

## 2010-11 Program Assessment Update

Department & Program: PEHR (Athletic Training)

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As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2010-11.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Successful matriculation through clinical education component of curriculum	1. Evaluation of student performance 2. Quarterly evaluation by student of clinical instructor	Inconsistencies with grading of student's across clinical sites	Re-education of (approved) clinical instructors with an emphasis on the program goals and mission	(2) planned "retreats" with clinical instructors to occur during the Summer 2010.	This SLO is essential to the program's mission statement and to maintaining accreditation.

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Successful fulfillment of the National Athletic Trainers' Association (NATA) educational competencies	Monitor passing rate of students taking the Board of Certification (BOC) Examination	We are successfully fulfilling the NATA's educational competencies	Continual monitoring of course content for all of the courses in the curriculum.	On-going process throughout the academic year.	Successful fulfillment of the (NATA) educational competencies is essential to assuring the success of our students in being able to perform as a certified / licensed athletic trainer.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.

### Sample Assessment table showing one SLO for one program

Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Embedded test questions from Cluster A courses randomly selected throughout AY 2010-2011.	(1.) Data were gathered from 5 Cluster A courses from course examinations (2.) Findings from 200 sampled tests indicate that 80% of students answered identified questions correctly	(1. ) Consider use of a pre-test/post-test format to determine which areas are generally known to students at pre-test so more attention can be focused on unfamiliar areas.	Plan: develop pre-test over summer 2011 Implement during 2011-2012 AY	This SLO is still central to program mission.