# Assessment Report – 2016

Evidence collected in Fall 2015 & Spring 2016

## Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>B.S. in Athletic Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Kinesiology and Nutrition Sciences</td>
</tr>
<tr>
<td>College</td>
<td>School of Allied Health Sciences</td>
</tr>
<tr>
<td>Program Assessment Coordinator</td>
<td>Tedd Girouard</td>
</tr>
<tr>
<td>Report submitted by</td>
<td>Tedd Girouard 702-895-5828/tedd.girouard@unlv.edu</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>02/24/2017</td>
</tr>
</tbody>
</table>
Section I: General Program Information

For the purposes of the Annual Report, please select the reporting period that best matches your academic year.

Fall-Spring

1. Degree awarded: (If you are currently transitioning, please check both degrees that are offered)
   - BAT

2. Has any aspect of the program changed by 20% in the past year (e.g. budget, faculty, etc.)?
   - No

3. Did you make any changes in the length of the program during this reporting period?
   - No

4. Did you change the number of cohorts admitted this reporting period?
   - No

5. Did you make any changes in the degree awarded during this reporting period?
   - No

6. Not including clinical experience, what percentage of your courses are offered by distance education?
   - 0%

7. Did the percentage of your program offered by distance education increase in this reporting period as compared with the prior year?
   - No

8. What is the number of credits required within the program?
   - 69

9. What is the number of semesters required to complete the program?
   - 5

International experiences:

10. Does your athletic training program offer an international experience?
    - No

    • Does your institution offer international experience (not specific to AT)?
      - Yes

11. Which members of the AT program (faculty or student) have participated? Choose all that apply:
    - N/A
12. Have your AT students participated in international experiences offered outside of your university?
   No

The following questions are to help the CAATE plan resources and are not binding. If the program is already at the master's level, please indicate below and choose N/A where appropriate.

13. Will the program be transitioning to a master's degree?
   Yes

   • If yes, what year do you plan to begin the graduate program?
     2021-2022

   • If yes, what year do you plan to submit the Substantive Change - level of degree?
     2020-2021

   • What is the curricular format of your master's (or proposed) program?
     2 year masters (bachelors required)
Section II: Applicants & Enrollment

1. Please indicate which admission process the program uses:
   Secondary (secondary application and admission process is used by the program)

2. What was the number of slots available for admission to the program during this reporting period?
   15

3. For the slots indicated in question II.2, what was the number of completed applications for admission to the program?
   34

4. For the slots indicated in question II.2, what was the number of students who were offered admission into the program?
   15

5. For the slots indicated in question II.2, what was the number of students who entered the program?
   15

6. Indicate the total number of students enrolled (all students) in the program during the reporting period.
   45

7. Please indicate the total number of students enrolled in the program during the reporting period that belong to the following ethnic groups:

<table>
<thead>
<tr>
<th>Hispanic/Latino</th>
<th>Non-Hispanic/Non-Latino</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>38</td>
<td>0</td>
</tr>
</tbody>
</table>

8. Please indicate the total number of students enrolled in the program during the reporting period that identify with the following racial groups:

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>26</td>
<td>12</td>
</tr>
</tbody>
</table>

9. Please indicate the number of male, female, or transgender students (as self-identified by the student) enrolled in the program during the reporting period:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Transgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>
Section III: Faculty

1. The Program Director is:

- A full-time employee of sponsoring institution?
  Yes

- A faculty member of sponsoring institution with all faculty rights including voting on program issues?
  Yes

- Tenure-track academic appointment?
  No

- Tenured faculty?
  No

- In good standing with the BOC?
  Yes

- In good standing with the state licensing agency?
  Yes

- Currently engaged in clinical practice?
  No

- Number of years of experience in athletic training (not including GA)
  21

- Number of years of full-time clinical experience in athletic training (not including GA).
  11

  Dual academic/clinical appointments should not be counted towards full-time clinical experience.

- Select the highest degree earned for the Program Director
  Masters Degree

2. The Clinical Education Coordinator is:

- A full-time employee of sponsoring institution?
  Yes

- A faculty member of sponsoring institution with all faculty rights including voting on program issues?
  Yes
- Tenure-track academic appointment?  
  No
- Tenured faculty?  
  No
- In good standing with the BOC?  
  Yes
- In good standing with the state licensing agency?  
  Yes
- Currently engaged in clinical practice?  
  No
- Number of years of experience in athletic training (not including GA)  
  10
- Number of years of full-time clinical experience in athletic training (not including GA).  
  6
  *Dual academic/clinical appointments should not be counted towards full-time clinical experience.*
- Select the highest degree earned for the Clinical Coordinator  
  Masters Degree

3. Indicate the number of AT program faculty POSITIONS in FTE's during the reporting period:

*Note: CORE FACULTY: Administrative or teaching faculty devoted to the program that has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by the institution. This person is appointed to teach athletic training courses, advise and mentor students in the AT program. At minimum, this must include the Program Director and one (1) additional faculty member. Core full-time faculty report to and are evaluated and assigned responsibilities exclusively by the administrator (Chair or Dean) of the academic unit in which the program is housed. ASSOCIATED FACULTY: Individual(s) with a split appointment between the program and another institutional entity (e.g., athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple different supervisors. ADJUNCT FACULTY: Individual contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.*

- Core Faculty Positions  
  4
- Associated Faculty Positions  
  7
• Adjunct Faculty Positions
  3

4. Indicate the number of AT program faculty VACANCIES in FTE's during the reporting year:
   • Core Faculty Vacancies
     0
   • Associated Faculty Vacancies
     0

5. Were there any faculty changes during the reporting period?
  Yes

If yes, please list new faculty, credentials, and title

Tamara Fernandez, LAT, ATC, LMT
Visiting Lecturer

Kara Radzak, Ph.D., LAT, ATC
Assistant Professor

6. Indicate the program's average faculty-student ratio in LECTURE COURSES during this reporting period:
   • 1:14

   Note: For an average ratio of 1 faculty member per 10 students, enter 1:10. For an average ratio of 2 faculty members per 30 students, enter 1:15. For an average ratio of 2.5 faculty members per 30 students, enter 1:12. Core courses are AT specific courses only. Do not include ratios for basic science courses or course taught outside the degree for which the AT program does not have control.

7. Indicate the program's average faculty-student ratio in LAB COURSES during this reporting period:
   • 1:14

8. Indicate the program's average preceptor-student ratio in CLINICAL EDUCATION during the reporting period:
   • 1:2

   Note: For an average ratio of 1 preceptor per 10 students, enter 1:10. For an average ratio of 2 preceptors per 30 students, enter 1:15. For an average ratio of 2.5 preceptors per 30 students, enter 1:12. This includes all students including other Healthcare students and observation students.

9. For the reporting period, indicate the standard teaching load for faculty within the college where the AT program is housed: (Indicate both credit hours and contact hours.)
Note: Credit hours refer to the amount of credits earned per course, which is published in the institution's course catalog and reflected on the student's transcript. Contact hours refer to the amount of time spent in class over the course of a semester. For example, a 3-credit course that meets 3 hours per week over a 15-week semester totals 45 contact hours. Likewise, a 1-credit lab that meets 3 hours per week over a 15-week semester totals 45 contact hours. The annual report requires these data to be reported for the academic year. For example, the average annual teaching load for a program director who is teaching 3 lecture courses (3 credits/45 contact hours each) in fall as well as 2 lecture courses (3 credits/45 contact hours each) and 1 lab course (1 credit/45 contact hours) in spring should be reported as: 16 credits with 270 contact hours.

- Credit hours
  24

- Contact hours
  360

- For the reporting period, indicate the length of the Faculty's annual appointment (in months):
  9

10. For the reporting period, indicate the teaching load assigned to the AT program director: (Indicate both credit hours and contact hours.)

- Credit hours
  17

- Contact hours
  210

- Release Time
  25%
  Please indicate the percentage release time per academic year (fall and spring only) the Program Director is contractually provided for administration of the Program (i.e. 25%, Do not include occasional overload)

- For the reporting period, indicate the length of the Faculty's annual appointment (in months):
  9

11. For the reporting period, indicate the teaching load assigned to the AT clinical education coordinator: (Indicate both credit hours and contact hours.)

- Credit hours
  17

- Contact hours
  210
• Release Time
  25%
  *Please indicate the percentage release time per academic year (fall and spring only) the Program Director is contractually provided for administration of the Program (i.e. 25%, Do not include occasional overload)*

• For the reporting period, indicate the length of the Faculty's annual appointment (in months):
  9

Comments: for further explanation of any question, please indicate the question number before the explanation.
• For the Program Director and the Clinical Coordinator, appointments are 9 months, but a stipend is added to each contract equal to one additional month compensation to address programmatic work outside of the contracted time.
Section IV: Program Operations

1. Calculate yearly in-state and out-of-state tuition for the AT students. Total boxes A, B & C and enter that number in the Total box for total cost of attendance per year. (Do not enter decimals, commas, or dollar signs) (Use average tuition and/or fees (lab fees, university fees, etc.), if variable. Other required expenses should include the yearly basis of liability insurance and other advertised expenses.)

In-State Students
A. Tuition (yearly)
   - $4782

B. Fees (yearly)
   - $734
   Institutional charges incurred by the student other than tuition and excluding room and board. (e.g. lab fees, student activities fees)

C. Other Student Expenses per year
   - $57
   Program specific costs incurred by the student (e.g. uniform purchases, liability insurance, professional membership fees, background check)
   - Total $5573

Out-of-State Students
A. Tuition (yearly)
   - $4782

B. Fees (yearly)
   - $14644
   Institutional charges incurred by the student other than tuition and excluding room and board. (e.g. lab fees, student activities fees)

C. Other Student Expenses per year
   - $57
   Program specific costs incurred by the student (e.g. uniform purchases, liability insurance, professional membership fees, background check)
   - Total $19483

2. Expendable supplies are purchased made yearly for use within the program.
   Note: Please indicate the program costs associated in each question below. If positions are shared between programs, please include only the amount of the position specifically charged to the program

   Program expenditures:
(If personnel are shared across programs, report the portion charged to the Athletic Training program)

- Personnel costs - Faculty/Instructional Staff
  $234178
- Personnel costs - Administrative Support
  $26715
- Capital Expenses
  $5200
- Professional Development
  $5395
- Expendable Supplies
  $4886

3. Briefly describe how any budget changes have impacted on the program during this reporting period:
   The most significant changes to our budget were related to the hiring of 2 new faculty members this year. This has directly impacted our students and in turn should help with student retention in the future.

4. Please indicate the website url or other public document where prospective students and the public can find out information on the other program expenses indicated above (not tuition and fees).
   - https://www.unlv.edu/kns/athletictraining/costs

Section V: Outcomes

1. Please enter how many students graduated from the program during the reporting period:
   15

2. Please indicate what percentage of your most recent class of graduates are employed in a AT related position (including graduate assistantships/internships in AT):
   81-90%

3. Provide one outcome for your program: (broad, discipline-related characteristics of a graduate of the program.) Please provide a different outcome from those submitted in previous annual reports.
   - Upon completion of this degree, the athletic training student will:
     Be knowledgeable and skilled in the development and implementation of therapeutic interventions designed to maximize a patient's participation and health-related quality of life.
4. Provide the objectives that you measured for this outcome: these should be measurable, demonstrable components (skills, knowledge, attitudes) which, when combined, provide evidence of achievement of that student learning outcome. These objectives should not include grades for specific classes.

- **Clinical Competencies and Proficiencies:**
  - Students are expected to improve towards a proficient level for each competency and proficiency, as assessed by faculty and preceptors. Currently the scale used for assessment of clinical proficiency is E - Emergent, C - Competent, and P - proficient. We have the expectation that all students improve in the quality of work demonstrated. All students are expected to have attempted all assigned proficiencies by the end of the academic year.

- **Clinical Evaluations:**
  - Students and Preceptors are required to submit 2 clinical evaluations each semester, one at midterm and one final. Students are expected to utilize the feedback provided in their midterm evaluation to improve on their weaknesses. Final evaluations will then demonstrate the student's progression throughout the semester. As part of the clinical evaluation process the students are issued a letter grade by their Preceptors for the clinical evaluation. Those letter grades are converted to a percentage. During this evaluation, preceptors may directly evaluate a variety of athletic training skills including the development and implementation of therapeutic interventions.

- **Comprehensive Exit Examinations:**
  - Students have 2 opportunities in the 4th semester to pass both a written and a practical exam with 70% or higher in order to qualify as a candidate for the BOC certification exam. If they fail to pass during the 4th semester they will be given another chance to pass during their 5th semester. This exam is one of the tools we use to assess the quality of learning that has occurred in each of the domains of athletic training. The test is vetted after it is taken and the program director will share information with the other faculty in order to address weaknesses in specific content areas.

- **NATA-BOC Certification Exam:**
  - Pass/Fail Examination. According to the BOC, scores will be reported on a scale from 200 to 800, and the minimum passing score for the exam is 500. We believe this is one of the best measures of student learning as this is the only examination given by an outside institution.

- **Graduation Survey:**
  - This survey has been implemented for the past several years. It is given to graduating seniors during their last week in our program. The first 5 questions on the Likert scale range from 1-10, Questions in this survey include variety of metrics related to the students overall experience at our institution and to their experiences in the athletic training program, this includes specifics as to the strengths and weakness of the educational experiences.
• **Case Studies:**
  o During the Spring Semester each Junior and Senior Student is required to complete a thorough case study, the case studies are graded based on the instructor's rubric for the assignment.

5. What assessment strategies did you use to measure each objective:
   • Case Study
   • Exam (e.g. Exit, Cumulative)
   • BOC Exam
   • Exit Interview/Survey
   • Practical Examination
   • Preceptor Evaluation

6. Provide the benchmark(s) you set to determine if your students are competent based on your assessment strategy:

Benchmarks are set for each of the assessment strategies, and are outlined below.

   • **Clinical Competencies and Proficiencies:**
     o Senior Student - 70% Proficient, Junior Student 70% Competent, and Sophomores 100% Attempted by the end of the school year.

   • **Clinical Evaluations:**
     o A score of 80% or above is indicative of success.

   • **Comprehensive Exit Examinations:**
     o A score of 70% in both the written and practical exam or above is indicative of success.

   • **NATA-BOC Certification Exam:**
     o A first time pass rate of 70% or above is indicative of success.

   • **Graduation Survey:**
     o We expect that the aggregate score on each of the questions will have a mean above 8.

   • **Case Study:**
     o Based off the instructors rubric we expect the average score for all students to be above 80%.

7. Which benchmarks were met?
   • Clinical Competencies and Proficiencies
   • Clinical Evaluations
   • Comprehensive Exit Examinations
   • NATA-BOC Certification Exam
   • Graduation Survey
   • Case Study
8. Which benchmarks were not met?
   - For this reporting period, all benchmarks were met.

9. What changes did you make in the program as a result of the outcomes measurement?
   - At this point we feel that no major change is necessary as we are meeting all of our benchmarks, and our students have demonstrated a very high level of success. Based on feedback, we diversified our clinical sites to allow students exposure to additional clinical sites with intervention experiences. We changed the rehabilitation rotation from a general time frame into specific hours (30) that students were allowed to apply to their minimum required clinical hours (200), and added a category in ATrack specifically for rehabilitation hours. Students were asked to be part of an ongoing surgical rehabilitation of an injured athlete. Though these hours were allowed to be applied to their minimum requirement, they did not apply when students had reached the maximum number of hours (250); therefore, the rehabilitation hours did not take away from the experience at the clinical site.

Comments: for further explanation of any question, please indicate the question number before the explanation.

5. Additionally we measure the following throughout the year:
   - Graduation Placement
   - Student Evaluations of their preceptors
   - Student evaluations of their clinical sites
   - Students evaluations of themselves
   - Universal Evaluation by the student
   - Universal Evaluation of the student by their preceptor
Section VI. Access to Information and Compliance

Overview of Program Compliance with Standards

1. Please provide verification that the Athletic Training program at the sponsoring institution is CURRENTLY compliant with all of the following requirements delineated in the CAATE Standards. Please indicate if the program is in compliance with each of the sections in the Standards below.

*Note: Failure to accurately self-report unresolved non-compliance(s) with the Standards will result in an immediate change in accreditation status to probation. NOTE: Non-compliances (identified as NO below) during the reporting period should be explained, as well as current or pending resolution of the non-compliance(s).*

- Sponsorship
  Yes

- Outcomes
  Yes

- Personnel
  Yes

- Program Delivery
  Yes

- Health and Safety
  Yes

- Financial Resources
  Yes

- Facilities and Instructional Resources
  Yes

- Operational Policies and Fair Practices
  Yes

- Program Description and Requirements
  Yes

- Student/Resident Records
  Yes

- Distance Learning
  NA
2. If NO is the response to any Standard sections listed above, please provide an explanation describing why the Program may be non-compliant with that Standard section; and describe the plan to correct the non-compliance issues.

Yes was the response to all Standards sections listed above.

3. To facilitate an efficient and quality tracking system for both the CAATE and the Programs, please indicate below for the non-compliances identified, if you are currently working on a progress report and the respective due date.

- Do you currently have a Progress Report Due?
  No

- Is your program currently on Self-Study or Site Visit year?
  No

4. Acknowledgement of Preparedness- Programs submitting reports after the October 15th will be placed on Administrative Probation, which will convert to Probation after 30 days if the report is not received.

I acknowledge all documents are current and accessible for review upon request.
Section VII Student Learning Outcomes

Upon completion of this degree, the athletic training student will:

1. Understand evidence-based practice concepts and their application.

2. Possess the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses, optimizing overall patient health and quality of life.

3. Possess strong clinical examination and reasoning skills, based on an understanding of anatomy, physiology, and biomechanics allowing them to accurately formulate a differential diagnosis.

4. Be knowledgeable and skilled in the evaluation and immediate management of acute illnesses and injuries.

5. Be knowledgeable and skilled in the development and implementation of therapeutic interventions designed to maximize a patient’s participation and health-related quality of life.

6. Recognize abnormal social, emotional and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.

7. Understand risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

8. Embrace the need to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care providers, referring patients appropriately when such referral is warranted.
Section IX Results, conclusions and discoveries

Clinical Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Sophomores</th>
<th>Year</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Skills, Clinic Operations, Acute Care</td>
<td>99% Completed</td>
<td></td>
</tr>
</tbody>
</table>

Note: Sophomores are assessed through the Knight book, Developing Clinical Proficiency in Athletic Training 4th edition, Sections A-C.

Note: Sophomores begin the Athletic Training Program in the Spring so only one semester is assessed each year at this level.

<table>
<thead>
<tr>
<th>Juniors</th>
<th>Year</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention &amp; health promotion</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Clinical assess/ diagnosis/ acute care/ therapeutic intervention</td>
<td>72.5%</td>
<td></td>
</tr>
<tr>
<td>Psychosocial strategies and referral</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>Healthcare administration</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>73.8%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Junior Percentages are based on receiving a clinical grade of Competent or greater.

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Year</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention &amp; health promotion</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Clinical assess/ diagnosis/ acute care/ therapeutic intervention</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Psychosocial strategies and referral</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Healthcare administration</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Senior percentages are based on receiving a clinical grade of Proficient.

The results demonstrate that our students are progressing from emergent to competent and from competent to proficient at an expectable rate. The sophomore students’ results indicate that 99% of all proficiencies were attempted in spring 2016. The junior students’ results indicate that 73.8% of all proficiencies were scored at a level of Competent or above in Fall 2015. The senior students’ results indicate that 100% of all proficiencies were scored at a level of Proficient or above in Fall 2015.
Goals, Clinical Evaluations

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2016</td>
<td>Spring 2016</td>
<td>Goals</td>
<td>Grade</td>
<td>Goals</td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>NA</td>
<td>NA</td>
<td>97.5</td>
<td>93.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Juniors</td>
<td>95.5</td>
<td>95.3</td>
<td>97.7</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>97.1</td>
<td>98.0</td>
<td>96.4</td>
<td>97.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen by the table above our students were overwhelmingly meeting the goals they set for themselves at the beginning of each semester. We use goal setting to allow our students to focus some of their learning into areas in which they are more interested in gaining extra knowledge and experience. Our students’ final clinical evaluation scores are also very high, demonstrating that our students are achieving the level expected of them by their clinical instructors. Our results in this area were higher than we expected. We speculate that our clinical instructors (preceptors) may be scoring our students too high.
### Universal Evaluations

<table>
<thead>
<tr>
<th>Questions</th>
<th>Fall 2015</th>
<th></th>
<th>Spring 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior</td>
<td>Junior</td>
<td>NA</td>
<td>Senior</td>
</tr>
<tr>
<td>Facility Management</td>
<td>98.1</td>
<td>96.1</td>
<td>NA</td>
<td>96.0</td>
</tr>
<tr>
<td>Problem-Solving Skills</td>
<td>95.4</td>
<td>94.4</td>
<td>NA</td>
<td>95.7</td>
</tr>
<tr>
<td>Ethical and Professional Manner</td>
<td>93.8</td>
<td>92.2</td>
<td>NA</td>
<td>94.7</td>
</tr>
<tr>
<td>Documentation</td>
<td>99.2</td>
<td>98.9</td>
<td>NA</td>
<td>98.0</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>93.1</td>
<td>95.6</td>
<td>NA</td>
<td>96.3</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>95.0</td>
<td>97.2</td>
<td>NA</td>
<td>96.7</td>
</tr>
<tr>
<td>Interaction with Professionals</td>
<td>96.9</td>
<td>96.1</td>
<td>NA</td>
<td>96.3</td>
</tr>
<tr>
<td>Personal Appearance</td>
<td>96.9</td>
<td>97.8</td>
<td>NA</td>
<td>98.0</td>
</tr>
<tr>
<td>Promptness and Attendance</td>
<td>98.5</td>
<td>97.8</td>
<td>NA</td>
<td>98.0</td>
</tr>
<tr>
<td>Team Player</td>
<td>99.6</td>
<td>98.9</td>
<td>NA</td>
<td>99.7</td>
</tr>
<tr>
<td>Enthusiasm/Interest</td>
<td>97.7</td>
<td>96.1</td>
<td>NA</td>
<td>97.0</td>
</tr>
<tr>
<td>Confidence</td>
<td>95.4</td>
<td>95.0</td>
<td>NA</td>
<td>96.3</td>
</tr>
<tr>
<td>Supplemental Information</td>
<td>98.1</td>
<td>96.7</td>
<td>NA</td>
<td>98.3</td>
</tr>
<tr>
<td>Follow Directions</td>
<td>99.6</td>
<td>98.3</td>
<td>NA</td>
<td>99.0</td>
</tr>
<tr>
<td>Respect Confidentiality</td>
<td>97.7</td>
<td>98.3</td>
<td>NA</td>
<td>97.0</td>
</tr>
<tr>
<td>Initiative</td>
<td>98.5</td>
<td>100.0</td>
<td>NA</td>
<td>98.3</td>
</tr>
<tr>
<td>Organizational Ability</td>
<td>98.5</td>
<td>98.3</td>
<td>NA</td>
<td>98.3</td>
</tr>
<tr>
<td>Constructive Criticism</td>
<td>99.2</td>
<td>97.8</td>
<td>NA</td>
<td>98.2</td>
</tr>
<tr>
<td>Recognized Limitations</td>
<td>99.2</td>
<td>98.9</td>
<td>NA</td>
<td>99.3</td>
</tr>
<tr>
<td>Means</td>
<td>97.4</td>
<td>97.1</td>
<td>NA</td>
<td>97.4</td>
</tr>
</tbody>
</table>

The universal evaluation is a way to determine how students are progressing both as a clinician and as an all-around student with emphases on professional development. This information is utilized at both a midterm and final evaluations. Students receive this information through our Atrack.com online system. These results are close to what is expected as we feel our students should be performing at a very high level in these areas.
**Entrance Exam**

<table>
<thead>
<tr>
<th></th>
<th>Fall 14</th>
<th>Fall 15</th>
<th>Fall 2016</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Exams Taken</td>
<td>33</td>
<td>38</td>
<td>28</td>
<td>99</td>
</tr>
<tr>
<td>Number of Exams Passed (70%)</td>
<td>23</td>
<td>26</td>
<td>22</td>
<td>71</td>
</tr>
<tr>
<td>Mean score of all exams</td>
<td>74.5</td>
<td>75.2</td>
<td>77.6</td>
<td>75.8</td>
</tr>
</tbody>
</table>

As demonstrated in the table above, a majority of the students undergoing the entrance exam passed the assessment. These results are expected since this exam is designed to be relatively straightforward. We feel that at this time in the students’ career they should pass this exam if they are serious about applying to the Athletic Training Program. However, not all students pass the exam and therefore they do not gain acceptance into our program.

**Comprehensive Exit Examinations**

<table>
<thead>
<tr>
<th>Year</th>
<th>Exam</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>W1</td>
<td>W2</td>
<td>P1</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>64.5</td>
<td>72.9</td>
<td>75.1</td>
</tr>
<tr>
<td># Tests</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td># Pass</td>
<td>4</td>
<td>13</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>% Pass (70)</td>
<td>25.0</td>
<td>81.3</td>
<td>68.8</td>
<td>56.3</td>
</tr>
</tbody>
</table>

W = Written Moch Exam  
P = Practical Moch Exam

As can be seen in the table above our comprehensive written and practical exit exams show our students are learning the material we feel they need to become entry-level athletic trainers. Our results demonstrate that our students are retaining knowledge from each semester and that our learning over time method is effective. During this year, not all students were able to reach the passing grade of 70% at least once on each type of examination. For student that did not receive a passing grade they were given another chance to pass the exam in the spring semester after they completed a remediation requirement. We feel that the outcomes for these exams are consistent with our expectations that all of the students who pass these exams will be adequately prepared to take the NATA-BOC Certification Exam. The results of these exams are what we have come to expect from our senior level students.
As, demonstrated by the tables above, in 2016 we had a 100% first time pass rate for the 5th time in 6 years. Our results also indicate that our students are outperforming the national average in each of the domains tested by the Board of Certification. We feel that our program continues to improve and this test is the ultimate measure of the success of our program. This metric is truly the only way to measure our program against other programs throughout the county. The outcome for 2016 was above what was expected.
Student Assessment of the Preceptor

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Sophomores</td>
<td>4.1</td>
<td>NA</td>
<td>4.9</td>
</tr>
<tr>
<td>Juniors</td>
<td>4.5</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Seniors</td>
<td>4.7</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Means</td>
<td>4.43</td>
<td>4.35</td>
<td>4.6</td>
</tr>
</tbody>
</table>

The results of the 2016 Evaluation of Preceptor by the students demonstrate the program had improving results, as we expect all preceptors to receive ratings of 4.0 or above. The ratings for 2016 were above what was expected given that Fall 2014 was relatively low. In the past many of our preceptors who scored poorly were new to our program, in response to this we have made efforts to have our new preceptors meet with the Athletic Training Educational Staff on a monthly basis, this has given us a chance to solve problems before they actually affect our student outcomes.

Student Assessment of the Clinical Site

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Sophomores</td>
<td>4.4</td>
<td>NA</td>
<td>4.7</td>
</tr>
<tr>
<td>Juniors</td>
<td>4.7</td>
<td>4.1</td>
<td>4.6</td>
</tr>
<tr>
<td>Seniors</td>
<td>4.7</td>
<td>4.8</td>
<td>4.3</td>
</tr>
<tr>
<td>Means</td>
<td>4.6</td>
<td>4.45</td>
<td>4.5</td>
</tr>
</tbody>
</table>

The results of the Evaluation of the Clinical Setting by the students show that our clinical sites are rated favorably. We expect all clinical sites to receive ratings of 4.0 or above. The ratings for 2016 were above what was expected.
Section X, Use of results.

In general, we are pleased with our results. At this time, no programmatic changes are indicated. In looking at our data we are meeting or are exceeding our goals in all areas. Major program changes will not be made this year however; we will continue to work diligently towards the ongoing improvement of our program.