

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Athletic Training BS

As of: 11/16/2016 01:51 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The mission of the Athletic Training Program at the University of Louisiana at Lafayette is to prepare our students for professional assimilation through a rigorous education process that blends a challenging academic curriculum with aggressive, hands-on clinical experiences. Through this process, our students will become life-long learners that seek answers to the changing medical environment by exploring and conducting research. Ultimately, graduates of the Athletic Training Program at the University of Louisiana at Lafayette will be prepared to successfully attempt the Board of Certification (BOC) exam and become competent allied health care professionals for the physically active individuals of South Louisiana and surrounding region.

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

SLO 1: BOC Certification Pass Rates

Prepare students to pass the BOC Certification Exam

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 6.3 Communicate through electronic media.

Strategic Plan Associations

School of Kinesiology

- 1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program
- 2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.
- 7.1 Critical indicator 1) Enhance academic excellence in students and strengthen academic preparation
- 7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.

Related Measures

M 1: BOC Exam Pass Rates

Results from students who attempted the National Athletic Trainers Association Board of Certification (BOC) Exam. The BOC reports this information for the institution once a year to document student performance

(first time and overall pass rate). Students will be required to register for the BOC exam prior to graduation.

Source of Evidence: Certification or licensure exam, national or state

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Target:

CAATE mandates a 70% "1st Time" pass rate for all of its accredited programs.

Finding (2015-2016) - Target: Partially Met

For academic year 2015-16, 4 out of 6 students passed the BOC exam during the April testing period (67%). Another 2 students will take the exam during the June testing window.

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

Exam Endorsement Criteria

Beginning with the 14-15 academic year, we established criteria that must be met before being endorsed to sit for the BOC exam. This included attendance in a BOC-exam preparatory course (example: ACES), pass both senior clinical courses and make a 70% or greater on a NATA-sponsored BOC practice exam.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Implementation Description: Program Director will receive data on students' progress towards the set criteria and then will endorse via BOC website.

Projected Completion Date: 07/2014

Responsible Person/Group: Program Director

Additional Resources: N/A

Increased Admission Criteria

- a. Admission standards have been addressed with added emphasis on GPA and increased emphasis on advising pre-admittance. Advisors of pre-Athletic Training students are now emphasizing completion of eight pre-requisite courses (KNES 201, KNES 230, BIOL 110/112, BIOL 216/217 or BIOL 220/ 221, HLTH 100, HLTH 101) prior to applying to the program rather than still taking courses the semester the student applies to the program.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

CAATE Action Plan and Analytical Report

Analytical report and plan of improvement for the athletic training program. Submitted to our accrediting agency June 2016.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Endorsement Criteria | **Outcome/Objective:** BOC Certification Pass Rates

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Measure: Clinical proficiencies evaluations scores |

Outcome/Objective: Develop Decision Making Skills

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program

Acceptance or Employment Process

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Connected Document

[CAATE Progress Report 2016](#)

M 2: BOC Endorsement Criteria

Seniors are required to pass a BOC preparatory examination with a score of 70% or great prior to being endorsed to take the Board of Certification exam. The 70% criteria is equivalent to the passing score on the national exam.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Target:

In the Fall of their Senior year (in Clinical IV/KNES 437), students will take a BOC preparatory exam. Students that attain a grade of 70% or greater will be endorsed to take the Board of Certification exam in the Spring of their senior year. This target is intended to improve performance on the BOC exam and assist students in identifying strengths and weaknesses as they prepare to take the exam.

Finding (2015-2016) - Target: Met

As of May 2016, all 8 (100%) seniors met criteria for endorsement for the Board of Certification exam.

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

CAATE Action Plan and Analytical Report

Analytical report and plan of improvement for the athletic training program. Submitted to our accrediting agency June 2016.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Endorsement Criteria | **Outcome/Objective:** BOC Certification Pass Rates

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Measure: Clinical proficiencies evaluations scores |

Outcome/Objective: Develop Decision Making Skills

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program

Acceptance or Employment Process

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Connected Document

[CAATE Progress Report 2016](#)

SLO 2: Develop Critical Thinking Skills

Develop the ability of students to appropriately apply formal classroom and laboratory knowledge to real life situations during the decision making process.

Connected Documents

[Plan of Improvement Submitted to CAATE May 2015](#)
[Proficiencies Rubrics](#)

Strategic Plan Associations

School of Kinesiology

- 1.1 Critical indicator 1) Signs of Teaching Excellence
- 1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program
- 2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.
- 7.1 Critical indicator 1) Enhance academic excellence in students and strengthen academic preparation
- 7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.

University of Louisiana at Lafayette

- 2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 5: Clinical proficiencies evaluations scores

All students accepted in the athletic training clinical education program must complete several clinical integrated proficiencies (CIP) to graduate. CIP are designed to allow students to demonstrate decision-making and skill integration ability obtained from formal classroom and laboratory knowledge and practice during clinical education experiences. CIPs are used to measure a student's competency level in a specific knowledge or skill area during real life application. Student scores on CIP evaluations are used to assess critical thinking ability.

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Proficiencies Rubrics](#)

Target:

75% of students must score a 4 or above on a 5 –point Likert scale (standard dictated by clinical preceptor). All students must score a 4 or above on a 5 point Likert scale on their final attempt (prior to the end of the semester) to progress within the program.

Finding (2015-2016) - Target: Met

Overall percentage for the 2015-16 academic year. 90% of the students (18/20) scored 4 or above on all clinical proficiencies for Fall 2014. 90% of the students (18/20) scored 4 or above on all clinical proficiencies for Spring 2016. Students are not allowed to progress to the next set of clinical proficiencies until they have scored a 4 or above on all proficiencies. Of the four students who scored a 3 or below on proficiencies, all have or in the process of retaking proficiencies to receive a score of a 4 or above to continue in the clinical program.

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

Proficiencies

Created standardized proficiency scenarios for our preceptors to use. This eliminated score discrepancies across preceptors and clinical sites.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Clinical proficiencies evaluations scores |

Outcome/Objective: Develop Critical Thinking Skills

Projected Completion Date: 06/2015

Responsible Person/Group: Clinical Education Coordinator

SLO 3: Develop Decision Making Skills

Develop the ability of students to utilize formal classroom and laboratory knowledge to evaluate real life situations and determine appropriate patient care and treatments.

Connected Documents

[Plan of Improvement Submitted to CAATE May 2015](#)

[Proficiencies Rubrics](#)

Strategic Plan Associations

School of Kinesiology

1.1 Critical indicator 1) Signs of Teaching Excellence

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.

7.1 Critical indicator 1) Enhance academic excellence in students and strengthen academic preparation

7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.

University of Louisiana at Lafayette

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 3: Clinical proficiencies evaluations scores

All students accepted in the athletic training clinical education program must complete several clinical integrated proficiencies (CIP) to graduate. CIP are designed to allow students to demonstrate decision-making and skill integration ability obtained from formal classroom and laboratory knowledge and practice during clinical education experiences. CIPs are used to measure a students competency level in a specific knowledge or skill area during real life application. Student scores on CIP evaluations are used to assess decision making skills.

Source of Evidence: Evaluations

Connected Document

[Proficiencies Rubrics](#)

Target:

75% of students must score a 4 or above on a 5 –point Likert scale (standard dictated by clinical preceptor). All students must score a 4 or above on a 5 point Likert scale on their final attempt (prior to the end of the semester) to progress within the program.

Finding (2015-2016) - Target: Met

Overall percentage for the 2015-16 academic year. 90% of the students (18/20) scored 4 or above on all clinical proficiencies for Fall 2015. 90% of the students (18/20) scored 4 or above on all clinical proficiencies for Spring 2016. Students

are not allowed to progress to the next set of clinical proficiencies until they have scored a 4 or above on all proficiencies. Of the four students who scored a 3 or below on proficiencies, all have or in the process of retaking proficiencies to receive a score of a 4 or above to continue in the clinical program.

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

CAATE Action Plan and Analytical Report

Analytical report and plan of improvement for the athletic training program. Submitted to our accrediting agency June 2016.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Endorsement Criteria | **Outcome/Objective:** BOC Certification Pass Rates

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Measure: Clinical proficiencies evaluations scores |

Outcome/Objective: Develop Decision Making Skills

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program

Acceptance or Employment Process

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Connected Document

[CAATE Progress Report 2016](#)

SLO 5: Student Communication Skills

Develop effective communication skills in students through cognitive knowledge and various opportunities during clinical education experiences.

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Strategic Plan Associations

School of Kinesiology

1.1 Critical indicator 1) Signs of Teaching Excellence

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.

7.1 Critical indicator 1) Enhance academic excellence in students and strengthen academic preparation

7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.

University of Louisiana at Lafayette

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 7: Evaluation of Student Communication Skills

All students accepted in the athletic training clinical education program must submit evaluations completed by their clinical education instructor twice a semester. The clinical instructor evaluates student performance during clinical education experiences based on the expected traits of a clinical student. The expected traits of clinical students are divided into several categories which are rated on the evaluation of student clinical traits form. The students ability to communication with the clinical

instructor, athlete/patient, coach/administrators during clinical education experience based on scores in the communication category. Some clinical instructors submitted N/A for this category if they have lower level students who are not skilled enough to communicate athlete/patient status.

Source of Evidence: Evaluations

Target:

90% of students must score a 4 or above on a 5 –point Likert scale. Our goal is for all students to maintain or improve to a score of 4 or above on their evaluation of student clinical traits evaluations.(target dictated by preceptor)

Finding (2015-2016) - Target: Met

Overall percentage of students from the 2015-16 academic year was determined. 100% of students (20/20) scored a 4 or above on all professionalism scores reported (mid-term and final) for the Fall 2015. 100% of students (35/35) scored a 4 or above on all professionalism scores reported in the Spring 2016.

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

Communication Skills

Beginning with academic year 13-14, the curriculum was changed to increase communication skills. CMCN 100 was changed to CMCN 310, and HIM 361 was added to the curriculum. Within each clinical course, additional tasks were added to improve public speaking skills and how to communicate efficiently, specifically case study presentations.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Evaluation of Student Communication Skills |

Outcome/Objective: Student Communication Skills

Responsible Person/Group: All AT faculty

Increased Professional Interaction

In an effort increase the number of students graduating in Athletic Training in the profession, we are having more students "Host" the visiting schools at our home sporting events. This gives the students an opportunity to interact with athletic training professional at other institutions, assisting them in building professional connections that can lead to graduate assistant appointments and future job opportunities.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program Acceptance or Employment Process

Measure: Evaluation of Student Communication Skills |

Outcome/Objective: Student Communication Skills

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Measure: Student Professional Conference Attendance |

Outcome/Objective: Promote Professional Organization Involvement

Projected Completion Date: 08/2015

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

O/O 4: Foster Student Professionalism

Instill the value of professionalism in students through cognitive knowledge and application during clinical education experiences.

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Strategic Plan Associations

School of Kinesiology

- 1.1 Critical indicator 1) Signs of Teaching Excellence
- 1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program
- 2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.
- 4.1 Critical indicator 1) Collaborative research, collaborative service, collaborative teaching, and sharing innovative teaching methods.
- 7.1 Critical indicator 1) Enhance academic excellence in students and strengthen academic preparation
- 7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.
- 7.3 Critical indicator 3) Enhance dissemination of information and materials about career opportunities for students

University of Louisiana at Lafayette

- 2.1.2 Students KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.
- 2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 6: Evaluation of Student Professionalism.

All students accepted in the athletic training clinical education program must submit evaluations completed by their clinical education instructor twice a semester. The clinical instructor evaluates student performance during clinical education experiences based on the expected traits of a clinical student. The expected traits of clinical students are divided into several categories which are rated on the evaluation of student clinical traits form. Student professionalism, which includes demeanor, punctuality, and attitude during clinical education experience based on scores in the professionalism category.

Source of Evidence: Evaluations

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Target:

90% of students must score a 4 or above on a 5 –point Likert scale. Our goal is for all students to maintain or improve to a score of 4 or above on their evaluation of student clinical traits evaluations. (target dictated by preceptor)

Finding (2015-2016) - Target: Met

Overall percentage of students from the 2015-16 academic year was determined. 100% of students (20/20) scored a 4 or above on all

professionalism scores reported (mid-term and final) for the Fall 2015. 100% of students (35/35) scored a 4 or above on all professionalism scores reported (mid-term and final) for the Spring 2016.

Additionally, 4 students attended our regional student convention in Atlanta during February 2016, 5 more attended a regional meeting of our state professional organization, and another is volunteering with the Oklahoma Paralympic qualifier in June 2016.

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

Outside speakers for professionalism

We have brought in professionals from outside of our profession to speak to the students regarding professionalism in terms of dress, appearance and time management,

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Projected Completion Date: 06/2015

Responsible Person/Group: Program Director

Increased Professional Interaction

In an effort increase the number of students graduating in Athletic Training in the profession, we are having more students "Host" the visiting schools at our home sporting events. This gives the students an opportunity to interact with athletic training professional at other institutions, assisting them in building professional connections that can lead to graduate assistant appointments and future job opportunities.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program Acceptance or Employment Process

Measure: Evaluation of Student Communication Skills |

Outcome/Objective: Student Communication Skills

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Measure: Student Professional Conference Attendance |

Outcome/Objective: Promote Professional Organization Involvement

Projected Completion Date: 08/2015

CAATE Action Plan and Analytical Report

Analytical report and plan of improvement for the athletic training program. Submitted to our accrediting agency June 2016.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Endorsement Criteria | **Outcome/Objective:** BOC Certification Pass Rates

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Measure: Clinical proficiencies evaluations scores |
Outcome/Objective: Develop Decision Making Skills
Measure: Employed or Graduate Program Acceptance Data |
Outcome/Objective: Facilitate Graduate Program
Acceptance or Employment Process
Measure: Evaluation of Student Professionalism. |
Outcome/Objective: Foster Student Professionalism

Connected Document

[CAATE Progress Report 2016](#)

O/O 6: Promote Professional Organization Involvement

Promote student involvement in athletic training professional associations and provide membership to the national organization for our students. Involvement in these organizations encourage students to be life-long learners by providing opportunities for continuing education and exposure to current research, evidence based practice, professional advocacy, and legal and ethical practice issues.

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Strategic Plan Associations

School of Kinesiology

- 1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program
- 2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.
- 7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.
- 7.3 Critical indicator 3) Enhance dissemination of information and materials about career opportunities for students

University of Louisiana at Lafayette

- 2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 4: Student Professional Conference Attendance

This measure is the total number of upper level students (Juniors and Seniors) who attend a professional conference for the academic year. By monitoring this value, student activity in professional organization related activities can be assessed. Students are encourage to attend annual student educational conferences (national, regional, and/or statewide) and the annual national athletic trainers association symposium which has student educational tracks.

Source of Evidence: Activity volume

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Target:

50% would attend the professional athletic training conference.

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

Increase fundraising

Our student organization will have one dedicated fundraiser each year for the purpose of utilizing this money to pay for enrollment in professional conferences.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Student Professional Conference Attendance |

Outcome/Objective: Promote Professional Organization Involvement

Responsible Person/Group: Clinical Education Coordinator

Increased Professional Interaction

In an effort increase the number of students graduating in Athletic Training in the profession, we are having more students "Host" the visiting schools at our home sporting events. This gives the students an opportunity to interact with athletic training professional at other institutions, assisting them in building professional connections that can lead to graduate assistant appointments and future job opportunities.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program Acceptance or Employment Process

Measure: Evaluation of Student Communication Skills |

Outcome/Objective: Student Communication Skills

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Measure: Student Professional Conference Attendance |

Outcome/Objective: Promote Professional Organization Involvement

Projected Completion Date: 08/2015

O/O 7: Facilitate Graduate Program Acceptance or Employment Process

Facilitate student efforts through the application process to obtain an entry-level athletic training position after graduation. Most position are either as graduate assistants during a Masters degree program, or as a head/assistant athletic trainer in a traditional (high school, college, professional sports) or non-traditional (physical therapy clinic/hospital, physician extender, military/law enforcement, performing arts, or industrial) athletic training setting. Introduce more professional development and skills earlier in the curriculum.

Connected Document

[Plan of Improvement Submitted to CAATE May 2015](#)

Strategic Plan Associations

School of Kinesiology

1.1 Critical indicator 1) Signs of Teaching Excellence

1.2 Critical indicator 2) Number of students that meet the learning outcome standards set by each program

2.5 Critical indicator 5) Maintain accreditation of Athletic training and Health and Physical Education programs and pursue accreditation in our other three programs.

7.1 Critical indicator 1) Enhance academic excellence in students and strengthen academic preparation

7.2 Critical indicator 2) Provide students with an environment conducive to their success during college and after graduation.

7.3 Critical indicator 3) Enhance dissemination of information and materials about career opportunities for students

University of Louisiana at Lafayette

2.1.4 Students KPI 4: Improve student success through engagement in high impact practices.

Related Measures

M 3: Employed or Graduate Program Acceptance Data

Data composed of the percentage of graduating seniors who successfully obtain a position in a graduate program or in an athletic training setting. This placement data is only recorded in the spring semester during the final athletic training course for graduates (KNES-438 Clinical Experiences in Athletic Training IV).

Source of Evidence: Job placement data, esp. for career/tech areas

Target:

We will strive for 80% of graduating seniors receive job offers or have accepted a into graduate program in a related field by graduation.

Finding (2015-2016) - Target: Partially Met

As of May 2016, 2 of our graduating seniors have been offered and accepted a graduate assistantship in athletic training. 2 more graduates have accepted jobs in local high schools employed as an athletic trainer. 1 graduate has been accepted into graduate school at another university within the state. Another senior has been accepted into Physical Therapy Assistant school. 2 graduates have not finalized their future plans as of this posting.

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

Increased Professional Interaction

In an effort increase the number of students graduating in Athletic Training in the profession, we are having more students "Host" the visiting schools at our home sporting events. This gives the students an opportunity to interact with athletic training professional at other institutions, assisting them in building professional connections that can lead to graduate assistant appointments and future job opportunities.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program Acceptance or Employment Process

Measure: Evaluation of Student Communication Skills |

Outcome/Objective: Student Communication Skills

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Measure: Student Professional Conference Attendance |

Outcome/Objective: Promote Professional Organization Involvement

Projected Completion Date: 08/2015

CAATE Action Plan and Analytical Report

Analytical report and plan of improvement for the athletic training program. Submitted to our accrediting agency June 2016.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: BOC Endorsement Criteria | **Outcome/Objective:** BOC Certification Pass Rates

Measure: BOC Exam Pass Rates | **Outcome/Objective:** BOC Certification Pass Rates

Measure: Clinical proficiencies evaluations scores |

Outcome/Objective: Develop Decision Making Skills

Measure: Employed or Graduate Program Acceptance Data |

Outcome/Objective: Facilitate Graduate Program Acceptance or Employment Process

Measure: Evaluation of Student Professionalism. |

Outcome/Objective: Foster Student Professionalism

Connected Document

[CAATE Progress Report 2016](#)

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

See associated document, *CAATE Progress Report 2016*.

Connected Document

[CAATE Progress Report 2016](#)

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

See associated document, *CAATE Progress Report 2016*.

Connected Document

[CAATE Progress Report 2016](#)

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

See associated document, *CAATE Progress Report 2016*.

Connected Document

[CAATE Progress Report 2016](#)