

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Bachelor of Science in Athletic Therapy
Academic Year of Report: 2016-17
Date Submitted: 11/9/17
Report author: Conrad Gabler

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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:

The Athletic Therapy Program is designed for students preparing to pursue graduate study in allied health such as, athletic training, physical therapy, occupational therapy, physician's assistant, and/or medicine. The program was approved by the Weber State University Board of Trustees November 2008 and began matriculating Athletic Therapy majors January 2009. The curriculum provides students a foundation in the health sciences with an emphasis in musculoskeletal injuries. Additionally, students can pursue honors recognition in Athletic Therapy through additional curricular and program requirements.

[Athletic Therapy Program Website](#)

<http://weber.edu/athletictherapy>

Contact Information

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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

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.

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	Method of Measurement	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)
Students will...	Direct and Indirect Measures*			
Learning Outcome 1.A: Students will educate participants and manage risk for safe performance and function.	Measure 1: AT 4650: Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 96% of students earned a 70% or better.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: AT 4890: Midterm 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: AT 4890: Final Outcomes Report	Measure 3: 90% of students will earn an 80% or better in evaluation section on Facilitation	Measure 3: 98% 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: 85% of students earned a 70% or better.	Measure 1: Many of the students who did not earn a 70% were just below that threshold with scores in the mid to high 60's. I spoke with course instructors and the students who scored towards the bottom did not attend class regularly and/or lacked motivation. More of an emphasis/penalty can be enforced on attendance in the future.

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)
	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: 98% 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: 73% of students earned a 70% or better.	Measure 3: The majority of the students who did not meet the threshold scored it the upper 60 percentiles. I spoke with the course instructors, and of those students who scored towards the bottom did well on other assignments and the oral/practical exams, but had difficulty with written exams. There were a couple of students who also lacked motivation and did not regularly attend class. Providing review materials and implementing meetings outside of class with the course instructors are encouraged in the future.
	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: 98% of students earned a 70% or better.	Measure 4: No curricular or pedagogical changes needed at this time

*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?

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: AT 4890 - Student internship hour logs document the number of hours completed by each student. 180 internship hours is equivalent to 3 credit hours.	Measure 1: 100% of students will complete a minimum of 3 credit hours in AT 4890.	Measure 1: 100% of graduates completed a minimum of 3 credits hours in AT 4890.	Measure 1: No curricular changes needed at this time.
		Measure 2: AT 4890 - 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: 98% of students were evaluated by satisfactorily by their clinical instructors (received 80% or better overall score).	Measure 2: A total of 41 students enrolled in AT 4890 during the 2016-2017 academic year. There was one student who did not earn a score of at least 80% on this assignment (they received a 77%). Their supervisor attributed this score to the student's lack of experience working in that setting.

[List and/or narrative]

c. Evidence of Learning: General Education Courses

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

There are no general education courses in this program for the 2016-2017 assessment year. However, NUTR LS1020 is a requirement for admissions into the Athletic Therapy 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 for Summer 2016, Fall 2016, and Spring 2017.

Method of Measuring the Outcomes: There are two direct measures of assessment used in NUTR LS1020 to generate direct evidence of meeting the Life Science General Education learning outcomes. Chi Tester was used to administer all of the NUTR LS1020 exams and has provided a tool for the program to consistently collect and analyze the data. Because each section of the course taught is assessed each semester, hundreds to thousands of data points were generated per learning outcome.

- **Direct Measure #1 (DM 1):** The first direct measure of assessment includes aligning the eight Life Science General Education course learning outcomes to each Nutrition exam question. There were five 50-question exams analyzed for all sections of NUTR LS1020 each semester. Online, hybrid, and face-to-face classes were assessed for all of the learning outcomes. Additionally, there was one project-based exam where students collect, analyze, interpret, and report their own data. All exams were administered using Chi Tester. Every question is tied to the appropriate learning outcome(s). Each of the trimesters has a different set of the 50-question exams and exams are consistently used for assessment. In the spring of 2017, a 50-question comprehensive case study was included in lieu of the last exam in previous semesters.
- **Direct Measure #2 (DM 2):** The second direct measure of assessment includes administering a closed-book exam consisting of 40 questions that include five competency-based questions from each of the eight Life Science General Education course learning outcomes that were developed and approved by the Life Science General Education Area Committee in the Spring of 2013.

Threshold: The Life Science General Education Area Committee set the threshold of 65% for life science courses. This threshold of 65% is used for NUTR LS1020 for both the first and second direct measures of assessment. The 65% threshold is above what is needed to receive credit for the course.

Findings: Students being capable of answering exam and competency-based questions correctly demonstrated that learning outcomes were met. All eight Life Science General Education course learning outcomes were met for DM 1 and DM 2 with the threshold of 65%. The Nutrition program evaluates the consistency of student performance over time due to the consistent process used to assess learning outcomes.

Action Plan: Continue to collect the evidence to ensure that learning outcomes continue to be met as determined by student performance. No changes are needed at this time.

Evidence of Learning: General Education, Life Science Courses

NUTR LS1020 (Science and Application of Human Nutrition)

Data reported from **Summer 2016/Fall 2016/Spring 2017**

Gen Ed Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings <i>Linked to Learning Outcomes</i>	Interpretation of Findings	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of the Nature of Science: 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.</i></p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting the <i>Nature of Science</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 77.10/78.84/84.98% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Nature of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 85.50/83.94/84.50% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Nature of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of the Integration of Science: All natural phenomena are interrelated and share basic organizational principles. Scientific explanations</i></p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting the <i>Integration of Science</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 72.73/77.59/75.37% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Integration of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

obtained from different disciplines should be cohesive and integrated.		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 85.71/87.63/87.93% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of the <i>Integration of Science</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
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GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of Science and Society:</i> 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 Earth's environment.</p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Science and Society</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 70.96/76.96/76.96% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Science and Society</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 92.28/91.50/92.32% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Science and Society</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
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<p><i>Students will demonstrate understanding of Problem Solving & Data Analysis: Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.</i></p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Problem Solving and Data Analysis.</i></p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 72.24/75.73/79.02% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Problem Solving and Data Analysis.</i> The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 87.94/87.18/87.17% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Problem Solving and Data Analysis.</i> The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of the Levels of Organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.</i></p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting the <i>Levels of Organization.</i></p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 81.42/82.58/79.55% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Levels of Organization.</i> The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-</p>	<p>DM 2: Students will answer 65% of the standardized exam questions</p>	<p>DM 2: Students answered 89.21/90.24/90.57% of the standardized exam questions correctly across all combined course</p>	<p>Students demonstrated an understanding of <i>Levels of Organization.</i> The learning</p>	<p>No changes needed. Continue to collect data and monitor student performance..</p>

		based questions tied to LOs.	correctly across all combined course sections.	sections.	outcome was met.	
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GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<i>Students will demonstrate understanding of Metabolism and Homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.</i>	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Metabolism and Homeostasis</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.	DM 1: Students answered 73.81/77.10/77.31% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Metabolism and Homeostasis</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 86.24/87.63/88.04% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Metabolism and Homeostasis</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<i>Students will demonstrate understanding of Genetics and Evolution: Shared genetic processes and evolution by natural selection are</i>	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Genetics and Evolution</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all	DM 1: Students answered 75.19/75.30/77.05% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Genetics and Evolution</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.

universal features of all life.			combined course sections.			
	Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 66.14/71.15/70.90% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Genetics and Evolution</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.	

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<i>Students will demonstrate understanding of Ecological interactions: All organisms, including humans, interact with their environment and other living organisms.</i>	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Ecological Interactions</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.	DM 1: Students answered 76.33/82.71/73.90% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Ecological Interactions</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 91.64/91.11/90.38% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Ecological Interactions</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Final grades for all classes including final written and final oral/practical exam scores (spreadsheet from Canvas)	End of each semester	Electronic copies stored on Program Director's computer
Internship hours logs (from AT 4890)	End of each semester	Electronic copies stored on Program Director's computer
Internship evaluations (from AT 4890)	End of each semester	Electronic copies stored on Program Director's computer
Facility Projects	End of each semester from course instructor	Electronic copies stored in shared Box folder with course instructor.

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 additional advising staff	Fulfilled 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.	+3 Progress The Department of Athletic Training and Nutrition academic advisor and Athletic Therapy Program Director will continue to advise pre-athletic training, 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 Kenton Cummins, the pre-PA advisor in the College of Health Professions. Pre-medical students will be referred to Barb Trask, the pre-med advisor in the College of Science. We created a new course (AT 1550 Introduction of Athletic Therapy) that was offered for the first time in the Fall 2016 semester. 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 (AT, PT, OT, PA, MD).
Recommendation 3	Most full-time faculty teach overload every semester	Fulfilled 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.	+2 Progress 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 was a great asset to the Athletic Therapy and Athletic Training programs. However, because the undergraduate Athletic Training program is being phased out (last cohort will graduate in the spring of 2020), we merged this staff position with a faculty line to create a new instructor position. This individual teaches in the undergraduate programs primarily and has release time to fulfill the laboratory coordinator duties.
Recommendation 5	Establish a formal external committee	Fulfilled The AT faculty formed of an external advisory committee in the Fall 2014 semester and meets with this group once per semester.

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 2016-17	
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 and adjunct	0
With Master's Degrees	3
Full-time Tenured	0
Full-time Non-Tenured	1
Part-time and adjunct	2
With Bachelor's Degrees	1
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	1
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	9
Full-time Tenured	1
Full-time Non-tenured	5
Part-time	3

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 2016-17 academic year. We have already met 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. As the undergraduate athletic training program is phased out, the AT 3300 and 3301 (Lower and upper evaluation courses, respectively) courses will need to be modified to better accommodate pre-professional athletic therapy students. We are planning to submit a curriculum proposal in early Spring 2018 that will include course substitutions, additional elective courses, and modifications to existing courses. Our hope is that this proposal will be approved and be effective Fall 2018. Therefore, the Assessment Reports will likely change in the years to come.

- 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?

We do not currently assess the outcomes of graduates from the Athletic Therapy program. However, we do have our graduating seniors complete a senior exit survey to determine their satisfaction with various aspects of the program. All Athletic Therapy majors do take the AT 4650 course (Management for Athletic Therapy majors) that serves to prepare students for their future careers and graduate programs. We help students prepare their resumes, cover letters/graduate school essays, and their career portfolios (LinkedIn profiles). We also talk about broader issues in healthcare such as insurance/billing, legal issues, ethical considerations, and management/leadership. This class culminates in a group project where they design a healthcare facility, hire staff, purchase equipment and supplies and develop a policies and procedures/risk management plan for the facility. This project requires them to apply all of the knowledge they have learned throughout the program.

In the future, it would be my goal to implement an alumni survey for students who have graduated from the Athletic Therapy program. This would provide us insight into whether students are or have attended graduate school after obtaining their Bachelor's degree, and or what type of career they are pursuing. I plan to discuss this project with our department's academic advisor to determine its feasibility and implementation.