

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Science in Athletic Training, Athletic Training and Nutrition Department (ATN)
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Update:

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

D. Curriculum

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Curriculum Map Format

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Core Didactic Courses in MSAT Program					
AT 2300 – Emergency Response (prerequisite course)			F		
MSAT 6080 – Research Methods I					E
MSAT 6085 – Research Methods II					E
MSAT 6090 – Research Methods III					E
MSAT 6200 – Psychology of Sport, Injury, & Rehabilitation				E	I
MSAT 6300 – Orthopedic Assessment – Lower Extremity		E			
MSAT 6301 – Orthopedic Assessment – Upper Extremity		E			
MSAT 6350 – General Medical Conditions & Advances in AT		E			I
MSAT 6400 - Basic Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6401 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6431 - Orthopedic Taping, Wrapping, & Bracing	E		E	E	
MSAT 6450 - Basic Rehabilitation of Musculoskeletal Injuries	E			E	

MSAT 6451 – Advanced Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6500 - Introduction to Graduate Athletic Training	I	I		I	I
MSAT 6600 - Administration & Management in Athletic Training					U/A
MSAT 6700 - Advanced Diagnostic Imaging for AT		I			

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Clinical Courses in MSAT Program					
MSAT 6501 – Graduate Practicum I	U/A	U/A			
MSAT 6502 – Graduate Practicum II		U/A		U/A	
MSAT 6503 – Graduate Practicum III			U/A	U/A	
MSAT 6504 – Graduate Practicum IV				U/A	U/A

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ
Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a *minimum of three years* beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

Information is current; no changes required.

Information is not current; updates below

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

Evidence of Learning Worksheet: **Courses within the Major**

Note: Most learning outcomes are taught and assessed in more than one course.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 1: Students will promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.	Measure 1: MSAT 6500 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 94% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to patient education for risk management.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6431 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: All students successfully demonstrated skills related to patient education for risk management (taping, bracing, splinting, protective equipment).	Measure 2: No curricular or pedagogical changes needed at this time.
	Measure 3: MSAT 6501 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 80% or better on the exam	Measure 3: (38%) of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 3: All students successfully explained principles related to patient education for risk management.	Measure 3: The faculty have reviewed the exam and determined that a new version was needed due to faculty turnover. The new exam will be implemented in the Spring 2018 semester and this data will be reviewed again at that time.
	Measure 4: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 100% of students earned an 80% or better on their first attempt.	Measure 4: All students successfully demonstrated skills related to patient education for risk management.	Measure 4: This is an improvement from the previous year. No curricular or pedagogical changes needed at this time.

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 2: Students will implement systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 38% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to evaluation techniques.	Measure 1: The faculty have reviewed the exam and determined that a new version was needed due to faculty turnover. The new exam will be implemented in the Spring 2018 semester and this data will be reviewed again at that time.
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better on their first attempt.	Measure 2: All students successfully demonstrated skills related to evaluation techniques.	Measure 2: This is an improvement from the previous year. No curricular or pedagogical changes needed at this time.
	Measure 3: MSAT 6502 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 80% or better on the exam	Measure 3: Due to a reorganization in the MSAT curriculum, this course was not offered in this time period, but will be included in next year's report.	Measure 3: N/A	Measure 3: N/A
	Measure 4: MSAT 6502 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: Due to a reorganization in the MSAT curriculum, this course was not offered in this time period, but will be included in next year's report.	Measure 4: N/A	Measure 4: N/A

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 3: Students will integrate best practices in immediate and emergency care for optimal outcomes.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 38% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to care of the injured.	Measure 1: The faculty have reviewed the exam and determined that a new version was needed due to faculty turnover. The new exam will be implemented in the Spring 2018 semester and this data will be reviewed again at that time.
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better on their first attempt.	Measure 2: All students successfully demonstrated skills related to evaluation techniques.	Measure 2: This is an improvement from the previous year. No curricular or pedagogical changes needed at this time.

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 4: Students will rehabilitate and recondition injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques.	Measure 1: MSAT 6503 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 100% of students earned an 80% or better on their first attempt.	Measure 1: All students successfully explained principles related to reconditioning.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6503 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better.	Measure 2: All students successfully demonstrated skills related to reconditioning.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6504 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 80% or better on the exam	Measure 3: 89% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 3: All students successfully explained principles related to reconditioning.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6504 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 83% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 4: All students successfully demonstrated skills related to reconditioning.	Measure 4: The instructor will create a schedule for modality stations to ensure that all students have ample time to practice with all modalities.

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 5: Students will integrate best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.	Measure 1: MSAT 6600 – Comprehensive Final Written Exam	Measure 1: 90% of students will earn a 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to organizational and professional practices.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6600 – Facility Project	Measure 2: 90% of students will earn an 80% or better on their complete facility project.	Measure 2: 100% of students earned an 80% or better.	Measure 2: All students successfully applied their knowledge of organizational and professional practices in a comprehensive facility project.	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 6: Students will successfully pass the Board of Certification (BOC) Athletic Training exam.	Measure 1: First time pass-rate on the BOC exam (Exam statistics are available through the accreditation website each year)	Measure 1: The first time BOC exam pass rate for the students will meet or exceed 70% (required for accreditation).	Measure 1: The first-time pass rate for the MSAT program was 87%. (See detailed exam report below)	Measure 1: The first-time pass rate exceeded the 70% required. One student chose not to take the exam (took a job in the finance industry), one passed the exam on their second attempt, and another has not yet passed the exam after several attempts.	Measure 1: This outcome still meets the accreditation requirement of 70%, but is a decline from previous years. We will review our curriculum overall to determine if modifications are needed. The program director is working with the student who has not yet passed the exam to allow them to access exam prep quizzes and answer any questions they have.

Masters Student BOC Pass Rate

Fields	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	3 yr aggregate
Number of students graduating from program.	13	17	14	16	16	46
Number of students graduating from program who took examination.	13	17	14	16	15	45
Number of students who passed the examination on the first attempt.	12	17	13	16	13	42
Percentage of students who passed the examination on the first attempt.	92	100	93	100	87	93
Number of students who passed the examination regardless of the number of attempts.	13	17	14	16	14	44
Percentage of students who passed the examination regardless of the number of attempts.	100	100	100	100	93	98

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

If you cannot identify any HIPs occurring within your academic program, please indicate that. Are you planning to incorporate HIPs in the near future?

[List and/or narrative]

High Impact Practices (Learning Outcome 7):

1. Each graduating student will have gained clinical experience with football or ice hockey, men's teams, women's team, team sports, individual sports, high school sports, an outpatient rehabilitation clinic, and a general medical clinic.
2. Each graduating student will have completed a minimum of 50 service-learning hours. Students can choose which experiences they participate in each semester. Options include events such as the Special Olympics; high school mountain bike races; local races such as 5K's, 10K's, marathons, and triathlons; high school track meets, basketball tournaments, and wrestling tournaments, etc.
3. Each graduating student will have completed a master's thesis research project. Many of these are presented at regional or national professional conferences and/or published in research journals.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

N/A – There are no general education courses in the MSAT program.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Final grades for all classes in Section F including final written and/or final oral/practical exam scores, and faculty project (spreadsheets from Canvas)	End of each semester	Electronic copies stored on Program Director's computer
BOC Exam Report	Program Director can extract this data from the CAATE (accreditation) website after each testing cycle.	Electronically on Program Director's computer and on CAATE website. Posted on MSAT website.
Clinical hours logs	End of each semester	Program Director's File Cabinet in office, in each student's file. Moved to E-Value Software beginning Fall 2017.
Clinical evaluations	End of each semester	Program Director's File Cabinet in office, in each student's file. Moved to E-Value Software beginning Fall 2017.
Service Learning hours logs	End of each semester	Program Director's File Cabinet in office, in each student's file. Moved to E-Value Software beginning Fall 2017.
Thesis projects	End of each spring semester	Electronically in Box cloud storage

Summary Information (as needed)

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: Spring 2014	Recommendation	Progress Description
Recommendation 1	Hire an athletic training laboratory coordinator.	Initially, a part-time AT lab coordinator was hired. However, after this individual left the university, the decision was made to combine their responsibilities with other teaching responsibilities and hire a full-time instructor instead. An individual was hired in this position and began in the Fall 2016 semester and receives release time each semester to run open labs for the students and manage our equipment and supplies.
Recommendation 2	Streamline clinical evaluations	The students' self-evaluation was eliminated. The preceptor and clinical site evaluations were combined into a single evaluation. We also reviewed and revised the remaining clinical evaluation forms and moved them into E-Value (online student tracking and program management software) as of the Fall 2017 semester.
Recommendation 3	Preceptor Training	The Review Team recommended a formalized, annual preceptor training. The Clinical Education Coordinator (CEC) did hold a preceptor training in the summer of 2014, but has been doing individualized trainings since then for new preceptors as this is more convenient for the preceptors and the CEC can individual each training meeting to the needs of the preceptor.
Recommendation 4	Establish a formal external committee	The AT faculty formed an external advisory committee, which met once in the fall semester (Dec. 2014) and once following the spring semester (May 2015) as well as during the spring 2017 semester (Feb. 2017). The committee includes all of the AT faculty in addition to preceptors from various settings including on-campus, off-campus, college, high school, clinic, and a physician.

Recommendation 5	Focus on graduate students' needs	The first identified need was the creation of a dedicated space for the graduate students to congregate, study, collaborate, and practice their burgeoning skills in athletic training. However, with the addition of new faculty and staff lines in both the ATN and HPHP departments, no suitable space could be identified. The AT Instructor/Lab Coordinator holds three open labs per week for students to practice their skills. However, there is currently no available space in the building for a student lounge area.
		The second need identified by the Review Team was to seek funds for students to conduct and disseminate their research agendas. The Office of Undergraduate Research was able to set aside limited funds for graduate students to travel to present their research at conferences, but was not able to make any funds available for conducting the research. The program director also worked with the Dean of the College of Education to increase the tuition differential level of the MSAT program, which created funding for both graduate student research projects and travel money to present this research at conferences. These funds became available for use during the Fall 2015 semester. We now generate approximately \$15,000/year for graduate student research and an additional \$10,000/year for student travel to present their research at conferences. Each year, 6-10 students present their research at regional and/or national conferences, supported by this new funding.
		The third need identified for MSAT students was to allow them to create their own research agendas rather than always being tied to one of the professor's agendas. While this may be ideal for graduate students, it would significantly increase the workload of the MSAT faculty. Students do have the freedom to choose which faculty member they work on their thesis with and each faculty member has different areas of research focus. In addition, most faculty have more than one area of research interest/expertise and two faculty outside of the MSAT program regularly advise thesis students, opening up additional areas of research. While the faculty recognize that the graduate students cannot conduct research in every content area of athletic training, they do have a significant variety of areas to choose from including concussions, sport psychology, education/pedagogy,

		ankle instability, kinesiotaping, strength training and conditioning, proprioception, injury epidemiology, and therapeutic modalities.
Recommendation 6	Dedicated secretarial support	The program was supported by both full-time secretaries (one on a 10-month contract and the second on an 11-month contract) in the department. However, one secretary's contract was extended from 10 months to 11 months (as of July 1, 2014), with the additional month being dedicated to the MSAT program to assist with administrative tasks. On July 1, 2015, the HPHP Dept. split into two smaller departments. The MSAT program is now in the ATN Dept., which has a dedicated, 11-month administrative specialist.
		In the fall of 2014, the MSAT program began using the new Athletic Training Centralized Application Service (ATCAS) to collect MSAT program applications. This reduced the workload on the program director of tracking which transcripts have been received, calculating overall and final 60 credit GPAs for each student, and managing letters of recommendation.

Additional narrative:

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents. (NOTE: Included below are AT faculty only who teach MSAT courses.)

Faculty 2016-17	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4
Full-time Tenured	1
Full-time Non-Tenured (includes tenure-track)	4
Part-time and adjunct	2
With Master's Degrees	3
Full-time Tenured	0
Full-time Non-Tenured	1
Part-time and adjunct	2
With Bachelor's Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	0
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	7
Full-time Tenured	1
Full-time Non-tenured	4
Part-time	2

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

Not all students achieved our outcomes goals this year and a majority of students in MSAT 6501 did not earn an 80% or better on their final written exam. The faculty all reviewed the exam for the content from each of our teaching areas from the previous semester. We realized that some of the questions needed to be updated and have made significant revisions to the exam. The faculty member was also new and received a syllabus with an error that stated only a 70% was required, rather than 80%. So, both she and the students prepared to meet that goal rather than the 80% goal, which likely also contributed to the lower scores. The program director is working with the faculty member teaching the course in the spring 2018 semester and the scores will be reviewed again after that semester to determine if additional changes are needed.

Two individuals did not pass the BOC certification exam on their first attempt. Typically, all of our students pass this exam on their first attempt, so this was disappointing. One of the two students did pass the exam on their second attempt. We feel that the second student is competent and capable, but that their English-language skills have impeded their ability to understand the questions. The program director is continuing to work with and mentor this student and is confident that they will pass the exam in the near future. While this did reduce our three-year aggregate first-time pass-rate to 93%, this is still well above the national average of 83% and the minimum required by accreditation standards of 70%. We have recently revised our admission requirements, increasing the required TOEFL score and requiring those not meeting the minimum score to attend WSU one semester prior to the MSAT program beginning to immerse in the language, take advanced ESL courses, and complete 2 additional prerequisite courses taken in English. We hope that this will improve our international students' success on the certification exam.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

The Graduate Practicum courses (MSAT 6501, 6502, 6503, and 6504) taken each semester require students to review and demonstrate proficiency in all content areas (broken up by semester). Students must earn a minimum of 80% on each comprehensive written and oral/practical exam in order to pass the course and progress in the MSAT program. The MSAT 6504 class is taken in their final semester and students must pass this course (as well as every other MSAT courses) in order to graduate from the MSAT program. Every student successfully passed this course and graduated on time.

All MSAT students are also required to complete a rigorous, master's thesis research project. The project spans 2-3 semesters and each student's final product includes a full manuscript and oral defense. As mentioned previously, many of our MSAT students

present their research at regional and/or national conferences and several have published their manuscripts in peer-reviewed research journals.

MSAT students are also required to take MSAT 6998 (BOC exam preparation), which prepares them for the Board of Certification exam. BOC certification is required to obtain a state credential and to practice athletic training in 49/50 states. The Commission on Accreditation of Athletic Training Education (CAATE) also requires programs to achieve a 70% first-time pass rate (3 year aggregate) in order to maintain accreditation. We are also required to post these scores on our website for the public. The data is posted on p. 13 of this report, which demonstrates that we have exceeded this goal. We see performance on this rigorous, national certifying exam as one of the best indicators of student mastery of the content.

As mentioned previously, two individuals did not pass the BOC certification exam on their first attempt. While this did reduce our three-year aggregate first-time pass-rate to 93%, this is still well above the national average of 83% and the minimum required by accreditation standards of 70%. See previous question for more details and our action plan.