report. The BOC pass rate on previous reports from the BOC was calculated without regard to student cohort and was based on the BOC exam year (April-February of each year). BOC pass rate data posted on the program's website MUST match the data on this table.

Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC exam.

Bachelors Student BOC Pass Rate

LDS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	3 YR AGGREGATE
Number of students graduating from program.	18	14	15	19	18	52
Number of students graduating from program who took examination.	18	14	14	19	18	51
Number of students who passed the examination on the first attempt.	18	13	12	19	18	49
Percentage of students who passed the examination on the first attempt.	100	93	87	100	100	96
Number of students who passed the examination regardless of the number of attempts.	18	14	14	19	18	51
Percentage of students who passed the examination regardless of the number of attempts.	100	100	100	100	100	100

ATEP Courses	Student Learning Outcomes (SLOs)						
	1. Recognize the role of the athletic trainer as a healthcare professional within the sports medicine team and the larger interprofessional community and demonstrate appropriate oral and written communication skills necessary.	2. Develop a strong anatomical foundation via a logical course sequence that enables our students to utilize the anatomical knowledge in athletic training practice.	3. Demonstrate cognitive and psychomotor competence necessary of an athletic trainer: prevention of injury incidence, severity and wellness promotion, clinical evaluation and diagnosis, treatment, rehabilitation, and documentation.	4. Understand proper emergency management skills required of an athletic trainer in an emergency situation.	5. Demonstrate problem solving and critical thinking from previous clinical experience, useful in implementing into everyday practice.	6. Gain insight and knowledge of the research process and evidence-based practice by framing clinical questions and integrating evidence into clinical practice.	7. Introduction to general medical conditions related to the physically active population.
KAAP155- Lifestyle Awareness- Athletic Trainers							
KAAP210- Emergency Management of Injuries and Illnesses	X		X	X			X
KAAP220- Anatomy and Physiology							
KAAP240- Introduction to Athletic Training	X	X	X	X	X		
KAAP257- Athletic Training Practicum I	X	X	X	X			
KAAP258- Advanced Taping and Bracing Techniques		X	X		X		
KAAP320- Principles of Strength and Conditioning	X	X	X		X		
KAAP350- Basic Concepts in Kinesiology		X				X	X
KAAP357- Athletic Training Practicum II							
KAAP358- Athletic Training Practicum III							X
KAAP395- Sports Medicine Pharmacology							
KAAP400- Research Methods						X	
KAAP405- Rehabilitation of Athletic Injuries I							
KAAP406- Rehabilitation of Athletic Injuries II							
KAAP407- Prevention/Recognition of Athletic Injuries	X	X	X		X		X
KAAP409- Therapeutic Modalities		X	X	X		X	
KAAP420- Functional Human Anatomy		X					
KAAP425- Biomechanics of Human Motion		X					
KAAP430- Exercise Physiology		X					
KAAP448- Organization & Administration of Athletic Training	X		X		X	X	
KAAP449- Advanced Topics in Sports Medicine							
KAAP457- Athletic Training Practicum IV			X				X
KAAP458- Athletic Training Practicum V	X		X	X	X	X	X
KAAP459- Athletic Training Practicum VI	X		X		X	X	
KAAP480- Upper Extremity and Spine Evaluation	X	X	X	X		X	
KAAP481- Lower Extremity and Spine Evaluation	X	X	X			X	
KAAP488- Upper Extremity and Spine Evaluation Lab		X	X		X		
KAAP489- Lower Extremity and Spine Evaluation Lab		X	X		X		

University of Delaware
 College of Health Sciences
 Department of Kinesiology & Applied Physiology
 Athletic Training Education Program
 Master Assessment Plan

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