

**BS in Athletic Training
Assessment of Student Learning Outcome Plan
Kansas State University**

A. College, Department, and Date of this Submission

College: Human Ecology
Department: Human Nutrition
Date of Submission: October 2004; Revised November 17, 2004

B. Contact Person(s) for the Assessment Plans

Denis M. Medeiros, PhD, RD; Professor and Head

C. Program-degree, minor, or certification

B.S. in Athletic Training

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Student learning outcomes were each divided into Knowledge, Personal Attributes and Skill domains. There are 56 learning outcomes developed for the degree program. The Department of Human Nutrition will focus on 4 student learning outcomes in its 3-year assessment plans:

1. Understand the role of prevention, management, and rehabilitation in providing care for athletes and others involved in physical activity.
2. Use knowledge and understanding in generating and exploring new opportunities and questions.
3. Demonstrate the ability to use appropriate resources to gain information (e.g.; libraries, databases, internet)
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc.) of the minority and majority populations in the United States.

Rationale: These outcomes were selected since they give a mix of knowledge, personal attributes and skills across several of the university-wide student learning outcomes. While we have 56 SLOs, the department may condense some of these as we enter the assessment process depending on outcomes of this plan.

Relationship to K-State Student Learning Outcomes

Program SLOs	Knowledge	Critical Thinking	Communication	Ownership For Learning	Diversity	Academic/ Professional Integrity
1. Understand the role of prevention, management, and rehabilitation in providing care for athletes and others involved in physical activity.	X					
2. Use knowledge and understanding in generating and exploring new opportunities and questions.		X				
3. Demonstrate the ability to seek out and use appropriate resources to gain information (e.g.; libraries, databases, internet)				X		
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc.) of the minority and majority populations in the United States.					X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Course(s)	Introduction	Reinforcement	Mastery	Indirect Measures	Who will be assessed?
1. Understand the role of prevention, management, and rehabilitation in providing care for athletes and others involved in physical activity.	HN 320 HN 551 HN 552 HN 556	HN 320 (final exam grade of athletic training majors)	HN 551 & HN 552 (final exam score)	HN 556 (final exam score) NATABOC Exam	Exit Interviews Senior Surveys	Majors identified in 320 will be assessed in other courses. Majors completing the national exam
2. Use knowledge and understanding in generating and exploring new opportunities and questions.	HN 320 HN 551 HN 552 HN 556 HN 557	HN 320 (case study score of emergency management)		HN 551 (case studies scores) HN 552 (case studies scores) HN 556 (case studies scores) HN 557 (case studies scores) NATABOC Exam	Exit Interview Senior Surveys	Overall scores of Athletic Training majors Majors completing the national exam
3. Demonstrate the ability to use appropriate resources to gain information (e.g.; libraries, databases, internet)	HN 132 HN 557	HN 132 (dining out assignment multiple choice test score)		HN 557 (budget & facility design project score)	Exit Interview	Athletic Training Majors
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.	HN 552			HN 552 (case studies score)	Exit Interview	Athletic Training Majors

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Timetable for Assessment for Learning Outcomes

Learning Outcomes	2005	2006	2007	Baseline Created
1. Understand the role of prevention, management, and rehabilitation in providing care for athletes and others involved in physical activity.	Introductory Competency Assessed	Reinforcement level of competency assessed	Mastery competency assessed NATABOC scores examined	Longitudinal selection of student majors in year 2005 selected in HN 320 and assessed in HN 551 and HN 556 Baseline created in 2007
2. Use knowledge and understanding in generating and exploring new opportunities and questions.		HN 552 & 556 case studies assessed	NATABOC scores examined	Baseline established in 2006 Baseline created in 2007
3. Demonstrate the ability to use appropriate resources to gain information (e.g.; libraries, databases, internet)	HN 557 research project assessed		HN 557 research project assessed	Baseline created in 2006
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.	Case Study on ethnic groups and injury/illness from HN 552		Case Study on ethnic groups and injury/illness from HN 552	Baseline created in 2005

5. What is the unit's process for using assessment results to improve student learning?

NOTE: A working faculty group on assessment will be responsible for recommending an improvement plan to the entire faculty in this part of the plan.

Learning Outcomes	Improvement Plan
1. Understand the role of prevention, management, and rehabilitation in providing care for athletes and others involved in physical activity.	a) 2005: examine course content, textbooks used, other materials in light of results by faculty working group b) 2006: reinforcement of knowledge assessed and course content, textbooks used, types of assignments and other materials assessed by faculty working group. c) mastery level assessed and course content, textbooks used, types of assignments and other materials assessed by faculty working group.
2. Use knowledge and understanding in generating and exploring new opportunities and questions.	Case studies designed to illustrate real world experiences and to give students an opportunity to generate and explore new opportunities and questions from their didactic information. A baseline established in 2006 will allow us to determine if we are making improvements in this area and/or maintaining a satisfactory level of competency in future years. The faculty working group will review the data.
3. Demonstrate the ability to use appropriate resources to gain information (e.g.; libraries, databases, internet).	Determine if additional computer and library training needs to be incorporated into an existing course before they get to the 500-600 level classes. The faculty working group will make recommendations as needed.
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc.) of the minority and majority populations in the United States.	Information gathered will allow us to determine if other models of diversity will need to be incorporated into the curriculum, such as learning experiences. The faculty working group will make recommendations as needed.