

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: Athletic Training Program – BS in Athletic Training</p>
	<p>Program Purpose: The primary purpose of the undergraduate Bachelor of Science in Athletic Training is to prepare graduates: (1) to pass the national Board of Certification (BOC) examination for the Athletic Trainer and (2) for entry-level athletic training positions or for advanced study.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Students will demonstrate they have acquired the content knowledge and skills needed to become a certified athletic trainer.</p>
	<p>Goal 2: Students will use effective written communication skills to clearly and accurately advocate for the profession of athletic training.</p>
	<p>Goal 3:</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	<p>Who & How: Indicate who will collect the data and how data will be collected. Goal 1: National and UCA athletic training program results for the BOC exam are mailed from the BOC to the Program Director in early May. Goal 2: The Program Director will collect the assessment documentation (results) from the faculty assigned to evaluate students' written submissions.</p>
		<p>Timeline: Indicate when the data will be collected. March, April & May</p>
	Data Analysis	<p>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. Ellen Epping, Program Director</p>
		<p>Timeline: Indicate when the data will be analyzed. April and May</p>
	Data Dissemination	<p>Who & How: Indicate who will share data with relevant faculty and how data will be shared. Results are provided to the KPED Chair and AT Program faculty and preceptors in May To meet CAATE standard 7, The program's BOC examination aggregate data for the most recent three test cycles (years) must be provided and include the following metrics; Number of students graduating from the program who took the examination, number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts.</p>
		<p>Timeline: Indicate when the data will be shared. May of each year</p>
	Resulting Actions	<p>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The AT Program Director will schedule an appointment with the KPED Chair to discuss the results before making any changes.</p>
		<p>Timeline: Indicate when the data and faculty feedback will be shared. The results will be shared with program faculty during weekly program meeting(s) in May</p>
	Re-assessment/ Evaluation	<p>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. Results from data collection may result in changes to instructional and assessment methods</p>
		<p>Timeline: Indicate when the data will be collected following these changes.</p>

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Students will demonstrate they have acquired the content knowledge and skills needed to become a certified athletic trainer.
	Related Program Goal(s)	Program Goal 2 Prepare students to pass the Board of Certification (BOC) examination for the Athletic Trainer.
	Assessment Activity	Board of Certification (BOC) Examination for the Athletic Trainer
	Assessment Method	Standardized national exam accredited by the National Commission for Certifying Agencies (NCCA)
	Benchmark	The 1 st time pass rate for UCA graduates will meet or exceed CAATE Standard #8: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC exam.
	Location	Candidates will complete the exam at approved testing sites determined by the BOC.
	Frequency	The BOC exam is administered during five 2-week windows per year with the testing cycle beginning in April and ending in February. The testing windows are in April, June, August, November and February.
Observations	Data Summary	BOC Exam results for past three years 2012 – Eight (8) of 12 candidates passed the exam on the first attempt. 66.67% 2011 – Five (5) of 6 candidates passed the exam on the first attempt. 83.33% 2010 – Six (6) of 8 candidates passed the exam on the first attempt. 75% 3 year aggregate is: 19 UCA passed on 1 st attempt / 26 UCA students attempted exam 73% = 3 year aggregate 1 st time pass rate
	Result	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Director Date of Analysis: May 2013 Comments: The three year aggregate for UCA students' 1 st time pass rate on the BOC examination is 73% which does exceed the CAATE standard of 70%.
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Director Date of Presentation: May 15, 2013 Comments: The BOC Exam results were presented to faculty during a program meeting on May 15, 2013.
	Conclusion	<input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: UCA students are strongly encouraged to sit for the BOC exam in April or June, which are the testing windows closest to their graduation. BOC will mail results for 2013 graduates in May 2014
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Students will use effective written communication to clearly and accurately describe and advocate for the profession of athletic training.
	Related Program Goal(s)	Goal 2: The Athletic Training Program will provide learning experiences that require students to develop effective written communication skills as members of a professional health-care team.
	Assessment Activity	Students must submit written reflections related to their progress in learning the Athletic Training Education Competencies (domains) over time.
	Assessment Method	Writing Rubric
	Benchmark	Students must achieve a final score of 70% or better on each written reflection submission.
	Location of Assessment	Students must submit written reflections to the Program Director. The Program Director will assign the evaluation of student's submissions to AT faculty. Assessment results will be returned to the Program Director.
	Frequency	During students' final semester of enrollment in the athletic training program (spring semester).
Observations	Data Summary	
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Director Date of Analysis:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Date of Presentation: Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Spring 2014 Students must successfully pass the written assessments by a date (April 11, 2014) specified in an agreement made with the Program Director at the start of the spring semester.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ <div style="text-align: right;">Date</div>

Senior Written Reflection Rubric

Student Name:		Reviewer Name:	
Points	Observation Log Content	Writing Style / Grammar	Points
5	<ol style="list-style-type: none"> 1. Provided excellent detailed descriptions 2. Descriptions were focused, relevant, valuable and meaningful in athletic training domain 3. Provided variety of experiences and observations <ul style="list-style-type: none"> ✓ Properly related to the AT domain ✓ Illustrate learning-over-time 4. Provided accurate, clear and concise account of experience(s) 5. Selected artifacts clearly support reflection 	<ol style="list-style-type: none"> 1. Typed using easy to read, 11 or 12 size, font 2. No or minimal errors in grammar, spelling, punctuation and capitalization <ul style="list-style-type: none"> ✓ All words spelled out completely 3. Used proper medical terminology and accurate action verbs (proper tense) 4. No usage errors, for example <ul style="list-style-type: none"> ✓ There/their, are/our, stimulation/stem. etc. 5. Avoided expressions such as “a lot” or “I got to” 	5
4	<ol style="list-style-type: none"> 1. Provides adequate amount of detailed descriptions 2. Descriptions lacked some focus, relevance, value or meaning in 1 – 2 areas 3. Variety of experiences and observations provided could improve in athletic training domain <ul style="list-style-type: none"> ✓ Properly related to the AT domain ✓ Illustrate learning-over-time 4. Provides accurate, clear and concise account of experience(s) 5. Selected artifacts support reflection, could improve 	<ol style="list-style-type: none"> 1. Typed using easy to read, 11 or 12 size, font 2. Some errors in grammar, spelling, punctuation and capitalization but they do not distract from message 3. Used medical terminology and action verbs (proper tense) but needs to make 3-5 corrections 4. Some usage errors need to be corrected 5. Mostly avoided using expressions such as “a lot” or “I got to” but needs to correct in some areas 	4
3	<ol style="list-style-type: none"> 1. Descriptions lacked some details 2. Descriptions frequently lacked focus, relevance, value or meaning in athletic training domain 3. Variety of experiences and observations provided need to improve in several areas <ul style="list-style-type: none"> ✓ Lacked some relation to the AT domain as a whole ✓ Learning-over-time was not thoroughly addressed 4. Descriptions lacked accuracy, and were not clear or concise in several areas 5. Some artifacts did not align with reflection, improve 	<ol style="list-style-type: none"> 1. Typed , issue with font in some areas 2. Some errors in grammar, spelling, punctuation and capitalization, distracted from message 3. Used medical terminology and action verbs (proper tense) but needs to make 5-7 corrections 4. Some usage errors need to be corrected 5. Used expressions such as “a lot” or “I got to” too often, interferes with proper description (see reflection writing instructions) 	3

Senior Written Reflection Rubric

Points	Observation Log Content	Writing Style / Grammar	Points
2	<ol style="list-style-type: none"> 1. Descriptions majorly lacked details 2. Descriptions frequently lacked focus, relevance, value or meaning, 8 or more areas in athletic training domain 3. Variety of experiences and observations provided, needs to improve in many areas <ul style="list-style-type: none"> ✓ Did not relate to the AT domain as a whole ✓ Learning-over-time was not thoroughly addressed 4. Descriptions lacked accuracy, and were not clear or concise in many areas 5. Major misalignment between artifacts with reflections Needs significant improvement throughout rewrite 	<ol style="list-style-type: none"> 1. Typed, major issues with font (readability) 2. Major errors in grammar, spelling, punctuation and/or capitalization, distracted from flow of message (readability) 3. Major corrections needed in use of medical terminology and action verbs (proper tense) (accuracy/clarity) 4. Major corrections needed regarding usage errors 5. Needs to eliminate use of expressions such as “a lot” or “I got to”, must make corrections (see reflection writing instructions) 	2
1	<ol style="list-style-type: none"> 1. Descriptions provided minimal detail 2. Descriptions provided minimal focus, relevance, value or meaning in athletic training domain 3. Minimal variety of experiences/ observations provided <ul style="list-style-type: none"> ✓ Did not relate to the AT domain and / or ✓ Did not address learning-over-time 4. Accuracy of descriptions were minimal, not clear or concise 5. Minimal alignment between artifacts and reflections Need to completely rewrite reflection 	<ol style="list-style-type: none"> 1. Typed, major issue with font (readability) 2. Unacceptable errors in grammar, spelling, punctuation and/or capitalization, distracted from flow of message (readability) 3. Unacceptable use of medical terminology and action verbs (proper tense) (accuracy/clarity) 4. Unacceptable errors regarding usage, for example <ul style="list-style-type: none"> ✓ There/their, are/our, stim./stem. etc. 5. Unacceptable use of expressions (see reflection writing instructions) 	1
0	This aspect of reflection submission was unacceptable	This aspect of reflection submission was unacceptable	0
Points	Observation Log Content	Writing Style / Grammar	Points
	Reviewer Comments	Date	