



Physical Education

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

CC MISSION:

With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship.

The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.

1. **Program: Athletic Training**
2. **Department: Physical Education**
3. **School: Health Science**
4. **Person(s) Responsible for Developing Plan: Angel Sharman/Dan Dalen/Mike Moline**
5. **Email: asharman@caspercollege.edu**
6. **Phone: 307-268-2335**
6. **Date Submitted:**

1. Does this program offer distance learning ? Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *State the department or program mission in terms of educational purpose or goals*

The Physical Education Department prepares students for transfer to higher level institutions. The Athletic

Training Education Program is designed to begin to prepare students for the National Athletic Trainer's Association and Board of Certification exam and for careers as certified athletic trainers. The Athletic Training program combines formal classroom instruction with clinical experiences to develop the specific allied health care skills and knowledge required in this profession.

2. *List the student learning outcomes for the program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each program.)

- i. Students will have the background and knowledge of the roles and duties of a certified athletic trainer.
- ii. Students will successfully achieve the skills of injury prevention, recognition and treatment.
- iii. Students will learn the proper steps of injury and evaluation, basic rehabilitation techniques, and the

anatomy of the human body.

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

The students' learning outcomes are consistent with those used by accredited transfer programs.

4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be used by the department faculty. The findings will assist in the decisions regarding curriculum and pedagogy.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
i.	KIN 1052	Quantitative Qualitative	Formal Exams Writing Projects	Instructors	Written, In-class And Faculty Comm.
ii.	KIN 1052 KIN 1058 KIN 2057 KIN 2058	Quantitative Qualitative	Written Exams Practical Exams Writing	Instructors	Written, In-class And Faculty Comm.
iii.	KIN 2050 KIN 2057 KIN 2058 KIN 2078 KIN 2098	Quantitative Qualitative	Written Exams Practical Exams Writing Projects	Instructors	Written, In-class And Faculty Comm.

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Assessment activities will take place during the course of the semester, in accordance with the timeline published in course syllabi.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
 - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

The plan will be reviewed prior to every departmental report.

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

The Athletic Training Department utilizes students in developing and assessing outcomes via:

- Student course evaluation
- Discussions with alumni
- Verbal feedback from current students
- Student surveys provided in class
- Quality and progression of student work

- c. *What external sources were consulted in the development of this assessment plan?*

In conjunction with the National Athletic Trainers' Association (NATA) Board of Certification (BOC) role delineation study, the Commission on Accreditation of Athletic Training Education (CAATE) provides a wide variety of specific outcomes for athletic training education. We utilized these outcomes to develop those used for our students.

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel.*

The plan is manageable for our department.