Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Analysis of assessment results from Oral Practical examinations in 2011-2012 led us to revise our approach to teaching laboratory sections in those courses and in lower level courses as well. Although students were performing well on their Clinical Scenarios (now called Clinical Integration Proficiencies), which were evaluated by their Clinical Instructors (now called Preceptors), they were not doing well on the standardized patient sections of the Oral Practicals. Results from those exams suggested that students were having difficulty synthesizing discrete elements into a successful, efficient & comprehensive patient assessment process. As a result, we revised our laboratory lesson plans to include time for comprehensive patient evaluations at the conclusion of units on each major joint. We also conducted professional development activities with our Preceptors to better train them on how to evaluate each section of the Clinical Integration Proficiencies. These adjustments have provided more opportunities for students to conduct comprehensive evaluations which has increased their skill and confidence. Since implementation of these changes we have noted improved performance on standardized patient evaluations across the three courses which include this element.

Mission / Purpose

The Department of Health Science's mission is to provide strong undergraduate and graduate programs in the areas of health education and promotion and athletic training. The Department is dedicated to improving the quality of life for those in Alabama and the nation through teaching, research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Managing Risk for Safe Performance
Graduates of our program should demonstrate knowledge and skill in managing risk for safe performance and function.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 1: ATR 257 Written Exam 1
80% of students in ATR 257 will correctly respond to multiple choice and true-false questions about the most common risks associated with participation on Written Exam 1.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will correctly respond

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 257 Participation Risks
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interacti...-

M 2: ATR 258 Oral Practical Exam
80% of students in ATR 258 will score an average of 90% or higher on an Oral Practical examination assessing the ability to explain and demonstrate injury prevention techniques.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
80% of students will score average of 90% or higher

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 258 OP
Established in Cycle: 2011-2012
We will incorporate three "mini" oral practical exams into class during the spring 2013 semester. We will also place greater em...

M 3: ATR 300 Written Exam 1
85% of students in ATR 300 will include all critical elements in creating an Emergency Action Plan on Written Exam 1 (see rubric).
Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will include all critical elements

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 EAP
Established in Cycle: 2011-2012
We will incorporate an Emergency Action Plan homework assignment into the ATR 300 lecture & lab activities related to Emergency ...

M 4: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate injury prevention and risk management skills (see CE grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

M 5: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of lower extremity injury.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SP Risk Assessment
Established in Cycle: 2011-2012
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

ATR 357 OP SP Risk Assessment
Established in Cycle: 2012-2013
We will continue to incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

M 6: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing the ability to determine and communicate about risks of, and methods for preventing, lower extremity injury.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2013-2014) - Target: Met
1) 86% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of lower extremity injuries.

M 7: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of upper extremity injury.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 90% or more

M 8: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing the ability to discern, evaluate and communicate about risks of, and methods for preventing, upper extremity injury.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

M 9: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% of the elements of standardized patient scenarios on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of head, face, spine, thorax and abdomen injury.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 OP SP Risk Assessment
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.
M 10: ATR 454 Homework Assignments
90% of students in ATR 454 will earn a score of acceptable or above on 3 work site scenario Homework Assignments requiring the synthesis of, and communication about, multiple elements of risk management for specific clinical practice settings (see rubric).

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
90% of students will score acceptable or above

M 11: ATR 454 Written Facility Project
90% of students in ATR 454 will earn a score of 90% or higher on a Facility Project in ATR 454 requiring the development of a comprehensive Risk Management Plan (see rubric).

Source of Evidence: Senior thesis or culminating major project
Target:
90% of students will score 90% or higher

M 12: ATR 454 Facility Project Oral Presentation
90% of students in ATR 454 will earn a score of 90% or higher on an Oral Presentation requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings (see rubric).

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will score 90% or higher

SLO 2: Conducting Systematic Evaluations
Graduates of our program should demonstrate knowledge and skill in conducting systematic evaluations and arriving at clinical diagnoses.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 13: ATR 300 Written Exams 2-4
85% of students in ATR 300 will correctly respond to multiple choice and true-false questions on Written Exams 2-4 assessing knowledge about clinical evaluation and diagnosis.

Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

M 14: ATR 300 Oral Practical Exam
85% of students in ATR 300 will score 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in clinical evaluation and diagnosis.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will score 85% or higher

M 15: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 18: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 7 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the lower extremity (see CE grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will score at program level or higher

M 19: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injuries.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SP Clinical Evaluation & Diagnosis
Established in Cycle: 2011-2012
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

M 20: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of lower extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 WE Clinical Evaluation & Diagnosis
Established in Cycle: 2011-2012
We will incorporate additional differential diagnosis activities into ATR 357 lecture and will also emphasize critical thinking ...

M 21: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 22: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of upper extremity injuries.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will pass 85% or more

M 23: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of upper extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

M 24: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
ATR 360 OP SPs Clinical Evaluation & Diagnosis
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

M 25: ATR 360 Written Exams 1-3
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2013-2014) - Target: Met
2) 85% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

M 26: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 27: ATR 410 Clinical Scenarios
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of upper extremity injuries (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 410 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 28: ATR 410 Clinical Experience Evaluation
90% of students in ATR 410 will score at their program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the upper extremity (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

M 29: ATR 420 Clinical Scenarios
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 420 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 30: ATR 420 Clinical Experience Evaluation
90% of students in ATR 420 will score at their program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the head, face, spine, thorax and abdomen (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

M 31: ATR 430 Clinical Scenarios
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 32: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 9 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on acute and chronic illnesses and medical conditions (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**M 33: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 6 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the musculoskeletal system (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**M 34: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c... 

**M 35: ATR 454 Reflective Journals**
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 454 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c... 

**M 36: ATR 455 Written Exams 1-5**
90% of students in ATR 455 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-5 assessing knowledge about the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will correctly respond

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 455 WE 1-5**
Established in Cycle: 2011-2012
We will consider the development of supplemental materials on each content area during the 2012 fall semester.

**M 37: ATR 457 Reflective Journals**
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 
90% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 3: Providing Immediate Care
Graduates of our program should demonstrate knowledge and skill in providing standard immediate care procedures used for efficient and appropriate care of the injured.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 38: ATR 272 Skills Exams
80% of students in ATR 272 will score 80% or higher on the American Heart Association's CPR and First Aid Skills Exams.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 
80% of students will score 80% or higher

M 39: ATR 272 Written Exams
80% of students in ATR 272 will score 80% or higher on the American Heart Association's CPR and First Aid Written Exams.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 
80% of students will score 80% or higher

M 40: ATR 300 Oral Practical Exam
85% of students in ATR 300 will score 80% or higher on an Oral Practical Examination assessing knowledge and application of skills in immediate care.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 
85% of students will score 80% or higher

M 41: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 42: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 
85% of students will score at program level or higher

M 43: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target: 
85% of students will score 4/4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 44: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

M 45: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SPs Immediate Care
Established in Cycle: 2011-2012
We will incorporate random immediate care situations in ATR 357 lab for each body region.

M 46: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 47: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

M 48: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 OP SPs Immediate Care
Established in Cycle: 2011-2012
We will incorporate more group composition adjustments into ATR 360 lab meetings where immediate care skills are taught and prac...

M 49: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 50: ATR 410 Clinical Scenarios
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
**ATR 410 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 51: ATR 410 Clinical Experience Evaluation**
90% of students in ATR 410 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**M 52: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 53: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**M 54: ATR 430 Clinical Scenarios**
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 55: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**M 56: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**M 57: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addressed in Reflective Journals across all ATR c...
the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c…

M 59: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c…

SLO 4: Establishing and Implementing Individualized Plans of Care
Graduates of our program should demonstrate knowledge and skill in establishing and implementing individualized treatment, rehabilitation and reconditioning plans.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 60: ATR 257 Written Exam 1
80% of students in ATR 257 will correctly respond to multiple choice and true-false questions about the basic elements of treatment, rehabilitation and reconditioning on Written Exam 1.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will correctly respond

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 257 Individualized Plans of Care
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interactio…

M 61: ATR 300 Written Exam 1
85% of students in ATR 300 will include all critical elements in describing the Acute Inflammatory Response on Written Exam 1 (see rubric)

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will include all critical elements

M 62: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c…

M 63: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher
M 64: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will score 4/4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 65: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that treatment, rehabilitation and reconditioning skills (see CE grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will score at program level or higher

M 66: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.
Source of Evidence: Presentation, either individual or group
Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SPs Individualized Plans of Care
Established in Cycle: 2011-2012
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

M 67: ATR 357 Rehabilitation Project
85% of students in ATR 357 will earn a score of acceptable or above on a condition-specific Rehabilitation Project (see rubric).
Source of Evidence: Senior thesis or culminating major project
Target:
85% of students will score acceptable or above

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Rehabilitation Projects
Established in Cycle: 2011-2012
In 2012-2013 we will expand the grading rubric for these rehabilitation projects and will make it available to students from the...

M 68: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of lower extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 WE Individualized Plans of Care
Established in Cycle: 2011-2012
We will increase the emphasis on the treatment, rehabilitation and reconditioning of injuries discussed in ATR 357.

M 69: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
M 70: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

M 71: ATR 358 Rehabilitation Project
85% of students in ATR 358 will earn a score of acceptable or above on a condition-specific Rehabilitation Project (see rubric).

Source of Evidence: Senior thesis or culminating major project

Target:
85% of students will score acceptable or above

M 72: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of upper extremity injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

M 73: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 OP SPs Individualized Plans of Care
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

M 74: ATR 360 Written Exams 1-3
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

M 75: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 76: ATR 410 Clinical Scenarios
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 410 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 77: ATR 410 Clinical Experience Evaluation
90% of students in ATR 410 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will score at program level or higher

**M 79: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will score 4/4

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 79: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will score at program level or higher

**M 80: ATR 430 Clinical Scenarios**
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will score 4/4

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 81: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will score at program level or higher

**M 82: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will score at program level or higher

**M 83: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will submit

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 85: ATR 456 Oral Practical Exams 1 & 2
90% of students in ATR 456 will score 85% or higher on Oral Practical Examinations 1 and 2 assessing rehabilitation and reconditioning skills.
Source of Evidence: Presentation, either individual or group
Target:
90% of students will score 85% or higher
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 456 OPs
Established in Cycle: 2011-2012
We will place video clips of these skills on the Blackboard Learn site for ATR 456 for students, instructors and clinical instru...

M 86: ATR 456 Rehabilitation Project Critical Analysis Oral Presentation
90% of students in ATR 456 will earn a score of acceptable or above on an Oral Presentation of a critical analysis of two rehabilitation projects (see rubric).
Source of Evidence: Presentation, either individual or group
Target:
90% of students will score acceptable or above

M 87: ATR 456 Written Rehabilitation Project Critical Analysis
90% of students in ATR 456 will earn a score of acceptable or above on a Rehabilitation Project critical analysis (see rubric).
Source of Evidence: Senior thesis or culminating major project
Target:
90% of students will score acceptable or above

M 88: ATR 456 Written Exams 1-3
90% of students in ATR 456 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about rehabilitation and reconditioning.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will correctly respond
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 456 WE 1-3
Established in Cycle: 2011-2012
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care pl...

ATR 457 OP
Established in Cycle: 2012-2013
We will continue to emphasize clinical reasoning and critical thinking in the development of patient care plans.

M 89: ATR 457 Oral Practical Exams 1-3
90% of students in ATR 457 will score 85% or higher on Oral Practical Examinations 1-3 assessing treatment skills.
Source of Evidence: Presentation, either individual or group
Target:
90% of students will score 85% or higher
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 OP
Established in Cycle: 2011-2012
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care pl...

M 90: ATR 457 EBM Therapeutic Modalities Project Oral Presentation
90% of students in ATR 457 will earn a score of 85% or higher on an Oral Presentation of an evidence-based medicine therapeutic modalities project (see rubric).
Source of Evidence: Presentation, either individual or group
Target:
90% of students will score 85% or higher
Finding (2013-2014) - Target: Met
92% of students scored 85% or higher on the oral presentation of an Evidence Based Medicine Therapeutic Modalities Project.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
ATR 457 EBM Project
Established in Cycle: 2011-2012
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities...

M 91: ATR 457 Written EBM Therapeutic Modalities Project
90% of students in ATR 457 will score of 85% or higher on an Evidence-Based Medicine Therapeutic Modalities Project (see rubric).
Source of Evidence: Senior thesis or culminating major project
Target:
90% of students will score 85% or higher
Related Action Plans (by Established cycle, the n alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 EBM Project
Established in Cycle: 2011-2012
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities...

M 92: ATR 457 Written Exams 1-3
90% of students in ATR 457 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about treatment.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will correctly respond
Related Action Plans (by Established cycle, the n alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 WE 1-3
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 457 topics. This will allow more student interaction...

M 93: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will submit
Related Action Plans (by Established cycle, the n alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 5: Understanding Approved Organizational Practices
Graduates of our program should demonstrate knowledge and skill in understanding and adhering to approved organizational and professional practices to ensure individual and organizational well-being.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 94: ATR 300 Written Exam 1
85% of students in ATR 300 will correctly respond to multiple choice and multiple select questions on Written Examination 1 assessing knowledge about documentation.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

M 95: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will submit
Related Action Plans (by Established cycle, the n alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
M 96: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work
Target:
85% of students will score at program level or higher

M 97: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors (see CS grading scale).
Source of Evidence: Performance (recital, exhibit, science project)
Target:
85% of students will score 4/4
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 98: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work
Target:
85% of students will score at program level or higher

M 99: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.
Source of Evidence: Portfolio, showing skill development or best work
Target:
85% of students will pass 100%

M 100: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to lower extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

M 101: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.
Source of Evidence: Portfolio, showing skill development or best work
Target:
85% of students will submit
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...:

M 102: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
85% of students will pass 100%

M 103: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to upper extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

M 104: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 100% of the standardized patient scenario elements on Oral Practical
Examinations 1-3 assessing ethical, legal and professional behaviors.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
85% of students will pass 100%

**M 105: ATR 360 Written Exams 1-3**
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**M 106: ATR 360 Reflective Journals**
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
85% of students will submit

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the *Details of Action Plans* section of this report.

**ATR 360 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

**M 107: ATR 410 Clinical Scenarios**
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors (see CS grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the *Details of Action Plans* section of this report.

**ATR 410 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 108: ATR 410 Clinical Experience Evaluation**
90% of students in ATR 410 will score at their program level or higher on 16 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**M 109: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors in the organization and administration of an athletic training program (see CS grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

*Related Action Plans (by Established cycle, then alpha):*
For full information, see the *Details of Action Plans* section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 110: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**M 111: ATR 430 Clinical Scenarios**
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors in the organization and administration of an athletic training program (see CS grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**

*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 112: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**M 113: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**M 114: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will submit

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**

*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

**M 115: ATR 454 Homework Assignments**
90% of students in ATR 454 will earn a score of acceptable or above on 12 work site scenario Homework Assignments about the organization and administration of athletic training programs in specific clinical practice settings (see rubric).

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
90% of students will score acceptable or above

**M 116: ATR 454 Written Facility Project**
90% of students in ATR 454 will earn a score of 90% or higher on a Facility Project requiring the development of a comprehensive plan for operation of an athletic training program in specific clinical practice settings (see rubric).

Source of Evidence: Project, either individual or group

**Target:**
90% of students will score 90% or higher

**M 117: ATR 454 Facility Project Oral Presentation**
90% of students in ATR 454 will earn a score of 90% or higher on an Oral Presentation about the organization and administration of athletic training programs in specific clinical practice settings (see rubric).

Source of Evidence: Presentation, either individual or group

**Target:**
90% of students will score 90% or higher

**M 118: ATR 454 Reflective Journals**
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will submit

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 454 Reflective Journals**

*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

**M 119: ATR 455 Written Exams 1-5**
90% of students in ATR 455 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-5 assessing knowledge about ethical, legal and professional behaviors as they relate to the clinical evaluation and diagnosis and management of acute and chronic illnesses and medical conditions.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will correctly respond

**M 120: ATR 456 Oral Practical Exams 1-3**
90% of students in ATR 456 will pass 100% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will pass 100% or more

**M 121: ATR 456 Written Exams 1-3**
90% of students in ATR 456 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to rehabilitation and reconditioning.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will correctly respond

**M 122: ATR 457 Written Exam 1**
90% of students in ATR 457 will correctly respond to multiple choice and multiple select questions on Written Examination 1 assessing knowledge about documentation.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will correctly respond

**M 123: ATR 457 Reflective Journals**
90% of students in ATR 457 will submit Reflective Journals discussing the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will submit

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 457 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcn 6: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 124: BOC Certification Exam**
BOC Certification Exam (http://www.bocatc.org) results will provide evidence of students passing national credentialing examinations.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
70% of students challenging the BOC Certification Exam will pass on the first attempt.

**M 125: Maintenance of CAATE Accreditation**
Maintenance of CAATE accreditation will provide evidence of the program's high level of quality.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The program will maintain CAATE accreditation.

**Finding (2013-2014) - Target: Met**
Results Summary The program has maintained CAATE accreditation. Interpretation & Conclusions We maintained accreditation because we received 10 years of continuing accreditation in 2008 & have had no accreditation actions against us since that time. The next on-site visit will take place during the 2017-2018 academic year.

**OthOtcn 7: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 128: Counts of Prospective Students**
Counts of prospective students and admitted majors will demonstrate optimal size.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Approximately 35 students will complete formal program application on an annual basis with an average enrollment of 20 students per class.

**M 129: Student:Faculty Ratios**
Student:faculty ratios will reflect optimal program enrollment.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Approximately 20 students will be admitted to the program each year, with a total program enrollment of 60 students.

**M 130: Counts of Completed Degrees**
Counts of completed degrees will demonstrate appropriate graduation rates for admitted students.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
100% of students enrolled in the program at the beginning of their final academic year will graduate within that same academic year.

**OthOtcn 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 132: CHES Alumni Survey**
The CHES alumni survey (see survey at https://www.survey.oira.ua.edu/se.aspx?sid=73AB6C005ACB0551) will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
Program graduates will express program satisfaction comparable with graduates of other programs in the college.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**ATR 257 Individualized Plans of Care**
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction with the materials and should result in better student learning. In addition, we are revising the weekly quiz questions to better align with type and style of Exam questions.

**Established in Cycle:** 2011-2012
**Implementation Status:** In-Progress
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ATR 257 Written Exam 1
- **Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012
**Responsible Person/Group:** Deidre Leaver-Dunn & Nancy Naradzay

**ATR 257 Participation Risks**
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction with the materials and should result in better student learning. In addition, we are revising the weekly quiz questions to better align with type and style of Exam questions.

**Established in Cycle:** 2011-2012
**Implementation Status:** In-Progress
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ATR 257 Written Exam 1
- **Outcome/Objective:** Managing Risk for Safe Performance

**Projected Completion Date:** 12/2012
**Responsible Person/Group:** Deidre Leaver-Dunn & Nancy Naradzay

**ATR 258 OP**
We will incorporate three “mini” oral practical exams into class during the spring 2013 semester. We will also place greater emphasis on critical thinking questions when completing clinical skill assessments. This should improve student confidence in both explaining and demonstrating discrete clinical skills.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ATR 258 Oral Practical Exam
- **Outcome/Objective:** Managing Risk for Safe Performance

**Projected Completion Date:** 04/2013
**Responsible Person/Group:** Deidre Leaver-Dunn & Nancy Naradzay

**ATR 300 EAP**
We will incorporate an Emergency Action Plan homework assignment into the ATR 300 lecture & lab activities related to Emergency Action Planning and Acute Care clinical skills during the 2012 fall semester.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ATR 300 Written Exam 1
- **Outcome/Objective:** Managing Risk for Safe Performance

**Projected Completion Date:** 12/2012
Responsible Person/Group: Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ATR 300 Reflective Journals  
- **Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ATR 300 Reflective Journals  
- **Outcome/Objective:** Understanding Approved Organizational Practices

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ATR 300 Reflective Journals  
- **Outcome/Objective:** Conducting Systematic Evaluations

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 320 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ATR 320 Clinical Scenarios  
- **Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 07/2011  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 320 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** ATR 320 Clinical Scenarios  
- **Outcome/Objective:** Understanding Approved Organizational Practices

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 320 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh
Relationships (Measure | Outcome/Objective):
  Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 320 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 320 Clinical integration Proficiencies | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 OP SP Clinical Evaluation & Diagnosis**
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

**ATR 357 OP SP Risk Assessment**
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

**ATR 357 OP SPs Immediate Care**
We will incorporate random immediate care situations in ATR 357 lab for each body region.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

**ATR 357 OP SPs Individualized Plans of Care**
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

**ATR 357 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 Rehabilitation Projects
In 2012-2013 we will expand the grading rubric for these rehabilitation projects and will make it available to students from the date when the projects are first discussed in class.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Rehabilitation Project | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 WE Clinical Evaluation & Diagnosis
We will incorporate additional differential diagnosis activities into ATR 357 lecture and will also emphasize critical thinking questions during ATR 357 lab.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Written Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 WE Individualized Plans of Care
We will increase the emphasis on the treatment, rehabilitation and reconditioning of injuries discussed in ATR 357.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 360 OP SP Risk Assessment
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 OP SPs Clinical Evaluation & Diagnosis
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 OP SPs Immediate Care**

We will incorporate more group composition adjustments into ATR 360 lab meetings where immediate care skills are taught and practiced during spring 2013.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 OP SPs Individualized Plans of Care**

We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 410 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 07/2010
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 07/2009
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn
Practices

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 420 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: ATR 420 Clinical Scenarios | **Outcome/Objective**: Providing Immediate Care

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: ATR 430 Clinical Scenarios | **Outcome/Objective**: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: ATR 430 Clinical Scenarios | **Outcome/Objective**: Understanding Approved Organizational Practices

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: ATR 430 Clinical Scenarios | **Outcome/Objective**: Providing Immediate Care

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: ATR 430 Clinical Scenarios | **Outcome/Objective**: Conducting Systematic Evaluations

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 453 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: ATR 453 Reflective Journals | **Outcome/Objective**: Understanding Approved Organizational Practices

Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 453 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 453 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 453 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 453 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 455 WE 1-5
We will consider the development of supplemental materials on each content area during the 2012 fall semester.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 455 Written Exams 1-5  
**Outcome/Objective:** Conducting Systematic Evaluations

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Rodney Brown & Deidre Leaver-Dunn

**ATR 456 OPs**

We will place video clips of these skills on the Blackboard Learn site for ATR 456 for students, instructors and clinical instructors to review.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 456 Oral Practical Exams 1 & 2  
**Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Rodney Brown, Jeri Zemke & Deidre Leaver-Dunn

**ATR 456 WE 1-3**

We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care plans during ATR 456 lecture and lab meetings.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 456 Written Exams 1-3  
**Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Rodney Brown, Jeri Zemke & Deidre Leaver-Dunn

**ATR 457 EBM Project**

Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities project at the beginning of the semester. In 2012-2013 we will require completion of a detailed draft of both elements of this project.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 457 Written EBM Therapeutic Modalities Project  
**Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Deidre Leaver-Dunn

**ATR 457 EBM Project**

Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities project at the beginning of the semester. In 2012-2013 we will require completion of a detailed draft of both elements of this project.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 457 EBM Therapeutic Modalities Project Oral Presentation  
**Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Deidre Leaver-Dunn

**ATR 457 OP**

We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care plans during ATR 457 lecture and lab meetings.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 457 Oral Practical Exams 1-3  
**Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Deidre Leaver-Dunn

**ATR 457 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 WE 1-3**
We are creating new Camtasia recordings to accompany the slides for all ATR 457 topics. This will allow more student interaction with the materials and should result in better student learning.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 357 OP SP Risk Assessment**
We will continue to incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance
Projected Completion Date: 04/2014
Responsible Person/Group: Jeri Zemke, Donna Boyd & Deidre Leaver-Dunn

**ATR 457 OP**
We will continue to emphasize clinical reasoning and critical thinking in the development of patient care plans.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 456 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2014
Responsible Person/Group: Rodney Brown, Deidre Leaver-Dunn
University of Alabama

Detailed Assessment Report
2012-2013 Athletic Trainer B.S.
As of: 7/17/2014 08:31 AM CENTRAL

Mission / Purpose
The Department of Health Science's mission is to provide strong undergraduate and graduate programs in the areas of health education and promotion and athletic training. The Department is dedicated to improving the quality of life for those in Alabama and the nation through teaching, research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Managing Risk for Safe Performance
Graduates of our program should demonstrate knowledge and skill in managing risk for safe performance and function.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 1: ATR 257 Written Exam 1
80% of students in ATR 257 will correctly respond to multiple choice and true-false questions about the most common risks associated with participation on Written Exam 1.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will correctly respond

Finding (2012-2013) - Target: Met
83% of students in ATR 257 correctly responded to questions about the most common risks associated with participation on Written Exam 1. Interpretations & Conclusions We believe that scores were improved from the previous year due to improvements in the delivery of course materials.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 257 Participation Risks
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction...

M 2: ATR 258 Oral Practical Exam
80% of students in ATR 258 will score an average of 90% or higher on an Oral Practical examination assessing the ability to explain and demonstrate injury prevention techniques.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
80% of students will score average of 90% or higher

Finding (2012-2013) - Target: Met
80% of students in ATR 258 scored an average of 90% or higher on an Oral Practical examination assessing the ability to explain & demonstrate injury prevention techniques. Interpretations & Conclusions We believe that scores were improved because we placed greater emphasis on the simultaneous execution of clinical skills while explaining those skills.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 258 OP
Established in Cycle: 2011-2012
We will incorporate three "mini" oral practical exams into class during the spring 2013 semester. We will also place greater em...

M 3: ATR 300 Written Exam 1
85% of students in ATR 300 will include all critical elements in creating an Emergency Action Plan on Written Exam 1 (see rubric).

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will include all critical elements

Finding (2012-2013) - Target: Met
88% of students in ATR 300 included all critical elements when creating an Emergency Action Plan (EAP) on Written Exam 1. Interpretations & Conclusions We believe scores were improved because we incorporated a comprehensive EAP assignment into class before Written Exam 1.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 EAP
Established in Cycle: 2011-2012
We will incorporate an Emergency Action Plan homework assignment into the ATR 300 lecture & lab activities related to Emergency ...

**M 4: ATR 310 Clinical Experience Evaluation**
85% of students in ATR 310 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate injury prevention and risk management skills (see CE grading scale).

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will score at program level or higher

- **Finding (2012-2013) - Target: Met**
  100% of students in ATR 310 scored at program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate injury prevention and risk management skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

**M 5: ATR 357 Oral Practical Exams 1-3**
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of lower extremity injury.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will pass 85% or more

- **Finding (2012-2013) - Target: Partially Met**
  80% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of lower extremity injury. Interpretations & Conclusions We believe that scores improved because we incorporated more full patient assessments into the final meeting of ATR 357 lab for each body region.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 357 OP SP Risk Assessment**
**Established in Cycle: 2011-2012**
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

**ATR 357 OP SP Risk Assessment**
**Established in Cycle: 2012-2013**
We will continue to incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

**M 6: ATR 357 Written Exams 1-3**
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing the ability to determine and communicate about risks of, and methods for preventing, lower extremity injury.

**Source of Evidence:** Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

- **Finding (2012-2013) - Target: Met**
  100% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing the ability to determine and communicate about risks of, and methods for preventing, lower extremity injury. Interpretation & Conclusions We believe that scores were so high because students are comfortable with predisposing factors for lower extremity injury.

**M 7: ATR 358 Oral Practical Exams 1-3**
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of upper extremity injury.

**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will pass 90% or more

- **Finding (2012-2013) - Target: Met**
  91% of students in ATR 358 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of upper extremity injury. Interpretation & Conclusions We believe that scores were so high because students have 1.5 years of clinical experience and have completed multiple patient evaluations over that time.

**M 8: ATR 358 Written Exams 1-3**
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing the ability to discern, evaluate and communicate about risks of, and methods for preventing, upper extremity injury.

**Source of Evidence:** Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

- **Finding (2012-2013) - Target: Met**
  100% of students in ATR 358 correctly responded to questions on Written Examinations 1-3 assessing the ability to discern, evaluate and communicate about risks of, and methods for preventing, upper extremity injury. Interpretation & Conclusions We believe that scores were so high because students at this level of the program are comfortable with the upper extremity and predisposing factors for injury.
M 9: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% of the elements of standardized patient scenarios on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of head, face, spine, thorax and abdomen injury.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 85% or more

Finding (2012-2013) - Target: Met
85% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of head, face, spine, thorax and abdomen injury. Interpretations & Conclusions We believe that scores were improved because we emphasized treatment plan considerations when discussing injuries in lecture and lab.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

ATR 360 OP SP Risk Assessment
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

M 10: ATR 454 Homework Assignments
90% of students in ATR 454 will earn a score of acceptable or above on 3 work site scenario Homework Assignments requiring the synthesis of, and communication about, multiple elements of risk management for specific clinical practice settings (see rubric).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
90% of students will score acceptable or above

Finding (2012-2013) - Target: Met
92% of students in ATR 454 earned a score of acceptable or above on 3 work site scenario Homework Assignments requiring the synthesis of, and communication about, multiple elements of risk management for specific clinical practice settings. Interpretations & Conclusions We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a permanent basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

M 11: ATR 454 Written Facility Project
90% of students in ATR 454 will earn a score of 90% or higher on a Facility Project in ATR 454 requiring the development of a comprehensive Risk Management Plan (see rubric).

Source of Evidence: Senior thesis or culminating major project

Target:
90% of students will score 90% or higher

Finding (2012-2013) - Target: Met
96% of students in ATR 454 earned a score of 90% or higher on a Facility Project requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings. Interpretations & Conclusions We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a permanent basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

M 12: ATR 454 Facility Project Oral Presentation
90% of students in ATR 454 will earn a score of 90% or higher on an Oral Presentation requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings (see rubric).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 90% or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 454 earned a score of 90% or higher on an Oral Presentation requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings. Interpretations & Conclusions We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a permanent basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

SLO 2: Conducting Systematic Evaluations
Graduates of our program should demonstrate knowledge and skill in conducting systematic evaluations and arriving at clinical diagnoses.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 13: ATR 300 Written Exams 2-4
85% of students in ATR 300 will correctly respond to multiple choice and true-false questions on Written Exams 2-4 assessing knowledge about clinical evaluation and diagnosis.

Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond

Finding (2012-2013) - Target: Met
95% of students in ATR 300 correctly responded to questions on Written Exams 2-4 assessing knowledge about clinical evaluation and diagnosis. Interpretations & Conclusions We believe that scores were so high because students in this degree program are naturally attracted to this content.

M 14: ATR 300 Oral Practical Exam
85% of students in ATR 300 will score 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in clinical evaluation and diagnosis.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score 85% or higher

Finding (2012-2013) - Target: Met
96% of students in ATR 300 scored 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in clinical evaluation and diagnosis. Interpretations & Conclusions We believe that scores were so high because students in this degree program are naturally attracted to this content.

M 15: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 16: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

M 17: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of lower extremity injuries (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 320 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of lower extremity injuries. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 18: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 7 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the lower extremity (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 320 scored at their program level or higher on 7 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the lower extremity. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the
mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 357 focuses on clinical evaluation and diagnosis of the lower extremity which should contribute to improved clinical application in this area.

**M 19: ATR 357 Oral Practical Exams 1-3**

85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injuries.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

85% of students will pass 85% or more

**Finding (2012-2013) - Target: Met**

80% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injury. Interpretations & Conclusions We believe that scores improved because we incorporated more full patient assessments into the final meeting of ATR 357 lab for each body region.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**ATR 357 OP SP Clinical Evaluation & Diagnosis**

*Established in Cycle:* 2011-2012

We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

**M 20: ATR 357 Written Exams 1-3**

85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of lower extremity injuries.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

85% of students will correctly respond

**Finding (2012-2013) - Target: Met**

86% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of lower extremity injuries. Interpretation & Conclusions We believe that scores were improved because we emphasized critical thinking through a differential diagnosis process during ATR 357 lecture and lab.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**ATR 357 WE Clinical Evaluation & Diagnosis**

*Established in Cycle:* 2011-2012

We will incorporate additional differential diagnosis activities into ATR 357 lecture and will also emphasize critical thinking ...

**M 21: ATR 357 Reflective Journals**

85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

85% of students will submit

**Finding (2012-2013) - Target: Met**

100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**ATR 357 Reflective Journals**

*Established in Cycle:* 2011-2012

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c... 

**M 22: ATR 358 Oral Practical Exams 1-3**

85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of upper extremity injuries.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

85% of students will pass 85% or more

**Finding (2012-2013) - Target: Met**

92% of students in ATR 358 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injuries. Interpretation & Conclusions We believe that scores were so high because students have 1.5 years of clinical experience and have completed multiple patient evaluations over that time.

**M 23: ATR 358 Written Exams 1-3**

85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written
Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of upper extremity injuries.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2012-2013) - Target: Met**
88% of students in ATR 358 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of upper extremity injuries. Interpretations & Conclusions We believe that scores were so high because students at this level of the program are more proficient at the differential diagnosis process and have started to think critically during the evaluation and diagnostic processes.

**M 24: ATR 360 Oral Practical Exams 1-3**
85% of students in ATR 360 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will pass 85% or more

**Finding (2012-2013) - Target: Met**
85% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injury. Interpretations & Conclusions We believe that scores were improved because we emphasized treatment plan considerations when discussing injuries in lecture and lab.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 360 OP SPs Clinical Evaluation & Diagnosis**
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

**M 25: ATR 360 Written Exams 1-3**
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2012-2013) - Target: Met**
87% of students in ATR 360 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries. Interpretations & Conclusions We believe scores were so high because students at this program level are more proficient at the differential diagnosis process and typically follow a critically pathway system during the evaluation and diagnostic processes.

**M 26: ATR 360 Reflective Journals**
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will submit

**Finding (2012-2013) - Target: Met**
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 360 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 410 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 28: ATR 410 Clinical Experience Evaluation**
90% of students in ATR 410 will score at their program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the upper extremity (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 410 scored at program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the upper extremity. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 358 focuses on clinical evaluation and diagnosis of the upper extremity which should contribute to improved clinical application in this area.

**M 29: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 30: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the head, face, spine, thorax and abdomen (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 420 scored at program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the head, face, spine, thorax and abdomen. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 360 focuses on clinical evaluation and diagnosis of the head, face, spine, thorax and abdomen which should contribute to improved clinical application in this area.

**M 31: ATR 430 Clinical Scenarios**
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
ATR 430 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 32: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 9 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on acute and chronic illnesses and medical conditions (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 430 scored at program level or higher on 9 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on acute and chronic illnesses and medical conditions. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation. Additionally, students have 1.5-2 months of additional experience and confidence at semester end, so their skills would naturally have improved.

**M 33: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 6 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the musculoskeletal system (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 453 scored at program level or higher on 6 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the musculoskeletal system. Interpretations & Conclusions We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program who have completed an intensive, three-course series on the clinical evaluation and diagnosis of the musculoskeletal system.

**M 34: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

**Finding (2012-2013) - Target: Met**
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
M 36: ATR 455 Written Exams 1-5
90% of students in ATR 455 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-5 assessing knowledge about the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will correctly respond
Finding (2012-2013) - Target: Met
90.5% of students in ATR 455 correctly responded to questions on Written Examinations 1-5 assessing knowledge about the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions. Interpretations & Conclusions We believe that scores were improved because the instructor emphasized the need for students to devote additional time to course content since it does not address topics with which they have previous familiarity.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 455 WE 1-5
Established in Cycle: 2011-2012
We will consider the development of supplemental materials on each content area during the 2012 fall semester.

M 37: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will submit
Finding (2012-2013) - Target: Met
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 3: Providing Immediate Care
Graduates of our program should demonstrate knowledge and skill in providing standard immediate care procedures used for efficient and appropriate care of the injured.

Connected Documents
Curriculum Maps I - Athletic Training B.S.
Curriculum Maps II - Athletic Training B.S.

Related Measures

M 38: ATR 272 Skills Exams
80% of students in ATR 272 will score 80% or higher on the American Heart Association's CPR and First Aid Skills Exams.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
80% of students will score 80% or higher
Finding (2012-2013) - Target: Met
100% of students in ATR 272 scored 80% or higher on the American Heart Association’s CPR and First Aid Skills Exams. Interpretations & Conclusions We believe that scores were so high because students have multiple opportunities to practice these skills.

M 39: ATR 272 Written Exams
80% of students in ATR 272 will score 80% or higher on the American Heart Association's CPR and First Aid Written Exams.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
80% of students will score 80% or higher
Finding (2012-2013) - Target: Met
98% of students in ATR 272 scored 80% or higher on the American Heart Association’s CPR and First Aid Written Exams. Interpretations & Conclusions We believe that scores were so high because students have complete quizzes and multiple skill practice sessions before taking the topic-specific written exams.

M 40: ATR 300 Oral Practical Exam
85% of students in ATR 300 will score 80% or higher on an Oral Practical Examination assessing knowledge and application of skills in immediate care.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score 80% or higher

**Finding (2012-2013) - Target: Met**
92% of students in ATR 300 scored 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in immediate care. Interpretations & Conclusions We believe that scores were so high because students in this degree program complete annual first aid, safety CPR training in addition to learning advanced skills in this course.

**M 41: ATR 300 Reflective Journa**
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

**Finding (2012-2013) - Target: Met**
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 300 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

M 45: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care.
Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

Finding (2012-2013) - Target: Met
80% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care. Interpretations & Conclusions We believe that scores improved because we incorporated more full patient assessments into the final meeting of ATR 357 lab for each body region.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SPs Immediate Care
Established in Cycle: 2011-2012
We will incorporate random immediate care situations in ATR 357 lab for each body region.

M 46: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will submit

**Finding (2012-2013) - Target: Met**
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 360 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c... 

**M 50: ATR 410 Clinical Scenarios**
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 410 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 51: ATR 410 Clinical Experience Evaluation**
90% of students in ATR 410 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 410 scored at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

**M 52: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 53: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 420 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

M 54: ATR 430 Clinical Scenarios
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenarios areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 430 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 55: ATR 430 Clinical Experience Evaluation
90% of students in ATR 430 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 430 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation. Additionally, students have 1.5-2 months of additional experience and confidence at semester end, so their skills would naturally have improved.

M 56: ATR 453 Clinical Experience Evaluation
90% of students in ATR 453 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 453 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program who have completed instruction and progressively complex formal evaluations of all acute care competencies by this point in the program.

M 57: ATR 453 Reflective Journals
90% of students in ATR 453 will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 453 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 454 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 59: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 4: Establishing and Implementing Individualized Plans of Care
Graduates of our program should demonstrate knowledge and skill in establishing and implementing individualized treatment, rehabilitation and reconditioning plans.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 60: ATR 257 Written Exam 1
80% of students in ATR 257 will correctly respond to multiple choice and true-false questions about the basic elements of treatment, rehabilitation and reconditioning on Written Exam 1 .

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will correctly respond

Finding (2012-2013) - Target: Met
82% of students in ATR 257 correctly responded to questions about the basic elements of treatment, rehabilitation and reconditioning on Written Exam 1. Interpretations & Conclusions We believe that scores were improved because of additional opportunities for students to interact with the content outside of class.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 257 Individualized Plans of Care
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction...

M 61: ATR 300 Written Exam 1
85% of students in ATR 300 will include all critical elements in describing the Acute Inflammatory Response on Written Exam 1 (see rubric)

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will include all critical elements

Finding (2012-2013) - Target: Met
85% of students in ATR 300 included all critical elements in describing the Acute Inflammatory Response on Written Exam 1. Interpretations & Conclusions We believe that scores were adequate because this is a topic that is taught in a progressive manner beginning in ATR 257.
M 62: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 63: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 310 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation. Additionally, students have 1.5-2 months of additional experience and confidence at semester end, so their skills would naturally have improved.

M 64: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 320 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the treatment, rehabilitation and reconditioning. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 320. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 65: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 320 scored at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

M 66: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more
Finding (2012-2013) - Target: Met
80% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning. Interpretations & Conclusions We believe that scores improved because we incorporated more full patient assessments into the final meeting of ATR 357 lab for each body region.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SPs Individualized Plans of Care
Established in Cycle: 2011-2012
We will incorporate more full patient assessments into the final meeting of ATR 357 lab for each body region.

M 67: ATR 357 Rehabilitation Project
85% of students in ATR 357 will earn a score of acceptable or above on a condition-specific Rehabilitation Project (see rubric).

Source of Evidence: Senior thesis or culminating major project

Target:
85% of students will score acceptable or above

Finding (2012-2013) - Target: Met
88% of students in ATR 357 earned a score acceptable or above on a condition-specific Rehabilitation Project. Interpretations & Conclusions We believe that scores were not on target because students did not write critically in completing specific sections of the project.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Rehabilitation Projects
Established in Cycle: 2011-2012
In 2012-2013 we will expand the grading rubric for these rehabilitation projects and will make it available to students from the...

M 68: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of lower extremity injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2012-2013) - Target: Met
86% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of lower extremity injuries. Interpretation & Conclusions We believe that scores were improved because we emphasized critical thinking through a differential diagnosis process during ATR 357 lecture and lab.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 WE Individualized Plans of Care
Established in Cycle: 2011-2012
We will increase the emphasis on the treatment, rehabilitation and reconditioning of injuries discussed in ATR 357.

M 69: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 70: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more
Finding (2012-2013) - Target: Met

94% of students in ATR 358 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning. Interpretations & Conclusions We believe that scores were so high because students have 1.5 years of clinical experience and have completed multiple patient evaluations over that time.

M 71: ATR 358 Rehabilitation Project
85% of students in ATR 358 will earn a score of acceptable or above on a condition-specific Rehabilitation Project (see rubric).
Source of Evidence: Senior thesis or culminating major project
Target: 85% of students will score acceptable or above
Finding (2012-2013) - Target: Met
100% of students in ATR 358 earned a score acceptable or above on a condition-specific Rehabilitation Project. Interpretations & Conclusions We believe that scores were so high because students learned from errors on their ATR 357 Rehabilitation Projects.

M 72: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of upper extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target: 85% of students will correctly respond
Finding (2012-2013) - Target: Met
91% of students in ATR 358 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of upper extremity injuries. Interpretation & Conclusions We believe that scores were so high because students at this level of the program are simultaneously enrolled in ATR 457 (Therapeutic Modalities). As a result, they have begun to see the connections between the evaluation, diagnosis and ongoing care of injuries.

M 73: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.
Source of Evidence: Presentation, either individual or group
Target: 85% of students will pass 85% or more
Finding (2012-2013) - Target: Met
85% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing assessing treatment, rehabilitation and reconditioning. Interpretations & Conclusions We believe that scores were improved because we emphasized treatment plan considerations when discussing injuries in lecture and lab.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 OP SPs Individualized Plans of Care
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

M 74: ATR 360 Written Exams 1-3
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of head, face, spine, thorax and abdomen injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target: 85% of students will correctly respond
Finding (2012-2013) - Target: Met
87% of students in ATR 360 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of head, face, spine, thorax and abdomen injuries. Interpretation & Conclusions We believe that scores were so high because students at this level of the program are simultaneously enrolled in ATR 456 (Rehabilitation Techniques) and have already completed ATR 457 (Therapeutic Modalities). As a result, they understand the connections between the evaluation, diagnosis and ongoing care of injuries.

M 75: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target: 85% of students will submit
Finding (2012-2013) - Target: Met
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about their
experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 360 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c... 

**M 76: ATR 410 Clinical Scenarios**
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 410 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 77: ATR 410 Clinical Experience Evaluation**
90% of students in ATR 410 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 410 scored at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**M 78: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning; Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 79: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 420 scored at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at midterm & at the conclusion of the semester. Students perform better on end of semester Clinical Experience
Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

**M 80: ATR 430 Clinical Scenarios**
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

**Finding (2012-2013) - Target: Met**
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 81: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 430 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation. Additionally, students have 1.5-2 months of additional experience and confidence at semester end, so their skills would naturally have improved.

**M 82: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**Finding (2012-2013) - Target: Met**
100% of students in ATR 453 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program who have completed instruction and progressively complex formal evaluations of all acute care competencies by this point in the program.

**M 83: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will submit

**Finding (2012-2013) - Target: Met**
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will piloting a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 454 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 85: ATR 456 Oral Practical Exams 1&2
90% of students in ATR 456 will score 85% or higher on Oral Practical Examinations 1 and 2 assessing rehabilitation and reconditioning skills.

Source of Evidence: Presentation, either individual or group

Target:
90% of students will score 85% or higher

Finding (2012-2013) - Target: Met
91% of students in ATR 456 scored 85% or higher on Oral Practical Examinations 1 and 2 assessing rehabilitation and reconditioning skills. Interpretations & Conclusions We believe that scores were improved because of additional opportunities for students to interact with the content outside of class and lab sessions.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 456 OPs
Established in Cycle: 2011-2012
We will place video clips of these skills on the Blackboard Learn site for ATR 456 for students, instructors and clinical instru...

M 86: ATR 456 Rehabilitation Project Critical Analysis Oral Presentation
90% of students in ATR 456 will earn a score of acceptable or above on an Oral Presentation of a critical analysis of two rehabilitation projects (see rubric).

Source of Evidence: Presentation, either individual or group

Target:
90% of students will score acceptable or above

Finding (2012-2013) - Target: Not Reported This Cycle

M 87: ATR 456 Written Rehabilitation Project Critical Analysis
90% of students in ATR 456 will earn a score of acceptable or above on a Rehabilitation Project critical analysis (see rubric).

Source of Evidence: Senior thesis or culminating major project

Target:
90% of students will score acceptable or above

Finding (2012-2013) - Target: Not Reported This Cycle
not reported this cycle

M 88: ATR 456 Written Exams 1-3
90% of students in ATR 456 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about rehabilitation and reconditioning.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2012-2013) - Target: Partially Met
90% of students in ATR 456 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning. Interpretation & Conclusions We believe that scores improved because we emphasized critical thinking and clinical reasoning when discussing treatment plan development in lecture and lab.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 456 WE 1-3
Established in Cycle: 2011-2012
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care pl...

ATR 456 WE 1-3
Established in Cycle: 2012-2013
We will continue to emphasize clinical reasoning and critical thinking in the development of patient care
plans.

M 89: ATR 457 Oral Practical Exams 1-3
90% of students in ATR 457 will score 85% or higher on Oral Practical Examinations 1-3 assessing treatment skills.
Source of Evidence: Presentation, either individual or group

Target:
90% of students will score 85% or higher

Finding (2012-2013) - Target: Met
91% of students in ATR 457 scored 85% or higher on an Oral Practical Examination assessing treatment skills. Interpretations & Conclusions We believe that scores were improved because we emphasized critical thinking and clinical reasoning in the development of treatment plans.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 OP
Established in Cycle: 2011-2012
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care pl...

M 90: ATR 457 EBM Therapeutic Modalities Project Oral Presentation
90% of students in ATR 457 will earn a score of 85% or higher on an Oral Presentation of an evidence-based medicine therapeutic modalities project (see rubric).
Source of Evidence: Presentation, either individual or group

Target:
90% of students will score 85% or higher

Finding (2012-2013) - Target: Met
91% of students in ATR 457 earned a score of 85% or above on an Oral Presentation of an evidence-based medicine therapeutic modalities project. Interpretations & Conclusions We believe that scores were improved because students had a greater awareness of the grade detail and devoted appropriate attention to all sections.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 EBM Project
Established in Cycle: 2011-2012
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities...

M 91: ATR 457 Written EBM Therapeutic Modalities Project
90% of students in ATR 457 will score of 85% or higher on an Evidence-Based Medicine Therapeutic Modalities Project (see rubric).
Source of Evidence: Senior thesis or culminating major project

Target:
90% of students will score 85% or higher

Finding (2012-2013) - Target: Met
91% of students in ATR 457 earned a score of 85% or above on an Evidence-Based Medicine Therapeutic Modalities Project. Interpretations & Conclusions We believe that scores were improved because students had a greater awareness of the grade detail and devoted appropriate attention to all sections.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 EBM Project
Established in Cycle: 2011-2012
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities...

M 92: ATR 457 Written Exams 1-3
90% of students in ATR 457 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about treatment.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2012-2013) - Target: Met
91% of students in ATR 457 scored 85% or higher on Written Examinations 1-3 assessing knowledge about treatment. Interpretations & Conclusions We believe that scores were improved because we emphasized the need for students to devote additional study time secondary to the atypical nature of the course content.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 WE 1-3
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 457 topics. This will allow more student interaction...
M 93: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 5: Understanding Approved Organizational Practices
Graduates of our program should demonstrate knowledge and skill in understanding and adhering to approved organizational and professional practices to ensure individual and organizational well-being.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 94: ATR 300 Written Exam 1
85% of students in ATR 300 will correctly respond to multiple choice and multiple select questions on Written Examination 1 assessing knowledge about documentation.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2012-2013) - Target: Met
87% of students in ATR 300 correctly responded to questions on Written Exam 1 assessing knowledge about documentation. Interpretations & Conclusions We believe that scores were so high because this is a topic that is taught in a progressive manner beginning in ATR 257.

M 95: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 96: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 310 scored at program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 97: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors (see CS grading scale).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
85% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 320 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 320. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 98: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 320 scored at program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 99: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will pass 100%

Finding (2012-2013) - Target: Met
100% of students in ATR 357 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 100: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to lower extremity injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2012-2013) - Target: Met
100% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to lower extremity injuries. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 101: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 102: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
85% of students will pass 100%
Finding (2012-2013) - Target: Met
100% of students in ATR 358 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 103: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to upper extremity injuries
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond
Finding (2012-2013) - Target: Met
100% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to upper extremity injuries. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 104: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
85% of students will pass 100%
Finding (2012-2013) - Target: Met
100% of students in ATR 360 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 105: ATR 360 Written Exams 1-3
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to head, face, spine, thorax and abdomen injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond
Finding (2012-2013) - Target: Met
93% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to head, face, spine, thorax and abdomen injuries. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 106: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.
Source of Evidence: Portfolio, showing skill development or best work
Target:
85% of students will submit
Finding (2012-2013) - Target: Met
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
M 107: ATR 410 Clinical Scenarios
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors (see CS grading scale).
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 410 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 108: ATR 410 Clinical Experience Evaluation
90% of students in ATR 410 will score at their program level or higher on 16 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 410 scored at program level or higher on 16 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice. Interpretations & Conclusions We believe that scores were so high because students were evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 109: ATR 420 Clinical Scenarios
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors in the organization and administration of an athletic training program (see CS grading scale).
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 420 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 110: ATR 420 Clinical Experience Evaluation
90% of students in ATR 420 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 420 scored at program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice. Interpretations & Conclusions We believe that scores were so high because students were evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 111: ATR 430 Clinical Scenarios
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors in the organization and administration of an athletic training program (see CS grading scale).
Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score 4/4

Finding (2012-2013) - Target: Met
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 430 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 112: ATR 430 Clinical Experience Evaluation
90% of students in ATR 430 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 430 scored at program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice. Interpretations & Conclusions We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 113: ATR 453 Clinical Experience Evaluation
90% of students in ATR 453 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score at program level or higher

Finding (2012-2013) - Target: Met
100% of students in ATR 453 scored at program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice. Interpretations & Conclusions We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program.

M 114: ATR 453 Reflective Journals
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 453 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
M 116: ATR 454 Written Facility Project
90% of students in ATR 454 will earn a score of 90% or higher on a Facility Project requiring the development of a comprehensive plan for operation of an athletic training program in specific clinical practice settings (see rubric).
Source of Evidence: Project, either individual or group
Target:
90% of students will score 90% or higher
Finding (2012-2013) - Target: Met
100% of students in ATR 454 earned a score of acceptable or above on a Facility Project requiring the development of a comprehensive plan for operation of an athletic training program in specific clinical practice settings. Interpretations & Conclusions We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a permanent basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

M 117: ATR 454 Facility Project Oral Presentation
90% of students in ATR 454 will earn a score of 90% or higher on an Oral Presentation about the organization and administration of athletic training programs in specific clinical practice settings (see rubric).
Source of Evidence: Presentation, either individual or group
Target:
90% of students will score 90% or higher
Finding (2012-2013) - Target: Met
100% of students in ATR 454 earned a score of acceptable or above on an Oral Presentation about the organization and administration of athletic training programs in specific clinical practice settings. Interpretations & Conclusions We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a permanent basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

M 118: ATR 454 Reflective Journals
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will submit
Finding (2012-2013) - Target: Met
100% of students in ATR 454 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 119: ATR 455 Written Exams 1-5
90% of students in ATR 455 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-5 assessing knowledge about ethical, legal and professional behaviors as they relate to the clinical evaluation and diagnosis and management of acute and chronic illnesses and medical conditions.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will correctly respond
Finding (2012-2013) - Target: Met
100% of students in ATR 455 correctly responded to questions on Written Examinations 1-5 assessing knowledge about ethical, legal and professional behaviors as they relate to the clinical evaluation and diagnosis and management of acute and chronic illnesses and medical conditions. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 120: ATR 456 Oral Practical Exams 1-3
90% of students in ATR 456 will pass 100% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will pass 100% or more
Finding (2012-2013) - Target: Met
100% of students in ATR 456 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.
M 121: ATR 456 Written Exams 1-3
90% of students in ATR 456 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to rehabilitation and reconditioning.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2012-2013) - Target: Met
100% of students in ATR 456 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to as they relate to rehabilitation and reconditioning. Interpretations & Conclusions We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 122: ATR 457 Written Exam 1
90% of students in ATR 457 will correctly respond to multiple choice and multiple select questions on Written Examination 1 assessing knowledge about documentation.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2012-2013) - Target: Met
100% of students in ATR 457 correctly responded to questions on Written Exam 1 assessing knowledge about documentation. Interpretations & Conclusions We believe that scores were so high because this is a topic that is taught in a progressive manner beginning in ATR 257.

M 123: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals discussing the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will submit

Finding (2012-2013) - Target: Met
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences. Interpretations & Conclusions We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 128: Counts of Prospective Students**
Counts of prospective students and admitted majors will demonstrate optimal size.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Approximately 35 students will complete formal program application on an annual basis with an average enrollment of 20 students per class.

**Finding (2012-2013) - Target: Met**
Results Summary: 51 students completed formal program application during the 2013 spring semester. Twenty-four of these students were admitted as the 1st year cohort for the 2013-2014 academic year. As of September 2013, there are 62 undergraduate students enrolled in Athletic Training. Interpretation & Conclusions: The number of prospective students completing program application increased from 37 students in 2012 to 51 in 2013. Actual program enrollment grew from 55 in Fall 2012 to 62 in Fall 2013. This represents a 13% increase, which is consistent with a steady upward enrollment trend over the past 2 years. We expect to continue to increase or maintain this number of students enrolled in Athletic Training.

**M 129: Student:Faculty Ratios**
Student:faculty ratios will reflect optimal program enrollment.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Approximately 20 students will be admitted to the program each year, with a total program enrollment of 60 students.

**Finding (2012-2013) - Target: Met**
Results Summary: 51 students completed formal program application during the 2013 spring semester. Twenty-four of these students were admitted as the 1st year cohort for the 2013-2014 academic year. As of September 2013, there are 62 undergraduate students enrolled in Athletic Training. Interpretation & Conclusions: The number of prospective students completing program application increased from 37 students in 2012 to 51 in 2013. Actual program enrollment grew from 55 in Fall 2012 to 62 in Fall 2013. This represents a 13% increase, which is consistent with a steady upward enrollment trend over the past 2 years. We expect to continue to increase or maintain this number of students enrolled in Athletic Training.

**M 130: Counts of Completed Degrees**
Counts of completed degrees will demonstrate appropriate graduation rates for admitted students.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
100% of students enrolled in the program at the beginning of their final academic year will graduate within that same academic year.

**Finding (2012-2013) - Target: Met**
Results Summary: 100% of students enrolled in their 3rd year of the program in 2012-2013 graduated from the program in 2012-2013. Interpretation & Conclusions: We believe these students graduate as scheduled because of program sequencing and eligibility requirements.

**OthOtm8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 132: CHES Alumni Survey**
The CHES alumni survey (see survey at https://www.surveyoira.uu.edu/se.ashx?673AB6C005AC80551) will provide evidence of the program being highly valued by program graduates.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
Program graduates will express program satisfaction comparable with graduates of other programs in the college.

**Finding (2012-2013) - Target: Not Reported This Cycle**
The CHES Alumni Survey was not conducted in the 2012-2013 academic year.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**ATR 257 Individualized Plans of Care**
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction with the materials and should result in better student learning. In addition, we are revising our weekly quiz questions to better align with type and style of Exam questions.

**Established in Cycle:** 2011-2012
**Implementation Status:** In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ATR 257 Written Exam 1
- **Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012
**Responsible Person/Group:** Deidre Leaver-Dunn & Nancy Naradzay

**ATR 257 Participation Risks**
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction with the materials and should result in better student learning. In addition, we are revising the weekly quiz questions to better align with type and style of Exam questions.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 257 Written Exam 1 | Outcome/Objective: Managing Risk for Safe Performance

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn & Nancy Narazday

ATR 258 OP
We will incorporate three "mini" oral practical exams into class during the spring 2013 semester. We will also place greater emphasis on critical thinking questions when completing clinical skill assessments. This should improve student confidence in both explaining and demonstrating discrete clinical skills.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 258 Oral Practical Exam | Outcome/Objective: Managing Risk for Safe Performance

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn & Nancy Narazday

ATR 300 EAP
We will incorporate an Emergency Action Plan homework assignment into the ATR 300 lecture & lab activities related to Emergency Action Planning and Acute Care clinical skills during the 2012 fall semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 300 Written Exam 1 | Outcome/Objective: Managing Risk for Safe Performance

Projected Completion Date: 12/2012
Responsible Person/Group: Justin Goins & Deidre Leaver-Dunn

ATR 300 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 300 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 12/2012
Responsible Person/Group: Justin Goins & Deidre Leaver-Dunn

ATR 300 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 300 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices

Projected Completion Date: 12/2012
Responsible Person/Group: Justin Goins & Deidre Leaver-Dunn

ATR 300 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 300 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 12/2012
Responsible Person/Group: Justin Goins & Deidre Leaver-Dunn

ATR 300 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: ATR 300 Reflective Journals | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 12/2012
Responsible Person/Group: Justin Goins & Deidre Leaver-Dunn
ATR 320 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 07/2011
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 320 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 320 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 320 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 OP SP Clinical Evaluation & Diagnosis
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 OP SP Risk Assessment
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 OP SPs Immediate Care
We will incorporate random immediate care situations in ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn
ATR 357 OP SPs Individualized Plans of Care
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 Rehabilitation Projects
In 2012-2013 we will expand the grading rubric for these rehabilitation projects and will make it available to students from the date when the projects are first discussed in class.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Rehabilitation Project | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 WE Clinical Evaluation & Diagnosis
We will incorporate additional differential diagnosis activities into ATR 357 lecture and will also emphasize critical thinking questions during ATR 357 lab.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 357 Written Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 WE Individualized Plans of Care
We will increase the emphasis on the treatment, rehabilitation and reconditioning of injuries discussed in ATR 357.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 360 OP SP Risk Assessment
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 OP SPs Clinical Evaluation & Diagnosis
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 OP SPs Immediate Care
We will incorporate more group composition adjustments into ATR 360 lab meetings where immediate care skills are taught and practiced during spring 2013.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 OP SPs Individualized Plans of Care
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 360 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 360 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 07/2010
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 420 Clinical Scenarios  
  **Outcome/Objective:** Conducting Systematic Evaluations

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 420 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 420 Clinical Scenarios  
  **Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 420 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 420 Clinical Scenarios  
  **Outcome/Objective:** Providing Immediate Care

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 420 Clinical Scenarios  
  **Outcome/Objective:** Understanding Approved Organizational Practices

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 430 Clinical Scenarios  
  **Outcome/Objective:** Conducting Systematic Evaluations

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 430 Clinical Scenarios  
  **Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 430 CSs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
  **Measure:** ATR 430 Clinical Scenarios  
  **Outcome/Objective:** Providing Immediate Care

**Projected Completion Date:** 07/2012
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

### ATR 430 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 430 Clinical Scenarios  
**Outcome/Objective:** Understanding Approved Organizational Practices

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

### ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 453 Reflective Journals  
**Outcome/Objective:** Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 06/2013  
**Responsible Person/Group:** Deidre Leaver-Dunn

### ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 453 Reflective Journals  
**Outcome/Objective:** Understanding Approved Organizational Practices

**Projected Completion Date:** 06/2013  
**Responsible Person/Group:** Deidre Leaver-Dunn

### ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 453 Reflective Journals  
**Outcome/Objective:** Conducting Systematic Evaluations

**Projected Completion Date:** 06/2013  
**Responsible Person/Group:** Deidre Leaver-Dunn

### ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 453 Reflective Journals  
**Outcome/Objective:** Providing Immediate Care

**Projected Completion Date:** 06/2013  
**Responsible Person/Group:** Deidre Leaver-Dunn

### ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** ATR 454 Reflective Journals  
**Outcome/Objective:** Providing Immediate Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

### ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 455 WE 1-5
We will consider the development of supplemental materials on each content area during the 2012 fall semester.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 455 Written Exams 1-5 | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 12/2012
Responsible Person/Group: Rodney Brown & Deidre Leaver-Dunn

ATR 456 OPs
We will place video clips of these skills on the Blackboard Learn site for ATR 456 for students, instructors and clinical instructors to review.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 456 Oral Practical Exams 1 & 2 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Rodney Brown, Jeri Zemke & Deidre Leaver-Dunn

ATR 456 WE 1-3
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care plans during ATR 456 lecture and lab meetings.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 456 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 04/2013
Responsible Person/Group: Rodney Brown, Jeri Zemke & Deidre Leaver-Dunn

ATR 457 EBM Project
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities project at the beginning of the semester. In 2012-2013 we will require completion of a detailed draft of both elements of this project.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Written EBM Therapeutic Modalities Project | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 EBM Project
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM
Therapeutic Modalities project at the beginning of the semester. In 2012-2013 we will require completion of a detailed
draft of both elements of this project.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 EBM Therapeutic Modalities Project Oral Presentation | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 OP
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of
patient care plans during ATR 457 lecture and lab meetings.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 OP | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across
all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across
all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across
all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across
all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 457 WE 1-3
We are creating new Camtasia recordings to accompany the slides for all ATR 457 topics. This will allow more student
interaction with the materials and should result in better student learning.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ATR 457 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

ATR 357 OP SP Risk Assessment
We will continue to incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance
  Projected Completion Date: 04/2014
  Responsible Person/Group: Jeri Zemke, Donna Boyd & Deidre Leaver-Dunn

ATR 456 WE 1-3
We will continue to emphasize clinical reasoning and critical thinking in the development of patient care plans.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 456 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
  Projected Completion Date: 04/2014
  Responsible Person/Group: Rodney Brown, Deidre Leaver-Dunn
Mission / Purpose
The Department of Health Science’s mission is to provide strong undergraduate and graduate programs in the areas of health education and promotion and athletic training. The Department is dedicated to improving the quality of life for those in Alabama and the nation through teaching, research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Managing Risk for Safe Performance
Graduates of our program should demonstrate knowledge and skill in managing risk for safe performance and function.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 1: ATR 257 Written Exam 1
80% of students in ATR 257 will correctly respond to multiple choice and true-false questions about the most common risks associated with participation on Written Exam 1.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will correctly respond

Finding (2011-2012) - Target: Not Met

Results Summary
71% of students in ATR 257 correctly responded to questions about the most common risks associated with participation on Written Exam 1.

Interpretations & Conclusions
We believe that scores were so low because this is an early topic in a course that differs significantly in content from others previously taken by these students. They need additional opportunities for exposure to the content.

Related Action Plans (by established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 257 Participation Risks
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interactio...

M 2: ATR 258 Oral Practical Exam
80% of students in ATR 258 will score an average of 90% or higher on an Oral Practical examination assessing the ability to explain and demonstrate injury prevention techniques.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
80% of students will score average of 90% or higher

Finding (2011-2012) - Target: Not Met

Results Summary
43% of students in ATR 258 scored an average of 90% or higher on an Oral Practical examination assessing the ability to explain & demonstrate injury prevention techniques.

Interpretations & Conclusions
We believe that scores were so low because this type of exam setting is new to these students. They are unaccustomed to explaining their work as they complete skills in a time-limited environment.

Related Action Plans (by established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 258 OP
Established in Cycle: 2011-2012
We will incorporate three "mini" oral practical exams into class during the spring 2013 semester. We will also place greater em...

M 3: ATR 300 Written Exam 1
85% of students in ATR 300 will include all critical elements in creating an Emergency Action Plan on Written Exam 1 (see rubric).

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will include all critical elements

Finding (2011-2012) - Target: Not Met
Results Summary
53% of students in ATR 300 included all critical elements when creating an Emergency Action Plan on Written Exam 1.

Interpretations & Conclusions
We believe scores were so low because students had discussed elements of an EAP during lecture & lab, but had not been asked to synthesize those elements prior to Written Exam 1.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 EAP
Established in Cycle: 2011-2012
We will incorporate an Emergency Action Plan homework assignment into the ATR 300 lecture & lab activities related to Emergency ...

M 4: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate injury prevention and risk management skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 310 scored at program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate injury prevention and risk management skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 5: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of lower extremity injury.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 85% or more

Finding (2011-2012) - Target: Not Met

Results Summary
28% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of lower extremity injury.

Interpretations & Conclusions
We believe that scores were so low because this type of patient scenario is new to these students. They are unaccustomed to completing full patient assessments in a time limited environment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SP Risk Assessment
Established in Cycle: 2011-2012
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

M 6: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing the ability to determine and communicate about risks of, and methods for preventing, lower extremity injury.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing the ability to determine and communicate about risks of, and methods for preventing, lower extremity injury.

Interpretation & Conclusions
We believe that scores were so high because students are comfortable with predisposing factors for lower extremity injury.

M 7: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of upper extremity injury.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 90% or more

Finding (2011-2012) - Target: Met

Results Summary
94% of students in ATR 358 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of upper extremity injury.

**Interpretation & Conclusions**
We believe that scores were so high because students have 1.5 years of clinical experience and have completed multiple patient evaluations over that time.

**M 8: ATR 358 Written Exams 1-3**
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing the ability to discern, evaluate and communicate about risks of, and methods for preventing, upper extremity injury.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 358 correctly responded to questions on Written Examinations 1-3 assessing the ability to discern, evaluate and communicate about risks of, and methods for preventing, upper extremity injury.

**Interpretation & Conclusions**
We believe that scores were so high because students at this level of the program are comfortable with the upper extremity and predisposing factors for injury.

**M 9: ATR 360 Oral Practical Exams 1-3**
85% of students in ATR 360 will pass 85% of the elements of standardized patient scenarios on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of head, face, spine, thorax and abdomen injury.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will pass 85% or more

**Finding (2011-2012) - Target: Not Met**

**Results Summary**
65% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the ability to discern, evaluate and communicate about risk of head, face, spine, thorax and abdomen injury.

**Interpretations & Conclusions**
We believe that scores were so low because these examinations included 2 separate standardized patient scenarios requiring the development of a 5 day patient treatment plan. Students at this program level are unaccustomed to developing comprehensive treatment plans in a time limited environment.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 360 OP SP Risk Assessment**
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

**M 10: ATR 454 Homework Assignments**
90% of students in ATR 454 will earn a score of acceptable or above on 3 work site scenario Homework Assignments requiring the synthesis of, and communication about, multiple elements of risk management for specific clinical practice settings (see rubric).

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
90% of students will score acceptable or above

**Finding (2011-2012) - Target: Met**

**Results Summary**
94% of students in ATR 454 earned a score of acceptable or above on 3 work site scenario Homework Assignments requiring the synthesis of, and communication about, multiple elements of risk management for specific clinical practice settings.

**Interpretations & Conclusions**
We believe that scores were so high because the instructor spent additional time at the beginning of the semester emphasizing the practical and applied nature of ATR 454 course content.

**M 11: ATR 454 Written Facility Project**
90% of students in ATR 454 will earn a score of 90% or higher on a Facility Project in ATR 454 requiring the development of a comprehensive Risk Management Plan (see rubric).

Source of Evidence: Senior thesis or culminating major project

**Target:**
90% of students will score 90% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 454 earned a score of 90% or higher on a Facility Project requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings.

**Interpretations & Conclusions**
We believe that scores were so high because we implemented a Memorandum of Understanding within the
ATR 454 Facility Project on a trial basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

**M 12: ATR 454 Facility Project Oral Presentation**
90% of students in ATR 454 will earn a score of 90% or higher on an Oral Presentation requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings (see rubric).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 90% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 454 earned a score of 90% or higher on an Oral Presentation requiring synthesis of, and communication about, risk management and injury prevention strategies for specific clinical practice settings.

**Interpretations & Conclusions**
We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a trial basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

**SLO 2: Conducting Systematic Evaluations**
Graduates of our program should demonstrate knowledge and skill in conducting systematic evaluations and arriving at clinical diagnoses.

**Connected Documents**
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

**Related Measures**

**M 13: ATR 300 Written Exams 2-4**
85% of students in ATR 300 will correctly respond to multiple choice and true-false questions on Written Exams 2-4 assessing knowledge about clinical evaluation and diagnosis.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2011-2012) - Target: Met**

**Results Summary**
92% of students in ATR 300 correctly responded to questions on Written Exams 2-4 assessing knowledge about clinical evaluation and diagnosis.

**Interpretations & Conclusions**
We believe that scores were so high because students in this degree program are naturally attracted to this content.

**M 14: ATR 300 Oral Practical Exam**
85% of students in ATR 300 will score 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in clinical evaluation and diagnosis.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will score 85% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
94.7% of students in ATR 300 scored 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in clinical evaluation and diagnosis.

**Interpretations & Conclusions**
We believe that scores were so high because students in this degree program are naturally attracted to this content.

**M 15: ATR 300 Reflective Journals**
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.
ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 16: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 310 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 17: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of lower extremity injuries (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 320 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of lower extremity injuries.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 320. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 18: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 7 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the lower extremity (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 320 scored at their program level or higher on 7 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the lower extremity.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 357 focuses on clinical evaluation and diagnosis of the lower extremity which should contribute to improved clinical application in this area.

M 19: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injuries.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 85% or more

Finding (2011-2012) - Target: Not Met

Results Summary
50% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injuries.

Interpretations & Conclusions
We believe that scores were so low because this type of patient scenario is new to these students. They are unaccustomed to completing full patient assessments in a time limited environment.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SP Clinical Evaluation & Diagnosis
Established in Cycle: 2011-2012
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

M 20: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of lower extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond
Finding (2011-2012) - Target: Not Met
Results Summary
74% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of lower extremity injuries.

Interpretation & Conclusions
We believe that scores were so low because students tend to memorize characteristics of discrete injuries and not to think critically about differential diagnosis between similar injuries.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 WE Clinical Evaluation & Diagnosis
Established in Cycle: 2011-2012
We will incorporate additional differential diagnosis activities into ATR 357 lecture and will also emphasize critical thinking ...

M 21: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will submit
Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 22: ATR 358 Oral Practical Exams 1-3
85% of students in ATR 358 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of upper extremity injuries.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will pass 85% or more
Finding (2011-2012) - Target: Met
Results Summary
94% of students in ATR 358 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of lower extremity injuries.

Interpretation & Conclusions
We believe that scores were so high because students at this program level have 1.5 years of clinical experience and have completed multiple patient evaluations over that time.

M 23: ATR 358 Written Exams 1-3
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of upper extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
85% of students will correctly respond
Finding (2011-2012) - Target: Met
Results Summary
87.03% of students in ATR 358 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of upper extremity injuries.
Interpretation & Conclusions
We believe that scores were so high because students at this level of the program are more proficient at differential diagnosis and have started to think critically during the evaluation and diagnostic processes.

M 24: ATR 360 Oral Practical Exams 1-3
85% of students in ATR 360 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will pass 85% or more

Finding (2011-2012) - Target: Not Met

Results Summary
71% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Interpretations & Conclusions
We believe that scores were so low because these examinations included 2 separate standardized patient scenarios requiring the development of a 5 day patient treatment plan. Students at this program level are unaccustomed to developing comprehensive treatment plans in a time limited environment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 OP SPs Clinical Evaluation & Diagnosis
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

M 25: ATR 360 Written Exams 1-3
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2011-2012) - Target: Met

Results Summary
86.5% of students in ATR 360 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Interpretations & Conclusions
We believe scores were so high because students at this program level are more proficient at the differential diagnosis process and typically follow a critical pathway system during the evaluation and diagnostic processes.

M 26: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 27: ATR 410 Clinical Scenarios
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of upper extremity injuries (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of upper extremity injuries.
Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 410 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 28: ATR 410 Clinical Experience Evaluation
90% of students in ATR 410 will score at their program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the upper extremity (see CE grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 410 scored at program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the upper extremity.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 358 focuses on clinical evaluation and diagnosis of the upper extremity which should contribute to improved clinical application in this area.

M 29: ATR 420 Clinical Scenarios
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries (see CS grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of head, face, spine, thorax and abdomen injuries.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 420 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 30: ATR 420 Clinical Experience Evaluation
90% of students in ATR 420 will score at their program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the head, face, spine, thorax and abdomen (see CE grading scale).
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 420 scored at program level or higher on 8 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the head, face, spine, thorax and abdomen.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 360 focuses on clinical evaluation and diagnosis of the head, face, spine, thorax and abdomen which should contribute to improved clinical application in this area.

M 31: ATR 430 Clinical Scenarios
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing clinical
evaluation and diagnosis of acute and chronic illnesses and medical conditions (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions.

**Interpretations & Conclusions**
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**
Established in Cycle: 2011-2012

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 32: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 9 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on acute and chronic illnesses and medical conditions (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 430 scored at program level or higher on 9 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on acute and chronic illnesses and medical conditions.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation. ATR 544 focuses on the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions which should contribute to improved clinical application in this area.

**M 33: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 6 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the musculoskeletal system (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 453 scored at program level or higher on 6 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate clinical evaluation and diagnosis skills, with an emphasis on the musculoskeletal system.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program who have completed an intensive, three-course series on the clinical evaluation and diagnosis of the musculoskeletal system.

**M 34: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...  

**M 35: ATR 454 Reflective Journals**
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 454 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 454 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...  

**M 36: ATR 455 Written Exams 1-5**
90% of students in ATR 455 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-5 assessing knowledge about the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions.
Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will correctly respond

**Finding (2011-2012) - Target: Partially Met**

**Results Summary**
89.47% of students in ATR 455 correctly responded to questions on Written Examinations 1-5 assessing knowledge about the clinical evaluation and diagnosis of acute and chronic illnesses and medical conditions.

**Interpretations & Conclusions**
We believe that scores were acceptable, but not higher, because the content of this course trends away from the traditional orthopaedic and neuromusculoskeletal topics to which students are accustomed.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 455 WE 1-5**
*Established in Cycle: 2011-2012*
We will consider the development of supplemental materials on each content area during the 2012 fall semester.

**M 37: ATR 457 Reflective Journals**
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about their experiences in the clinical evaluation and diagnosis of injuries during their clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 457 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...  

**SLO 3: Providing Immediate Care**
Graduates of our program should demonstrate knowledge and skill in providing standard immediate care procedures
used for efficient and appropriate care of the injured.

Connected Documents
- Curriculum Maps I-Athletic Training B.S.
- Curriculum Maps II-Athletic Training B.S.

Related Measures

**M 38: ATR 272 Skills Exams**

80% of students in ATR 272 will score 80% or higher on the American Heart Association's CPR and First Aid Skills Exams.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
80% of students will score 80% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 272 scored 80% or higher on the American Heart Association's CPR and First Aid Skills Exams.

**Interpretations & Conclusions**
We believe that scores were so high because students have multiple opportunities to practice these skills.

**M 39: ATR 272 Written Exams**

80% of students in ATR 272 will score 80% or higher on the American Heart Association's CPR and First Aid Written Exams.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
80% of students will score 80% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
98% of students in ATR 272 scored 80% or higher on the American Heart Association's CPR and First Aid Written Exams.

**Interpretations & Conclusions**
We believe that scores were so high because students have complete quizzes and multiple skill practice sessions before taking the topic-specific written exams.

**M 40: ATR 300 Oral Practical Exam**

85% of students in ATR 300 will score 80% or higher on an Oral Practical Examination assessing knowledge and application of skills in immediate care.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will score 80% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
89% of students in ATR 300 scored 85% or higher on an Oral Practical Examination assessing knowledge and application of skills in immediate care.

**Interpretations & Conclusions**
We believe that scores were so high because students in this degree program complete annual first aid, safety CPR training in addition to learning advanced skills in this course.

**M 41: ATR 300 Reflective Journals**

85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 300 Reflective Journals**

**Established in Cycle: 2011-2012**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c..

**M 42: ATR 310 Clinical Experience Evaluation**

85% of students in ATR 310 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 310 scored at program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 43: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score 4/4

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 320 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 320. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 44: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 320 scored at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

M 45: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care.

Source of Evidence: Presentation, either individual or group

Target:
85% of students will pass 85% or more

Finding (2011-2012) - Target: Not Met
Results Summary
61% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing the provision of immediate care.

Interpretations & Conclusions
We believe that scores were so low because this type of patient scenario is new to these students. They are unaccustomed to completing full patient assessments in a time limited environment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 OP SPs Immediate Care
Established in Cycle: 2011-2012
We will incorporate random immediate care situations in ATR 357 lab for each body region.

M 46: ATR 357 Reflective Journals
85% of students in ATR 357 will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2011-2012) - Target: Met
Results Summary
85% of students will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.
Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 357 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care.

**Interpretations & Conclusions**
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 410 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 51: ATR 410 Clinical Experience Evaluation**
90% of students in ATR 410 will score at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 410 scored at their program level or higher on 4 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

**M 52: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score 4/4

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care.

**Interpretations & Conclusions**
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
*Established in Cycle: 2011-2012*
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 53: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 420 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.
M 54: ATR 430 Clinical Scenarios
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing the provision of immediate care.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 430 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 55: ATR 430 Clinical Experience Evaluation
90% of students in ATR 430 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 430 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation. Additionally, students have 1.5-2 months of additional experience and confidence at semester end, so their skills would naturally have improved.

M 56: ATR 453 Clinical Experience Evaluation
90% of students in ATR 453 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 453 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate immediate care skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program who have completed instruction and progressively complex formal evaluations of all acute care competencies by this point in the program.

M 57: ATR 453 Reflective Journals
90% of students in ATR 453 will submit Reflective Journals discussing their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 453 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective
M 58: ATR 454 Reflective Journals
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will submit

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 454 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 59: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
90% of students will submit

Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about their experiences in the provision of immediate care during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 4: Establishing and Implementing Individualized Plans of Care
Graduates of our program should demonstrate knowledge and skill in establishing and implementing individualized treatment, rehabilitation and reconditioning plans.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 60: ATR 257 Written Exam 1
80% of students in ATR 257 will correctly respond to multiple choice and true-false questions about the basic elements of treatment, rehabilitation and reconditioning on Written Exam 1.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
80% of students will correctly respond

Finding (2011-2012) - Target: Partially Met
Results Summary
79.3% of students in ATR 257 correctly responded to questions about the basic elements of treatment, rehabilitation and reconditioning on Written Exam 1.

Interpretations & Conclusions
We believe that scores were low because this is an early topic in a course that differs significantly in content from others previously taken by these students. They need additional opportunities for exposure to the content.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 257 Individualized Plans of Care
Established in Cycle: 2011-2012
We are creating new Captasian recordings to accompany the slides for all ATR 257 topics. This will allow more student interacti...
85% of students in ATR 300 will include all critical elements in describing the Acute Inflammatory Response on Written Exam 1 (see rubric)

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will include all critical elements

Finding (2011-2012) - Target: Met

Results Summary
85% of students in ATR 300 included all critical elements in describing the Acute Inflammatory Response on Written Exam 1.

Interpretations & Conclusions
We believe that scores were adequate because this is a topic that is taught in a progressive manner beginning in ATR 257.

M 62: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
of the Clinical Experience Evaluation that treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 320 scored at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas.

**M 66: ATR 357 Oral Practical Exams 1-3**
85% of students in ATR 357 will pass 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.

Source of Evidence: Presentation, either individual or group

**Target:**
85% of students will pass 85% or more

**Finding (2011-2012) - Target: Not Met**

**Results Summary**
50% of students in ATR 357 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing treatment, rehabilitation and reconditioning.

**Interpretations & Conclusions**
We believe that scores were so low because this type of patient scenario is new to these students. They are unaccustomed to completing full patient assessments in a time limited environment.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**M 67: ATR 357 Rehabilitation Project**
85% of students in ATR 357 will earn a score of acceptable or above on a condition-specific Rehabilitation Project (see rubric).

Source of Evidence: Senior thesis or culminating major project

**Target:**
85% of students will score acceptable or above

**Finding (2011-2012) - Target: Partially Met**

**Results Summary**
83% of students in ATR 357 earned a score acceptable or above on a condition-specific Rehabilitation Project.

**Interpretations & Conclusions**
We believe that scores were not on target because students did not write critically in completing specific sections of the project.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**M 68: ATR 357 Written Exams 1-3**
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of lower extremity injuries.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2011-2012) - Target: Not Met**

**Results Summary**
75% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of lower extremity injuries.

**Interpretation & Conclusions**
We believe that scores were so low because this class focuses on the clinical evaluation and diagnosis of lower extremity injuries which causes students to focus on the clinical evaluation and diagnosis of discrete injuries and not their ongoing treatment, rehabilitation and reconditioning.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**M 68: ATR 357 WE Individualized Plans of Care**

Established in Cycle: 2011-2012
We will increase the emphasis on the treatment, rehabilitation and reconditioning of injuries discussed in ATR 357.

**M 69: ATR 357 Reflective Journals**
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
85% of students will submit

-Finding (2011-2012) - Target: Met

-Results Summary
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

-Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

-Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

**ATR 357 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
Finding (2011-2012) - Target: Not Met

Results Summary
71% of students in ATR 360 passed 85% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing assessing treatment, rehabilitation and reconditioning.

Interpretations & Conclusions
We believe that scores were so low because these examinations included 2 separate standardized patient scenarios requiring the development of a 5 day patient treatment plan. Students at this program level are unaccustomed to developing comprehensive treatment plans in a time limited environment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 OP SPs Individualized Plans of Care
Established in Cycle: 2011-2012
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

M 74: ATR 360 Written Exams 1-3
85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2011-2012) - Target: Met

Results Summary
96.3% of students in ATR 360 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning of head, face, spine, thorax and abdomen injuries.

Interpretations & Conclusions
We believe that scores were so high because students at this level of the program are simultaneously enrolled in ATR 456 (Rehabilitation Techniques) and have already completed ATR 457 (Therapeutic Modalities). As a result, they understand the connections between the evaluation, diagnosis and ongoing care of injuries.

M 75: ATR 360 Reflective Journals
85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 360 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

M 76: ATR 410 Clinical Scenarios
90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 410 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-
M 77: ATR 410 Clinical Experience Evaluation
90% of students in ATR 410 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 410 scored at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 457 focuses on the treatment of injuries which should contribute to improved clinical application in this area.

M 78: ATR 420 Clinical Scenarios
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
90% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 420 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 79: ATR 420 Clinical Experience Evaluation
90% of students in ATR 420 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 420 scored at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation & have had additional time to gain skill and confidence in weak areas. ATR 456 focuses on the rehabilitation and reconditioning of injuries which should contribute to improved clinical application in this area.

M 80: ATR 430 Clinical Scenarios
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning (see CS grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing treatment, rehabilitation and reconditioning.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality
inconsistency between Cs.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**  
*Established in Cycle: 2011-2012*

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 81: ATR 430 Clinical Experience Evaluation**

90% of students in ATR 430 will score at their program level or higher on 3 questions from the Clinical Skills section of the Clinical Experience Evaluation that treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**

100% of students in ATR 430 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills.

**Interpretations & Conclusions**

We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

**M 82: ATR 453 Clinical Experience Evaluation**

90% of students in ATR 453 will score at their program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**

100% of students in ATR 453 scored at program level or higher on 2 questions from the Clinical Skills section of the Clinical Experience Evaluation that evaluate treatment, rehabilitation and reconditioning skills.

**Interpretations & Conclusions**

We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program who have completed instruction and progressively complex formal evaluations of all treatment, rehabilitation and reconditioning competencies by this point in the program.

**M 83: ATR 453 Reflective Journals**

90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

90% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**

100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**

We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**  
*Established in Cycle: 2011-2012*

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR s...

M 85: ATR 456 Oral Practical Exams 1&2
90% of students in ATR 456 will score 85% or higher on Oral Practical Examinations 1 and 2 assessing rehabilitation and reconditioning skills.
Source of Evidence: Presentation, either individual or group

Target:
90% of students will score 85% or higher
Finding (2011-2012) - Target: Partially Met
Results Summary
89% of students in ATR 456 scored 85% or higher on Oral Practical Examinations 1 and 2 assessing rehabilitation and reconditioning skills.

Interpretations & Conclusions
We believe that scores were low because these exams assess complex skills which are challenging for many certified athletic trainers.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 456 OPs
Established in Cycle: 2011-2012
We will place video clips of these skills on the Blackboard Learn site for ATR 456 for students, instructors and clinical instru...

M 86: ATR 456 Rehabilitation Project Critical Analysis Oral Presentation
90% of students in ATR 456 will earn a score of acceptable or above on an Oral Presentation of a critical analysis of two rehabilitation projects (see rubric).
Source of Evidence: Presentation, either individual or group

Target:
90% of students will score acceptable or above
Finding (2011-2012) - Target: Met
Results Summary
94% of students in ATR 456 earned a score of acceptable or above on an Oral Presentation of a critical analysis of two rehabilitation projects.

Interpretations & Conclusions
We believe that scores were so high because this project involves presentation of the synthesis of two previously completed and graded projects. The students were able to correct errors on their previous work.

M 87: ATR 456 Written Rehabilitation Project Critical Analysis
90% of students in ATR 456 will earn a score of acceptable or above on a Rehabilitation Project critical analysis (see rubric).
Source of Evidence: Senior thesis or culminating major project

Target:
90% of students will score acceptable or above
Finding (2011-2012) - Target: Met
Results Summary
94% of students in ATR 456 earned a score of acceptable or above on Rehabilitation Project critical analysis.

Interpretations & Conclusions
We believe that scores were so high because this project involves presentation of the synthesis of two previously completed and graded projects. The students were able to correct errors on their previous work.

M 88: ATR 456 Written Exams 1-3
90% of students in ATR 456 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about rehabilitation and reconditioning.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond
Finding (2011-2012) - Target: Not Met
Results Summary
82% of students in ATR 456 correctly responded to questions on Written Examinations 1-3 assessing knowledge about the treatment, rehabilitation and reconditioning.

Interpretation & Conclusions
We believe that scores were so low because students tend to focus on the implementation of exercises and do not consider the clinical reasoning behind those techniques in the necessary depth.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 456 WE 1-3
Established in Cycle: 2011-2012
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care pl...

M 89: ATR 457 Oral Practical Exams 1-3
90% of students in ATR 457 will score 85% or higher on Oral Practical Examinations 1-3 assessing treatment skills.
Source of Evidence: Presentation, either individual or group

Target:
90% of students will score 85% or higher

Finding (2011-2012) - Target: Not Met
Results Summary
84% of students in ATR 457 scored 85% or higher on Oral Practical Examinations 1-3 assessing treatment skills.

Interpretations & Conclusions
We believe that scores were low because these exams place greater emphasis on clinical reasoning and choice justification than on performance of discrete clinical skills.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 OP
Established in Cycle: 2011-2012
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care pl...

M 90: ATR 457 EBM Therapeutic Modalities Project Oral Presentation
90% of students in ATR 457 will earn a score of 85% or higher on an Oral Presentation of an evidence-based medicine therapeutic modalities project (see rubric).
Source of Evidence: Presentation, either individual or group

Target:
90% of students will score 85% or higher

Finding (2011-2012) - Target: Not Met
Results Summary
61% of students in ATR 457 earned a score of 85% or higher on an Oral Presentation of an evidence-based medicine therapeutic modalities project.

Interpretations & Conclusions
We believe that scores were so low because students failed to address their topics at the necessary depth.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 EBM Project
Established in Cycle: 2011-2012
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities...

M 91: ATR 457 Written EBM Therapeutic Modalities Project
90% of students in ATR 457 will score of 85% or higher on an Evidence-Based Medicine Therapeutic Modalities Project (see rubric).
Source of Evidence: Senior thesis or culminating major project

Target:
90% of students will score 85% or higher

Finding (2011-2012) - Target: Not Met
Results Summary
61% of students in ATR 457 earned a score of 85% or higher on an Evidence-Based Medicine Therapeutic Modalities Project.

Interpretations & Conclusions
We believe that scores were so low because students failed to address their topics at the necessary depth.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 EBM Project
Established in Cycle: 2011-2012
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities...

M 92: ATR 457 Written Exams 1-3
90% of students in ATR 457 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about treatment.
Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2011-2012) - Target: Not Met
Results Summary
84% of students in ATR 457 correctly responded to questions on Written Examinations 1-3 assessing knowledge about treatment.
Interpretations & Conclusions
We believe that scores were so low because the content of this course trends away from the traditional orthopaedic and neuromusculoskeletal topics to which students are accustomed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 WE 1-3
Established in Cycle: 2011-2012
We are creating new Camtasia recordings to accompany the slides for all ATR 457 topics. This will allow more student interaction...

M 93: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about their experiences in treatment, rehabilitation and reconditioning during their clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

SLO 5: Understanding Approved Organizational Practices
Graduates of our program should demonstrate knowledge and skill in understanding and adhering to approved organizational and professional practices to ensure individual and organizational well-being.

Connected Documents
Curriculum Maps I-Athletic Training B.S.
Curriculum Maps II-Athletic Training B.S.

Related Measures

M 94: ATR 300 Written Exam 1
85% of students in ATR 300 will correctly respond to multiple choice and multiple select questions on Written Examination 1 assessing knowledge about documentation.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
85% of students will correctly respond

Finding (2011-2012) - Target: Met

Results Summary
93.3% of students in ATR 300 correctly responded to questions on Written Exam 1 assessing knowledge about documentation.

Interpretations & Conclusions
We believe that scores were so high because this is a topic that is taught in a progressive manner beginning in ATR 257.

M 95: ATR 300 Reflective Journals
85% of students in ATR 300 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
85% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 300 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 300 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...
M 96: ATR 310 Clinical Experience Evaluation
85% of students in ATR 310 will score at their program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 310 scored at program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 97: ATR 320 Clinical Scenarios
85% of students in ATR 320 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors (see CS grading scale).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
85% of students will score 4/4

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 320 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors.

Interpretations & Conclusions
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 320. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 320 CSs
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

M 98: ATR 320 Clinical Experience Evaluation
85% of students in ATR 320 will score at their program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will score at program level or higher

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 320 scored at program level or higher on 15 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice.

Interpretations & Conclusions
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

M 99: ATR 357 Oral Practical Exams 1-3
85% of students in ATR 357 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Source of Evidence: Portfolio, showing skill development or best work

Target:
85% of students will pass 100%

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 357 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Interpretations & Conclusions
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 100: ATR 357 Written Exams 1-3
85% of students in ATR 357 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to lower extremity injuries.
Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 357 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to lower extremity injuries.

**Interpretations & Conclusions**
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

**M 101: ATR 357 Reflective Journals**
85% of students in ATR 357 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
85% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 357 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 357 Reflective Journals**
*Established in Cycle: 2011-2012*
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c... 

**M 102: ATR 358 Oral Practical Exams 1-3**
85% of students in ATR 358 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
85% of students will pass 100%

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 358 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

**Interpretations & Conclusions**
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

**M 103: ATR 358 Written Exams 1-3**
85% of students in ATR 358 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to upper extremity injuries

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 358 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to upper extremity injuries.

**Interpretations & Conclusions**
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

**M 104: ATR 360 Oral Practical Exams 1-3**
85% of students in ATR 360 will pass 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
85% of students will pass 100%

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 360 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

**Interpretations & Conclusions**
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

**M 105: ATR 360 Written Exams 1-3**

85% of students in ATR 360 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to head, face, spine, thorax and abdomen injuries.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
85% of students will correctly respond

**Finding (2011-2012) - Target: Met**

**Results Summary**
86.5% of students in ATR 360 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to head, face, spine, thorax and abdomen injuries.

**Interpretations & Conclusions**
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

**M 106: ATR 360 Reflective Journals**

85% of students in ATR 360 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
85% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 360 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 360 Reflective Journals**

*Established in Cycle: 2011-2012*

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...*

**M 107: ATR 410 Clinical Scenarios**

90% of students in ATR 410 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors (see CS grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 410 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors.

**Interpretations & Conclusions**
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 410. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 410 CSs**

*Established in Cycle: 2011-2012*

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 108: ATR 410 Clinical Experience Evaluation**

90% of students in ATR 410 will score at their program level or higher on 16 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 410 scored at program level or higher on 16 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice.
**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

**M 109: ATR 420 Clinical Scenarios**
90% of students in ATR 420 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors in the organization and administration of an athletic training program (see CS grading scale).
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 420 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors.

**Interpretations & Conclusions**
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 420. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 420 CSs**
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 110: ATR 420 Clinical Experience Evaluation**
90% of students in ATR 420 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 420 scored at program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

**M 111: ATR 430 Clinical Scenarios**
90% of students in ATR 430 will score 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors in the organization and administration of an athletic training program (see CS grading scale).
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score 4/4

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 430 scored 4/4 on all evaluation areas of 15 Clinical Scenarios assessing ethical, legal and professional behaviors.

**Interpretations & Conclusions**
We believe that scores were so high because students must score a 3 or higher on all Clinical Scenario areas before they can submit these documents in ATR 430. Scenarios with scores below a 3 must be redone. This policy may encourage Clinical Instructors (CIs) to inflate scores and there is also some grading quality inconsistency between CIs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 430 CSs**
Established in Cycle: 2011-2012
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**M 112: ATR 430 Clinical Experience Evaluation**
90% of students in ATR 430 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher
**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 430 scored at program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated at mid-term & at the conclusion of the semester. Students perform better on end of semester Clinical Experience Evaluations because they have been made aware of areas of weakness on the mid-semester evaluation.

**M 113: ATR 453 Clinical Experience Evaluation**
90% of students in ATR 453 will score at their program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice (see CE grading scale).

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will score at program level or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 453 scored at program level or higher on 17 questions from the Professional Behaviors section of the Clinical Experience Evaluation that evaluate ethical, legal and professional behaviors during the management and execution of an athletic training clinical practice.

**Interpretations & Conclusions**
We believe that scores were so high because students are evaluated by outside medical and allied medical professionals who have a solid understanding of the knowledge and skills of an entry-level certified athletic trainer. These scores reflect the natural evolution and synthesis seen in students at this level of the program.

**M 114: ATR 453 Reflective Journals**
90% of students in ATR 453 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of students will submit

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 453 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

**Interpretations & Conclusions**
We believe that scores were so high because this is a required course element.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**ATR 453 Reflective Journals**
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

**M 115: ATR 454 Homework Assignments**
90% of students in ATR 454 will earn a score of acceptable or above on 12 work site scenario Homework Assignments about the organization and administration of athletic training programs in specific clinical practice settings (see rubric).

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
90% of students will score acceptable or above

**Finding (2011-2012) - Target: Met**

**Results Summary**
94.4% of students in ATR 454 earned a score of acceptable or above on 12 work site scenario Homework Assignments about the organization and administration of athletic training programs in specific clinical practice settings.

**Interpretations & Conclusions**
We believe that scores were so high because the instructor spent additional time at the beginning of the semester emphasizing the practical and applied nature of ATR 454 course content.

**M 116: ATR 454 Written Facility Project**
90% of students in ATR 454 will earn a score of 90% or higher on a Facility Project requiring the development of a comprehensive plan for operation of an athletic training program in specific clinical practice settings (see rubric).

Source of Evidence: Project, either individual or group

**Target:**
90% of students will score 90% or higher

**Finding (2011-2012) - Target: Met**

**Results Summary**
100% of students in ATR 454 earned a score of 90% or higher on a Facility Project requiring the development of a comprehensive plan for operation of an athletic training program in specific clinical practice settings.
Interpretations & Conclusions
We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a trial basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

M 117: ATR 454 Facility Project Oral Presentation
90% of students in ATR 454 will earn a score of 90% or higher on an Oral Presentation about the organization and administration of athletic training programs in specific clinical practice settings (see rubric).
Source of Evidence: Presentation, either individual or group
Target:
90% of students will score 90% or higher
Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 454 earned a score of 90% or higher on an Oral Presentation about the organization and administration of athletic training programs in specific clinical practice settings.

Interpretations & Conclusions
We believe that scores were so high because we implemented a Memorandum of Understanding within the ATR 454 Facility Project on a trial basis this academic year. This group-generated document detailed the division of tasks and task timelines for each member. It also delineated consequences for lack of task accountability.

M 118: ATR 454 Reflective Journals
90% of students in ATR 454 will submit Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will submit
Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 454 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 454 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...n

M 119: ATR 455 Written Exams 1-5
90% of students in ATR 455 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-5 assessing knowledge about ethical, legal and professional behaviors as they relate to the clinical evaluation and diagnosis and management of acute and chronic illnesses and medical conditions.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
90% of students will correctly respond
Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 455 correctly responded to questions on Written Examinations 1-5 assessing knowledge about ethical, legal and professional behaviors as they relate to the clinical evaluation and diagnosis and management of acute and chronic illnesses and medical conditions.

Interpretations & Conclusions
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 120: ATR 456 Oral Practical Exams 1-3
90% of students in ATR 456 will pass 100% or more of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.
Source of Evidence: Portfolio, showing skill development or best work
Target:
90% of students will pass 100% or more
Finding (2011-2012) - Target: Met
Results Summary
100% of students in ATR 456 passed 100% of the standardized patient scenario elements on Oral Practical Examinations 1-3 assessing ethical, legal and professional behaviors.

Interpretations & Conclusions
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.
M 121: ATR 456 Written Exams 1-3
90% of students in ATR 456 will correctly respond to multiple choice and multiple select questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to rehabilitation and reconditioning.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 456 correctly responded to questions on Written Examinations 1-3 assessing knowledge about ethical, legal and professional behaviors as they relate to as they relate to rehabilitation and reconditioning.

Interpretations & Conclusions
We believe that scores were so high because students have a strong grasp on the application of the legislative acts and code of professional practice for athletic training.

M 122: ATR 457 Written Exam 1
90% of students in ATR 457 will correctly respond to multiple choice and multiple select questions on Written Examination 1 assessing knowledge about documentation.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will correctly respond

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 457 correctly responded to questions on Written Exam 1 assessing knowledge about documentation.

Interpretations & Conclusions
We believe that scores were so high because this is a topic that is taught in a progressive manner beginning in ATR 257.

M 123: ATR 457 Reflective Journals
90% of students in ATR 457 will submit Reflective Journals discussing the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of students will submit

Finding (2011-2012) - Target: Met

Results Summary
100% of students in ATR 457 submitted Reflective Journals demonstrating critical thinking about the role of ethical, legal and professional codes of conduct as they relate to experiences during clinical rotations and their thoughts about those experiences.

Interpretations & Conclusions
We believe that scores were so high because this is a required course element.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

ATR 457 Reflective Journals
Established in Cycle: 2011-2012
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR c...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 124: BOC Certification Exam
BOC Certification Exam (http://www.bocac.org) results will provide evidence of students passing national credentialing examinations.

Source of Evidence: Academic indirect indicator of learning - other

M 125: Maintenance of CAATE Accreditation
Maintenance of CAATE accreditation will provide evidence of the program's high level of quality.

Source of Evidence: Academic indirect indicator of learning - other

M 126: CHES Alumni Survey Results
CHES alumni survey results will provide evidence of students' perceptions of the program's quality (see survey at https://www.survey.oira.ua.edu/se.ashx?s=73AB6C005AC80551).

Source of Evidence: Alumni survey or tracking of alumni achievements

M 127: Program Alumni Survey Results
Program alumni survey results will provide evidence of students' perceptions of the program's quality.

Source of Evidence: Alumni survey or tracking of alumni achievements
OthOtcn 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 128: Counts of Prospective Students
Counts of prospective students and admitted majors will demonstrate optimal size.
Source of Evidence: Academic indirect indicator of learning - other

M 129: Student:Faculty Ratios
Student:faculty ratios will reflect optimal program enrollment.
Source of Evidence: Academic indirect indicator of learning - other

M 130: Counts of Completed Degrees
Counts of completed degrees will demonstrate appropriate graduation rates for admitted students.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 8: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 131: UA Graduating Senior Survey
The UA Graduating Senior Survey will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Student satisfaction survey at end of the program

M 132: CHES Alumni Survey
The CHES alumni survey (see survey at https://www.survey.oiri.ua.edu/se.ashx?s=73AB6C005AC80551) will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 133: Program Alumni Survey Results
Program alumni survey results will provide evidence of the program being highly valued by program graduates.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 134: Employer Survey
An employer survey will provide evidence of the program being highly valued by employers of program graduates.
Source of Evidence: Employer survey, incl. perceptions of the program

Details of Action Plans for This Cycle (by Established cycle, then alpha)

ATR 257 Individualized Plans of Care
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction with the materials and should result in better student learning. In addition, we are revising the weekly quiz questions to better align with type and style of Exam questions.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: ATR 257 Written Exam 1 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn & Nancy Naradzay

ATR 257 Participation Risks
We are creating new Camtasia recordings to accompany the slides for all ATR 257 topics. This will allow more student interaction with the materials and should result in better student learning. In addition, we are revising the weekly quiz questions to better align with type and style of Exam questions.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: ATR 257 Written Exam 1 | Outcome/Objective: Managing Risk for Safe Performance
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn & Nancy Naradzay

ATR 258 OP
We will incorporate three "mini" oral practical exams into class during the spring 2013 semester. We will also place greater emphasis on critical thinking questions when completing clinical skill assessments. This should improve student confidence in both explaining and demonstrating discrete clinical skills.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh
Relationships (Measure | Outcome/Objective):
Measure: ATR 258 Oral Practical Exam | Outcome/Objective: Managing Risk for Safe Performance
Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn & Nancy Naradzay

ATR 300 EAP
We will incorporate an Emergency Action Plan homework assignment into the ATR 300 lecture & lab activities related to Emergency Action Planning and Acute Care clinical skills during the 2012 fall semester.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 300 Written Exam 1 | Outcome/Objective: Managing Risk for Safe Performance

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 300 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 300 Reflective Journals | Outcome/Objective: Providing Immediate Care

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 300 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 300 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 300 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** Justin Goins & Deidre Leaver-Dunn

**ATR 320 Cs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

**Projected Completion Date:** 07/2011  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 320 Cs**

We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices
Projects

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 320 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 320 CSs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 320 Clinical Scenarios | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 357 OP SP Clinical Evaluation & Diagnosis
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 OP SP Risk Assessment
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 OP SPs Immediate Care
We will incorporate random immediate care situations in ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 OP SPs Individualized Plans of Care
We will incorporate full patient assessments into the final meeting of ATR 357 lab for each body region.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 357 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013
Responsible Person/Group: Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

ATR 357 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: ATR 357 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 357 Reflective Journals  
Outcome/Objective: Establishing and Implementing Individualized Plans of Care  
**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 357 Reflective Journals  
Outcome/Objective: Providing Immediate Care  
**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 357 Reflective Journals  
Outcome/Objective: Understanding Approved Organizational Practices  
**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 Rehabilitation Projects**
In 2012-2013 we will expand the grading rubric for these rehabilitation projects and will make it available to students from the date when the projects are first discussed in class.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 357 Rehabilitation Project  
Outcome/Objective: Establishing and Implementing Individualized Plans of Care  
**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 357 WE Clinical Evaluation & Diagnosis**
We will incorporate additional differential diagnosis activities into ATR 357 lecture and will also emphasize critical thinking questions during ATR 357 lab.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 357 Written Exams 1-3  
Outcome/Objective: Conducting Systematic Evaluations  
**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Jeri Zemke, Ashly Goins & Deidre Leaver-Dunn

**ATR 357 WE Individualized Plans of Care**
We will increase the emphasis on the treatment, rehabilitation and reconditioning of injuries discussed in ATR 357.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Hgh  
**Relationships (Measure | Outcome/Objective):**  
Measure: ATR 357 Written Exams 1-3  
Outcome/Objective: Establishing and Implementing Individualized Plans of Care  
**Projected Completion Date:** 04/2013  
**Responsible Person/Group:** Jeri Zemke & Deidre Leaver-Dunn

**ATR 360 OP SP Risk Assessment**
We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Hgh
Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Managing Risk for Safe Performance

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 OP SPs Clinical Evaluation & Diagnosis**

We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 OP SPs Immediate Care**

We will incorporate more group composition adjustments into ATR 360 lab meetings where immediate care skills are taught and practiced during spring 2013.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 OP SPs Individualized Plans of Care**

We will incorporate a 10 minute standardized patient evaluation period into each lab meeting in ATR 360 during spring 2013.

Established in Cycle: 2011-2012  
Implementation Status: In-Progress  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012  
Implementation Status: In-Progress  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: ATR 360 Reflective Journals | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 04/2013  
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 360 Reflective Journals**

In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 360 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 04/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 07/2010
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 410 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 410 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 07/2009
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Providing Immediate Care

Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn
ATR 420 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 420 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 420 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 430 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 430 Clinical Scenarios | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 430 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 430 Clinical Scenarios | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 430 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 430 Clinical Scenarios | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 430 Cs
We will emphasize the need for consistent quality in the completion of Clinical Scenarios during our 2012-2013 CI Workshop.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: ATR 430 Clinical Scenarios | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 07/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 453 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 453 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 453 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 453 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 454 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations
Projected Completion Date: 06/2013
Responsible Person/Group: Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 454 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 454 Reflective Journals | Outcome/Objective: Providing Immediate Care
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: ATR 454 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices
Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

ATR 454 Reflective Journals
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 454 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 12/2012
Responsible Person/Group: Jeri Zemke & Deidre Leaver-Dunn

**ATR 455 WE 1-5**
We will consider the development of supplemental materials on each content area during the 2012 fall semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 455 Written Exams 1-5 | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 12/2012
Responsible Person/Group: Rodney Brown & Deidre Leaver-Dunn

**ATR 456 OPs**
We will place video clips of these skills on the Blackboard Learn site for ATR 456 for students, instructors and clinical instructors to review.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 456 Oral Practical Exams 1&2 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013
Responsible Person/Group: Rodney Brown, Jeri Zemke & Deidre Leaver-Dunn

**ATR 456 WE 1-3**
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care plans during ATR 456 lecture and lab meetings.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 456 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 04/2013
Responsible Person/Group: Rodney Brown, Jeri Zemke & Deidre Leaver-Dunn

**ATR 457 EBM Project**
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities project at the beginning of the semester. In 2012-2013 we will require completion of a detailed draft of both elements of this project.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Written EBM Therapeutic Modalities Project | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 EBM Project**
Students in ATR 457 already receive the grading rubrics for both the oral and written elements of the EBM Therapeutic Modalities project at the beginning of the semester. In 2012-2013 we will require completion of a detailed draft of both elements of this project.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 EBM Therapeutic Modalities Project Oral Presentation | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 OP**
We will emphasize the need for critical thinking and clinical reasoning in the development and implementation of patient care plans during ATR 457 lecture and lab meetings.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Oral Practical Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care
Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Understanding Approved Organizational Practices

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 Reflective Journals**
In 2012-2013 we will pilot a rubric for evaluating frequency & type of content addresses in Reflective Journals across all ATR courses in which Reflective Journals are required.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Reflective Journals | Outcome/Objective: Conducting Systematic Evaluations

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn

**ATR 457 WE 1-3**
We are creating new Camtasia recordings to accompany the slides for all ATR 457 topics. This will allow more student interaction with the materials and should result in better student learning.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ATR 457 Written Exams 1-3 | Outcome/Objective: Establishing and Implementing Individualized Plans of Care

Projected Completion Date: 12/2012
Responsible Person/Group: Deidre Leaver-Dunn
## Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>BS in Athletic Training</th>
<th>Managing Risk for Safe Participation</th>
<th>Conduct Systematic Evaluations to Arrive at a Diagnosis</th>
<th>Provide Standard Immediate Care Procedures</th>
<th>Establish and Implement Individualized Treatment, Rehabilitation and Reconditioning Plans</th>
<th>Understand and Adhere to Approved Organizational and Professional Practices</th>
</tr>
</thead>
<tbody>
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K = Knowledge, C = Comprehension, AP = Application, AN = Analysis, S = Synthesis, E = Evaluation
## Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

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<th>BS in Athletic Training</th>
<th>Managing Risk for Safe Participation</th>
<th>Conduct Systematic Evaluations to Arrive at a Diagnosis</th>
<th>Provide Standard Immediate Care Procedures</th>
<th>Establish and Implement Individualized Treatment, Rehabilitation and Reconditioning Plans</th>
<th>Understand and Adhere to Approved Organizational and Professional Practices</th>
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### Direct Measures:
- CS = Clinical Scenario
- H = Homework
- OP = Oral Practical Exam
- OR = Oral Presentation
- P = Paper
- PR = Project
- WE = Written Exam

### Indirect Measures:
- CE = Clinical Experience Evaluation
- RJ = Reflective Journal