



Submission Guidelines for **Interim** Assessment Reports (assessment results from AY 2013-14)

Guidelines:

- 1) *Submission deadline: **September 26, 2014**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
- 3) *Provide a SEPARATE REPORT for each academic program, **all certificate and degree programs are required to be assessed per NEASC***
- 4) *An Interim report consists of the Completed Overview report for the academic program and General Education Overview, if appropriate.*

Reminder: Assessment reporting is on a 5 year cycle, consisting of a full report in year one followed with interim reports for years 2, 3, 4, and 5. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for that program in the year that they prepare a program review report (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the same guidelines as outlined for departments preparing for their Program Review –in the year the self-study is written, they complete the Summary report. Please remember that an annual update to an accrediting agency is not analogous to a self-study.

Interim reports: complete ONLY the Overview for the program, complete with contribution to general education, using the table format below. URL to Assessment website resources: <http://www.ccsu.edu/page.cfm?p=3454>

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You may use a bulleted list for each of the questions—full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

Overview

Department: Physical Education & Human Performance

Report Preparer: _Peter Morano

Program Name and Level: Athletic Training, Undergraduate BS degree

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://web.ccsu.edu/athletictraining/Education/
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	None
3) Strengths: What about your assessment process is working well?	Continuity of the student evaluators
4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	EXS 319 Practicum 3 in Athletic Training – need to improve/add to the list of clinical skills that students need to perform.
For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs): LO #1)___ Understand the importance of the relationship of injury reduction through the demonstration of various preventative techniques used in athletic training, as well as the planning and coordination of a pre-participation screening.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 217 – written exams, practical exam EXS 317 – written exam, practical exam EXS 413 – written exam EXS 445 – capstone course Certification Exam
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty
7) Results: Since the most recent full report, state the conclusion(s)	Conclusion: Increase skill improvement due to increase lab time/individual instruction

drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Evidence(e.g., conclusion based on data in table x):
	Changes:
LO #2) Demonstrate the ability to recognize and evaluate athletic injuries/illnesses.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 112 – written exams EXS 217 – written exams, practical exam EXS 218 – written exams and practical exam EXS 317 – written exam, practical exam BMS 380 – written and practical exams EXS 445 – capstone course Certification Exam
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Increase skill improvement due to increase lab time/individual instruction Evidence (e.g., conclusion based on data in table x): Changes:
LO #3) Demonstrate knowledge in the immediate care of acute athletic injuries/illnesses.	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 112 – written exams EXS 217 – written exams, practical exam EXS 218 – written exams and practical exam EXS 240 – written exams and practical exam BMS 380 – written and practical exams EXS 445 – capstone course Certification Exam
6) Interpretation: Who interprets	Faculty

<p>the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion: Increase skill improvement due to increase lab time/individual instruction</p>
	<p>Evidence(e.g., conclusion based on data in table x):</p>
	<p>Changes:</p>

LO #4) Develop and demonstrate rehabilitation and reconditioning techniques for athletic injuries.

<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 112 – written exams EXS 217 – written exams, practical exam EXS 240 – written exams and practical exam EXS 445 – capstone course Certification Exam</p>
<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion: Increase skill improvement due to increase lab time/individual instruction</p>
	<p>Evidence(e.g., conclusion based on data in table x):</p>
	<p>Changes:</p>

LO #5)_ Understand the importance of health care administration, medical documentation and medical referral

<p>5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 217 – written exams, practical exam EXS 218 – written exams and practical exam EXS 317 –written exams and practical exam BMS 380 – written and practical exams EXS 445 – capstone course Certification Exam</p>
<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and</p>	<p>Conclusion: Increase skill improvement due to increase lab time/individual instruction</p>
	<p>Evidence(e.g., conclusion based on data in table x):</p>

what changes have been made as a result of the conclusion(s).	Changes:
LO #6)_ Understand the importance of developing /maintaining athletic training policies and procedures, including implementation of an emergency action plan	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 217 – written exams, practical exam EXS 413 – written exams Certification Exam
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Increase skill improvement due to increase lab time/individual instruction
	Evidence (e.g., conclusion based on data in table x):
	Changes:

LO #7)_ Develop and incorporate professional ethical standards in their professional activities	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 112 – written exams Certification Exam
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Increase skill improvement due to increase lab time/individual instruction
	Evidence (e.g., conclusion based on data in table x):
	Changes:

LO #8)_ Understand the importance of remaining current in the profession through participation in seminars, research, and the use of other education resources such as the internet, professional journals, and home study	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	EXS 315, EXS 316, EXS 319 –clinical skill evaluations every 3 weeks (must score at least 80%), written exam and practical exam (must score at least 80% in both) EXS 112 – written exams EXS 413 – written exams Certification Exam
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Increase skill improvement due to increase lab time/individual instruction
	Evidence (e.g., conclusion based on data in table x):
	Changes:

Interim reports: append clearly labeled supporting data tables, organized by LO

LO 1. Understand the importance of the relationship of injury reduction through the demonstration of various preventative techniques used in athletic training, as well as the planning and coordination of a pre-participation screening	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 2. Demonstrate the ability to recognize and evaluate athletic injuries/illnesses.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 3. Demonstrate knowledge in the immediate care of acute athletic injuries/illnesses.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 4. Develop and demonstrate rehabilitation and reconditioning techniques for athletic injuries.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 5. Understand the importance of health care administration, medical documentation and medical referral.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 6. Understand the importance of developing/maintaining athletic training policies and procedures, including implementation of an emergency action plan.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 7. Develop and incorporate professional ethical standards in their professional activities.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3

LO 8. Understand the importance of remaining current in the profession through participation in seminars, research, and the use of other educational resources such as the Internet, professional journals, and home study courses.	EXS 315	EXS 316	EXS 319	Certification Exam
Failed to meet expectations	1	2	1	
Minimally met expectations	1	1		
Met expectations	4	1		3