

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Bachelor of Science in Athletic Therapy
Academic Year of Report: 2014/15
Date Submitted: November 9, 2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department 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.

B. Mission Statement

Please review the Mission Statement for your department 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.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department 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 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

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 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.

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: Courses within the Major				
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Goals Linked to Learning Outcomes	Interpretation of Findings (Did you or did you not meet the goal in the previous column? Include data here)	Action Plan/Use of Results (if you didn’t meet your goal, how are you going to make changes. If you did meet the goal, just put no changes necessary at this time)
Learning Outcome 1.A: Students will educate participants and manage risk	Measure 1: AT 4600: Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time

Evidence of Learning: Courses within the Major				
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Goals Linked to Learning Outcomes	Interpretation of Findings (Did you or did you not meet the goal in the previous column? Include data here)	Action Plan/Use of Results (if you didn't meet your goal, how are you going to make changes. If you did meet the goal, just put no changes necessary at this time)
for safe performance and function.	Measure 2: PEP 4890: Status Report	Measure 2: 90% of students will demonstrate tasks in patient education.	Measure 2: 100% of students demonstrated tasks in patient education.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: PEP 4890: Evaluation by Clinical Site Supervisor	Measure 3: 90% of students will earn an 80% or better in evaluation section on Facilitation	Measure 3: 95% of students earned an 80% or better in evaluation section on Facilitation	Measure 3: No curricular or pedagogical changes needed at this time
Learning Outcome 2.A: Students will implement standard evaluation techniques and formulate a clinical impression for the determination of a course of action.	Measure 1: AT 3300 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 91% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 3300 – 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: No curricular or pedagogical changes needed at this time
	Measure 3: AT 3301 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 99% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: AT 3301 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time

Learning Outcome 3.A: Students will employ standard care procedures and communicate outcomes for efficient and appropriate care of the injured.	Measure 1: AT 2300 – Comprehensive Written Final 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: No curricular or pedagogical changes needed at this time
	Measure 2: AT 2300 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn a 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 4.A: Students will recondition participants for optimal performance and function.	Measure 1: AT 4100 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn a 70% or better on the exam	Measure 1: 97% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 4100 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn a 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: AT 4101 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn a 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: AT 4101 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn a 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time
	Measure 5: AT 4200 – Comprehensive Written Final Exam	Measure 5: 90% of students will earn a 70% or better on the exam	Measure 5: 89% of students earned a 70% or better.	Measure 5: Assess instructional methods and clarity of course content.
Learning Outcome 5.A: Students will understand and adhere to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.	Measure 1: AT 4600: Comprehensive Written Final 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: No curricular or pedagogical changes needed at this time
	Measure 2: AT 4600: Facility Project – Policies and Procedures Manuals/Risk Management Plans	Measure 2: 90% of students will earn a 70% or better on the project	Measure 2: 100% of students earned a 70% or better.	Measure 2: No curricular or pedagogical changes needed at this time

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional narrative (optional – use as much space as needed): None

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

Evidence of Learning: High Impact Service Learning					
Program Learning Goal	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will complete an internship experience to prepare them for the graduate program of their choice.	Learning Outcome 1.A: Each graduating student will complete a minimum of 180 hours in an internship in the field of their choice.	Measure 1: Student internship hour logs document the number of hours completed by each student.	Measure 1: 100% of students will complete a minimum of 180 internship hours.	Measure 1: 100% of graduates completed a minimum of 180 internship hours.	Measure 1: A penalty was added to the PEP 4890 course grade for students who do not complete the contracted number of hours.
		Measure 2: Evaluation of student by Clinical Supervisor at internship site.	Measure 2: 100% of students will be evaluated satisfactorily by their clinical supervisor (80% or better overall score).	Measure 2: 94% of students were evaluated by satisfactorily by their clinical instructors (received 80% or better overall score).	Measure 2: Midterm site visits from course instructor will occur earlier in semester in order to help with potential problems and remediation with students.

* At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

c. Evidence of Learning: General Education Courses

There are no general education courses in this program however, NUTR LS1020 is a requirement for admissions into the program and is a general education course taught in the Athletic Training and Nutrition (ATN) department. This report is the best place to include that general education assessment data.

The life science general education learning outcomes are evaluated by a first and second point of assessment in NUTR LS1020. The *first point of assessment* includes aligning the eight learning outcomes (LOs; four natural science and four life science) to each nutrition exam question.

Students in all sections of NUTR LS1020 took five 50-question exams each semester (there are different exams for summer, fall, and spring semester) and one 14-question diet and activity experimental analysis project based exam. The *second point of assessment* includes administering an exam consisting of 40 questions with five competency-based questions from each learning outcome as developed/written by the Life Science General Education Area Committee in the Spring of 2013. Chitester is used to administer the exams and for data collection and analysis. Results of the first and second point of assessment (both being direct measures) are shown in the tables below. Because each section of the course taught is evaluated each semester, hundreds to thousands of data points are generated across the annual assessment period. All eight Life Science learning outcomes were met in summer 2014, fall 2014, and spring 2015. Nutrition LS1020: Science and Application of Human Nutrition continues to fulfill all of the eight life science general education course learning outcomes.

Evidence of Learning: General Education, Life Science Courses: Course: NUTR LS1020 (3) **Summer 2014 / Fall 2014 / Spring 2015**
(All/Online/F2F)

Gen Ed Learning Goal Students will demonstrate understanding of:	Measurable Learning Outcome (LO) Students will demonstrate their understanding by:	Method of Measurement Direct Measures	Threshold for LS General Education courses is 65%.	Findings Linked to Learning Outcomes Summer 2014/Fall 2014/Spring 2015	Interpretation of Findings	Action Plan/Use of Results
Nature of Science: S1 Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.	Learning Outcome 1. <u>Measure 1:</u> Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 88.22% / 81.53% / 92.68% 79.18% / 92.50% 83.14% / 92.94%	Measure 1 LO met	Measure 1: Continue to collect the evidence to insure that LOs are met and improve over time.
	<u>Measure 2:</u> Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 82.82% / 82.55% / 83.17% 83.24% / 83.29% 82.15% / 83.08%	Measure 2: LO met	Measure 2: Continue to collect the evidence to insure that LOs are met and improve over time.

Gen Ed Learning Goal Students will demonstrate understanding of:	Measurable Learning Outcome (LO) Students will demonstrate their understanding by:	Method of Measurement Direct Measures	Threshold for LS General Education courses is 65%.	Findings Linked to Learning Outcomes Summer 2014/Fall 2014/Spring 2015	Interpretation of Findings	Action Plan/Use of Results
Integration of Science: S2 All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.	Learning Outcome 2 <u>Measure 1:</u> Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 76.01% / 76.69% / 78.48% 74.70% / 74.80% 77.89% / 79.04%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	<u>Measure 2:</u> Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 84.83% / 82.87% / 85.25% 81.57% / 83.47% 83.63% / 86.56%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.
Science and Society: S3 The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the	Learning Outcome 3 <u>Measure 1:</u> Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 74.43% / 76.02% / 77.82% 74.40% / 74.99% 77.00% / 78.62%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	<u>Measure 2:</u> Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 92.28% / 90.66% / 92.05% 91.37% / 91.87% 90.25% / 92.17%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

Gen Ed Learning Goal Students will demonstrate understanding of:	Measurable Learning Outcome (LO) Students will demonstrate their understanding by:	Method of Measurement Direct Measures	Threshold for LS General Education courses is 65%.	Findings Linked to Learning Outcomes Summer 2014/Fall 2014/Spring 2015	Interpretation of Findings	Action Plan/Use of Results
earth's environment.						
Problem Solving & Data Analysis: S4 Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	Learning Outcome 4 <u>Measure 1:</u> Correct responses of exam questions ties to LOs. <u>Measure 2:</u> Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 76.07% / 75.82% / 77.61% 74.22% / 74.92% 76.79% / 78.25%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 88.93% / 87.83% / 87.45% 88.82% / 88.13% 87.25% / 86.96%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

*At least one measure per objective must be a direct measure.

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
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Levels of Organization: LS1 All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Learning Outcome 5 <u>Measure 1:</u> Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 79.85% / 79.68% / 88.29% 78.11% / 88.09% 80.63% / 88.73%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	<u>Measure 2:</u> Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 87.75% / 7.21% / 88.71% 86.27% / 86.99% 87.75% / 89.97%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.
Metabolism and homeostasis: LS2 Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	Learning Outcome 6 <u>Measure 1:</u> Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 77.27% / 76.65% / 80.40% 74.91% / 76.63% 77.71% / 86.67%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	<u>Measure 2:</u> Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 84.79% / 84.05% / 85.20% 83.01% / 83.49% 84.66% / 86.45%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.
Genetics and evolution: LS3 Shared genetic processes and evolution by natural selection are	Learning Outcome 7 <u>Measure 1:</u>	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 77.36% / 73.67% / 84.29% 71.94% / 83.51% 74.68% / 84.27%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and

universal features of all life	Correct responses of exam questions ties to LOs. <u>Measure 2:</u> Competency-based questions tied to LOs.					improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 65.70% / 65.06% / 66.02% 65.98% / 64.02% 64.53% / 67.49%	Measure 2 LO met, need to improve outcome	Measure 2 Continue to collect the evidence and evaluate teaching pedagogy and alter exam questions.
Ecological interactions: LS4 All organisms, including humans, interact with their environment and other living organisms.	Learning Outcome 8 <u>Measure 1:</u> Correct responses of exam questions ties to LOs. <u>Measure 2:</u> Correct responses to Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 72.97% / 79.22% / 88.93% 76.10% / 87.68% 81.06% / 89.24%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 89.26% / 87.04% / 89.19% 86.47% / 87.95% 87.37% / 90.10%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

*At least one measure per objective must be a direct measure.

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final grades for all classes including final written and final oral/practical exam scores (spreadsheet from Blackboard/Canvas)	1A-5A	End of each semester	Electronic copies stored on Program Director's computer
Internship hours logs (from PEP 4890)	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Internship evaluations (from PEP 4890)	Clinical Experiences	End of each semester	Program Director's File Cabinet in office, in each student's file.
Facility Projects	5A	End of each semester from course instructor	Electronic copies stored on Program Director's computer

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.

The Athletic Therapy Program Review was conducted during AT 2013-2014.

Date of Program Review: Spring 2014	Recommendation	Progress Description
Recommendation 1	Hire additional advising staff	The Department of Health Promotion and Human Performance split starting July 1, 2015. With this split Athletic Therapy entered into the new department, Department of Athletic Training and Nutrition. With this new department split, a new academic advisor was hired. This academic advisor now advises half the programs (Athletic Therapy, Athletic Training and Nutrition) as the single advisor in the old Department of Health Promotion and Human Performance.
Recommendation 2	Better communication regarding pre-requisite courses for the various graduate professional programs.	The Department of Athletic Training and Nutrition advisor and Athletic Therapy Program Director will continue to advise pre-physical therapy and pre-occupational therapy students to show them where to find this information online and help them interpret what they find. Pre-physician's assistant students will be referred to Karen Nakaoka, the pre-PA advisor in the College of Science. Pre-medical students will be referred to Jason Fritzler, the pre-med advisor in the College of Science. We currently have a course proposal to add AT 1550 Introduction of Athletic Therapy. This course is designed to give a basic overview and pre-requisite requirements to enter the main health care professions our student pursue in graduate school (PT, OT, PA, MD).
Recommendation 3	Most full-time faculty teach overload every semester	The department has hired a fifth, full-time AT faculty member who began teaching in the Fall 2014 semester. This has alleviated some of the overload of the full-time faculty. However, several of the AT faculty choose to teach overload for extra income that it provides and will likely continue to do so.

Recommendation 4	Hire an Athletic Training laboratory coordinator.	The Department of Health Promotion and Human Performance split starting July 1, 2015. With this split Athletic Therapy entered into the new department, Department of Athletic Training and Nutrition. When the split occurred, a part-time laboratory coordinator position was created. The laboratory coordinator was hired Aug 2015 and has been a great asset to the Athletic Therapy and Athletic Training programs.
Recommendation 5	Establish a formal external committee	The AT faculty began the formation of an external advisory committee starting Fall 2014. We have committed meeting with the committee twice per year.

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.

Faculty	
Headcount	8
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)	3
Part-time	1
With Master's Degrees	3
Full-time Tenured	0
Full-time Non-Tenured	0
Part-time	3
With Bachelor's Degrees	1
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	1
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	8
Full-time Tenured	1
Full-time Non-tenured	3
Part-time	4

Please respond to the following questions.

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

The Athletic Training/Athletic Therapy Faculty were satisfied with the outcomes achieved by the Athletic Therapy students during the 2014-15 academic year. We have already all of the recommendations from our in-depth program review that was conducted during the 2013-14 academic year. The Athletic Therapy Program went through a curriculum change that was implemented for the 2015-2016 academic year. We are continually assessing the plan and our Assessment Plan will likely change for next year's annual report to capture this continual assessment.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

The Athletic Therapy Program has the most similarities to the Athletic Training Programs (BS AT and MS AT) within the Department of Athletic Training and Nutrition. The Athletic Training Programs use oral practical exams to simulate interactions with real patients. This assessment strategy is also used in the Athletic Therapy Program, however more vital in the Athletic Training Program. Through implementing oral practical assessments, we learn how the student implement the written knowledge, assessed through written exams, is expressed with a patient. A different level of understanding and confidence in knowledge is required when interacting with a simulated patient.