

Unit Effectiveness Plan for 2003-2004
Department(Unit): Kinesiology Department
College (Division): Dean - School of Education

Unit Mission or Purpose:

The mission of the Department of Kinesiology is to develop and deliver an educational program ensuring that each of its students acquires the knowledge and skills necessary for successful careers in the areas of teaching, fitness management, or any of the Allied Health Sciences. Additionally, the department prepares its students to make meaningful contributions to the body of knowledge informing their practice through basic and applied research dealing with the cultural, biomechanical, physiological, neuromotor, psychological, and educational principles of human behavior. Through effective teaching, quality research, and meaningful service, the faculty of the Department demonstrates its commitment to the advancement of health and activity for all people.

Articulation of how unit mission/purpose relates to University mission:

The School will pursue knowledge, truth, excellence in a student-centered academic community. The School will build educational alliances to advance lifelong learning into the 21st century based upon a foundation of shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility.

Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
All tenured and tenured-track faculty members will submit three manuscripts per year to professional journals for publication.	Strategy 4A	Communicate to faculty members the objectives for 02-04. Conduct monthly research information / reporting seminars.	During the first week of May 2004, faculty members will complete a form documenting the requested information. Evaluation committee will analyze information during May and June 2004. The report will specify whether or not individual faculty members met the outcome.	Results of Assessment: Of the 4 tenured faculty members, submitted at least 3 manuscripts each of the last two years. Of the 5 tenure earning faculty, submitted at least 3 manuscripts each of the last 2 years. Intended Outcome Achieved: Yes or No	Continue to encourage faculty members to research and publish results. Master's program will continue to take time as program grows. At least 9 additional graduate student assistantships are needed. As program grown, the need for additional faculty will be needed.	Funds for an additional 9 graduate student assistantships.

				<p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, faculty members</p> <p>Faculty members expressed concern that implementing the first year of the new Master's program took time away from publications efforts. Faculty members expressed need for additional graduate student assistants.</p>		
Each full-time faculty member will be involved in at least one major service activity.	Strategy 3B	<p>Communicate to faculty members the objectives for 02-04.</p> <p>Meet regularly with faculty to discuss their needs.</p>	<p>During the first week of May 2004, faculty members will complete a form documenting the requested information.</p> <p>Evaluation committee will collect data and report on how individual faculty members met the intended outcome.</p>	<p>Results of Assessment: 100% of 14 full-time faculty members satisfactorily participated in local department and university service activities.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated</p>	Continue to keep department committees at a minimal number.	None at the present time.

				Results and Made Recommendations: UEP coordinator, department chair, and faculty members.		
Increase candidate satisfaction with department advising. 95% of candidates will report satisfaction with various advising issues such as timeliness of appointments/contacts, accuracy of information provided, and friendliness of conversations, etc.	Strategy 1A	<p>Department advising will be divided into program advising. Faculty will advise in the areas of Athletic Training, All-Level Certification, Exercise Science, and Graduate programs.</p> <p>Regular meetings will be held with faculty to discuss advising issues.</p> <p>Conduct candidate forums to discuss advising concerns.</p>	<p>Evaluation committee will develop survey during February 2004.</p> <p>Survey will be conducted during April 2004.</p> <p>Evaluation committee will collect and analyze information during May and June 2004 to determine if 95% of surveyed students reported satisfaction with the communication and advising they received from the different programs' faculty and staff.</p> <p>The evaluation committee will make recommendations for improvement to the faculty in August 2004.</p>	<p>Results of Assessment: Full-time and half-time faculty served as student advisors within their various programs. 95% of students surveyed expressed satisfaction with the faculty program advising program. There were no student complaints reported to department chair as to the advising program.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, faculty members.</p>	Continue to meet regularly with faculty about advising issues.	None at the present time.
BA - Kinesiology						
Student Competencies:						

<p>Candidates will acquire computer skills to keep records, conduct data analysis, and communicate with others as needed to be a successful classroom teacher or other related career positions.</p>	<p>Strategy 2A</p>	<p>Faculty will address within syllabi activities for candidates to learn and practice computer skills related to record keeping, data analysis, and communication.</p>	<p>Candidates will be assessed by faculty in these areas using rubrics.</p> <p>Evaluation committee will collect and analyze results of assessment during Spring 2004.</p>	<p>Results of Assessment: 45 students were assessed in field based course by faculty. 94% of students successfully scored satisfactory in all areas of minimal competence.</p> <p>30% of students expressed need for exposure to palm pilot devices.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: UEP coordinator, department chair, faculty members.</p>	<p>Continue to stress computer skills in all courses. Palm pilots need to be purchased for inclusion in appropriate courses.</p>	<p>Funds for the purchase of palm pilots.</p>
<p>All declared BA Kinesiology majors will demonstrate oral competencies as acquired in SPCH 1301 but as applied to classroom teaching or other related career positions.</p>	<p>Strategy 2B</p>	<p>Meet regularly with selected instructors and other faculty to discuss how they can promote and evaluate student oral proficiency.</p>	<p>Instructors of selected courses will collect data in November 2003 and April 2004 using checklists to evaluate student presentations.</p> <p>Evaluation committee will analyze data in May</p>	<p>Results of Assessment: 100% of students in KINE 1215, 3301, 3315, 3325, 3333, 4301 and 4320 successfully demonstrated oral competency</p>	<p>Continue to include oral competency activities in broad range of courses.</p>	<p>None at this time.</p>

			2004.	<p>proficiencies in their class presentations.</p> <p>Intended Outcomes Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: UEP coordinator, department chair, and faculty members.</p>		
<p>All students seeking teacher certification will acquire the knowledge and skills in their content area necessary to pass the ExCET examination required for the Texas Teaching Certificate. For all-level and secondary physical education, the content domains are 1) promoting learners? physical development, 2) promoting learners? affective, social and cognitive development, and 3) implementing physical education programs.</p>	Strategy 2B	<p>Hold regular discussions with faculty members on the implementation of the TExES Committee's recommendations.</p> <p>Prepare and disseminate a brochure outlining the TExES practice test taking requirements and procedures for students prior to taking the TExES.</p> <p>Require all faculty to incorporate some TExES test taking strategy practice as well as general and specific instructional content discussion / activities in</p>	<p>Evaluation committee will obtain information from the State Board of Educator Certification in May 2004 concerning how UTA students performed on ExCET tests taken in the previous year's testing periods.</p> <p>The committee will analyze sub-group scores and make recommendations for targeted area of improvement to the faculty in August 2004.</p>	<p>Result of Assessment: All 41 who took PE ExCET passed the exam (one student took test two times). All 4 who took Health ExCET passed exam. All 36 who took Professional Development ExCET passed exam.</p> <p>Average scaled scores for PE test were total 81, domain 1 77, domain 2 84, and domain 3 82.</p>	<p>Health faculty members should address domain 3 exam objectives to be sure they are covered in their classes.</p> <p>Replacement of pedagogy faculty member is important for continued success of the program.</p>	<p>Resources to ensure quality faculty member is found and hired.</p>

<p>For health education students, the content domains are 1) personal well-being, 2) health-promoting interactions among individuals, and 3) collective well-being.</p>		<p>their courses.</p> <p>Program was changed to require candidates to receive residency experiences. These experiences should help give candidates much needed situational experience with which to relate.</p>		<p>Average scaled scores for Health test were total 80, domain 1 81, domain 2 83, and domain 3 75. Professional Development average scaled scores were total 263, domain 1 259, domain 2 259, domain 3 264, and domain 4 267.</p> <p>Intendend Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendation: UEP coordinator, department chair, and faculty members.</p>		
<p>Candidates will develop athletic training knowledge, dispositions, and skills to be successful in dealing with diverse student populations.</p>	<p>Strategy 1B and 2B</p>	<p>Faculty will incorporate into syllabi content and assignments that prepare candidates with knowledge, and awareness of skills needed to work with diverse school student populations.</p> <p>Candidates in residency</p>	<p>Evaluation committee will collect and analyze syllabi for content and assignments related to desired outcome in November 2003 and March 2004.</p> <p>Evaluation committee will collect and analyze candidate residence</p>	<p>Results of Assessment: All syllabi contain activites related to diversity issues. All students were successful in identifying diversity issues within their field based activities and</p>	<p>Faculty will continue to meet and study exam results and preparation activities. The questions on the practice test relating to diversity that many students missed will be examined and discussed.</p>	<p>None at the present time.</p>

		<p>will be required to submit evidence of being able to work successfully with diverse student populations.</p> <p>Faculty will meet regularly and discuss ways to increase candidates' awareness and skills for working with diverse student populations.</p> <p>Faculty will discuss how diversity issues are addressed within the ExCET Professional Development Exam and the All-Level Physical Educational Exam.</p>	<p>documents related to working with diverse student populations.</p> <p>Evaluation committee will collect and analyze Professional Development Practice Test questions that relate to diversity. These questions are mainly found in Domain One - Competency Two. Practice Tests will be collected during Fall 2003 and Spring 2004 semesters.</p>	<p>demonstrated success in handling these issues.</p> <p>ExCET practice test results dealing with diversity indicated approximately 40% of students missed three questions. One dealt with ability grouping, one dealt with maintaining high expectations, and one dealt with immigrants' values.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, faculty members.</p>		
<p>Candidates have critical-thinking and decision making skills necessary for success in teaching students and working with clients in related career positions.</p>	<p>Strategy 2B</p>	<p>Faculty will include critical-thinking exercises in didactic and laboratory classes.</p> <p>Faculty will discuss with candidates the critical thinking and decision</p>	<p>Candidates will be assessed on their critical-thinking exercises using rubric and faculty observation during the Fall 2003 and Spring 2004 residency classes.</p>	<p>Results of Assessment: 92% of all students scored satisfactory or above on decision making rubrics used by faculty and students</p>	<p>Replacing quality pedagogy faculty is critical to maintain quality program. Also, facility needs are apparent if program is to grow and develop.</p>	<p>Facility upgrades are critical.</p>

		<p>making required on the ExCET Exams and have candidates practice in preparation for the Exams.</p> <p>Develop decision-making rubric.</p> <p>Candidates will be given specific activities in clinical settings that require critical-thinking and decision-making.</p>	<p>Candidates success on the ExCET Professional Development and All-Level Physical Education Exam will be analyzed in Spring 2004.</p>	<p>in their clinical and residency settings. While critical thinking skills can not be directly measured on the ExCET exams, the success of students in passing their exams indicated students were able to think critically on those exams.</p> <p>75% of students surveyed expressed concern about the department's classroom facilities. They felt their facilities were inadequate for establishing a learning environment conducive to maximizing their opportunity to prepare adequately for their residency experiences.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated</p>		
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				Results and Made Recommendations: UEP coordinator, department chair, and faculty members.		
Candidates will demonstrate proficiency in decision making skills through knowledge and understanding of the various types of decisions appropriate for different situations within classroom teaching or related work situations and will demonstrate ability to evaluate the effectiveness of the decisions made.	Strategy 2B	<p>Inform faculty of need to include decision making activities / discussions in their courses and/or syllabi.</p> <p>Rubrics for candidate self-assessment of various decision making factors related to decision making will be utilized in the pedagogy courses and residency.</p> <p>Residency reports will include discussion of decision making choices / opportunities and the procedures used by the candidates in evaluating their decisions.</p>	<p>Faculty will be surveyed concerning the decision making activities / assignments used in their courses in November 2003 and April 2004.</p> <p>Residency reports will be collected in November 2003 and April 2004 and evaluated as to candidates' discussions of decision making and evaluation procedures.</p> <p>Collect and analyze self-assessment rubrics used during residency Fall 2003 and Spring 2004 semesters.</p> <p>Survey candidates in April 2004 as to the effectiveness of the various courses' decision making activities.</p>	<p>Results of Assessment: Faculty developed rubrics and other forms of systematic instruments for observer evaluation and student self-assessment. All students successfully completed their video-taping and subsequent improvement plan activities.</p> <p>88% of students expressed satisfaction with their preparation for teaching. Self-assessment rubrics indicated a concern of many students that while they could successfully handle class situations under the guidance of their mentors, would</p>	<p>Faculty members will continue to meet and discuss best ways to prepare future teachers. Working with field sites is critical in helping students get the best preparation for their own career success.</p> <p>Replacing pedagogy faculty member and upgrading facilities is a concern of the faculty if they are to grow the Kinesiology program.</p>	Funds to attract quality pedagogy faculty member and need for facility improvement.

				they be able to establish that climate when they become teachers for themselves.		
Candidates will have an understanding of the various types of research involved within Kinesiology careers.	Strategy 4	Faculty will incorporate into syllabi activities and discussion about research topics within classroom instruction and physical education related career environments. Candidates will be required to conduct a small-scale research study of some type during their residency.	Syllabi will be collected for the Fall 2003 and Spring 2004 semesters and reviewed for research activities. Candidates research reports will be collected and reviewed by the evaluation committee.	Results of Assessment: All syllabi include activities for students to read professional literature and to prepare reports related to their career preparation. All students successfully completed original, data-based research project during their residency program. Intended Outcome Achieved: Yes Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and faculty members.	Faculty will continue to work to include research activities in their preparation program. Improved facilities will help prepare better opportunities for students to conduct research activities.	Funds to attract quality pedagogy faculty member and for improving facilities.
BS - Exercise Science						
Student Competencies:						
EXSS majors will demonstrate proficiency	Strategy 2A and 4A	Meet regularly with faculty to discuss issues	Instructors of selected courses will collect data	Results of Assessment: All	Continue to expand computer skill requirements	Funding for new computer

<p>in using computerized laboratory equipment to accurately input, analyze, interpret, and report data both technically and non-technically.</p>		<p>related to student proficiency in the use of computerized laboratory equipment.</p> <p>Student evaluation forms will be developed.</p>	<p>using developed evaluation forms in November 2003 and April 2004.</p> <p>Evaluation committee will analyze data in May 2004.</p> <p>Conduct survey during April 2004 regarding student their satisfaction with their ability to become computer proficient. This includes availability of equipment, quality of equipment, and support in the use of equipment.</p> <p>Evaluation committee will analyze collected data in May 2004.</p>	<p>students were successful in demonstrating computer skills in courses.</p> <p>90% of students expressed satisfaction with technology requirements in courses and with the availability of computers in labs and on campus.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair and EXSS faculty</p>	<p>in courses as new technology and software programs become available such as the use of palm pilots.</p>	<p>technology and software programs such as palm pilots.</p>
<p>All declared EXSS majors will demonstrate oral competencies as acquired in SPCH 1301 but as applied to the discipline of Exercise, Sport, and Health Studies.</p>	<p>Strategy 2B</p>	<p>Meet regularly with selected instructors and other faculty to discuss how they can promote and evaluate student oral proficiency.</p>	<p>Instructors of selected courses will collect data in November 2003 and April 2004 using checklists to evaluate student presentations.</p> <p>Evaluation committee will analyze data in May 2004.</p>	<p>Results of Assessment: All students were successful in meeting oral competency expectations.</p> <p>Intended Outcome Achieved: Yes</p>	<p>Continue to include oral competency activities in course.</p>	<p>None at this time.</p>

				Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and EXSS faculty		
90% of students seeking their American College of Sports Medicine (ACSM) certificate will pass the ACSM exam. 85% of the students taking the exam will pass each of the specific areas of the examination. (The passing percentage for individual content areas is 70%.)	Strategy 2B	Discuss with faculty the results of previous ACSM and NATA and Texas Licensure exams. Determine how to address areas of exam where students have most trouble. Develop system to have practice / tutorial sessions with faculty and student peers.	Program coordination committee will obtain results concerning how UTA students performed on ACSM tests taken in the Fall 03 to Spring 04 testing periods and report to the faculty for future planning purposes.	Results of Assessment: Practice/tutorial sessions were conducted with all students participating. 7 out of 7 students passed the recent ACSM certification exam. Content scores in the domains of Human Development and Aging and Program Administration were below 70%. UTA KINE program was awarded the ACSM Endorsement for the Health/Fitness Instructor Certification in June, 2003. UTA was the only	Continue to revise curriculum to address the areas of Human Development/Aging and Program Administration. Need more graduate student assistanships to increase availability of graduat students in program to assist undergraduates with exam preparation.	Funding for 9 additional graduate student assistantships.

				undergraduate university in Texas to receive this encorsement.		
Candidates will conduct a research study about a topic related to exercise science that involves a literature review and actual collection of data using appropriate methodology and statistical analysis. The report will be presented at a local research forum.	Strategy 2B and 4A	Faculty in selected courses will inform candidates of research requirements and assist candidates as needed in their research project development. Candidates will submit research project at local research forum.	Evaluation committee will review and analyze research projects using evaluation rubric in May 2004.	Results of Assessment: All students submitted written abstracts and manuscripts of their research projects. Research forum was help to display projects.	None at this time. Additional EXSS graduate student assistantships can help undergraduates in their research projects.	Funding for 9 additional graduate student assistantships.
Candidates will demonstrate knowledge, disposition, and skills necessary for successful working with diverse clients in diverse settings.	Strategy 1B and 2B	Faculty will incorporate into syllabi content and assignments that prepare candidates with knowledge and awareness of skills needed to work with diverse clients in diverse settings. Candidates in field-based activities will demonstrate ability to work with diverse situations. Faculty will meet regularly to discuss ways to increase candidates' awareness and skills for understanding diversity	Evaluation committee will collect and analyze syllabi for content and activities relating to desired outcomes in November 2003 and March 2004. Candidates will be surveyed on issues related to their preparation for working in diverse settings.	Results of Assessment: All syllabi included field based activities that had students experiencing issues related to different ethnic and cultural backgrounds. All students were successful in fulfilling course objectives regarding these activities. 85% of students surveyed expressed satisfaction with field experience activities preparing them for working in	Continue to address the diversity needs of client. Area-wide meetings are being planned to discuss current client needs and to recruit graduate students into the Masters program. Additional graduate student assistantships might help add diversity to the student population.	Funding for brochures, mailing, and meetings with area-wide clients.

		within the EXSS field.		diverse settings.		
Candidates will develop reflective self-assessment skills concerning the value of professionalism with Exercise Sports and the value of becoming involved in professional associations through service work.	Strategy 2B	Faculty will incorporate an affective attributes portion to candidates' clinical performance evaluation regarding professional demeanor and behaviors during assigned clinical rotations. Candidates will be encouraged to participate in the local, regional and national professional associations.	Candidates self-assessments and faculty assessment will be collected and analyzed during the Fall 2003 and Spring 2004 semesters. Candidates involvement in service organizations and professional associations will be collected.	Results of Assessment: All courses included student self-assessment activities. All students successfully completed these activities. 80% of students surveyed expressed satisfaction with course activities involving self-assessment. 60% of students expressed desire for more activities regarding involvement in student organization and activities. 20% of students expressed interest in a strength and conditioning program. Intended Outcome Achieved: Yes and No	Continue to enhance self-assessment activities within courses. KINE faculty will meet to address student involvement opportunities and possibility of adding Strength and Conditioning strand to the EXSS major. Additional graduate students can help in organizing and coordinating student involvement activities/clubs/organizations.	Funds for additional graduate student assistantships. Funds for student activities and travel to organization meetings and collaboration with other university EXSS students.

				Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, EXSS faculty		
Candidates have critical-thinking and decision making skills necessary for success in the various allied health professions of exercise sports.	Strategy 2B	<p>Faculty will include critical-thinking exercises in didactic and laboratory classes.</p> <p>Faculty will discuss with candidates critical thinking and decision making skills used in the ACSM Exam and have candidates practice in preparation for the Exam.</p> <p>Develop decision-making rubric.</p> <p>Candidates will be given specific activities in clinical settings that require critical-thinking and decision-making.</p>	<p>Candidates will be assessed on their critical-thinking exercises using rubric and faculty observation during the Fall 2003 and Spring 2004 laboratory classes.</p> <p>Candidates success on the ACSM Exam will be analyzed in Spring 2004.</p>	<p>Results of Assessment: Decision-making rubric was developed and utilized in laboratory courses. 100% of students scored at least satisfactory on these rubrics.</p> <p>85% of students seeking employment became employed in health related career position.</p> <p>ASCM test results were analyzed by content areas. The areas of Human Development/Aging and Program Administration continue to be areas of concern.</p> <p>Intended Outcome</p>	<p>Continue to include self-assessment activities in course.</p> <p>Faculty will develop critical thinking activities to help students in the areas of Human Development/Aging and Program Administration for the ACSM exam.</p>	None at the present time.

				Achieved: Yes and No		
				Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair and KINE faculty.		

BA/BS - Athletic Training

Student Competencies:

Candidates will acquire computer skills to keep records, conduct data analysis, and communicate with others in order to be a successful athletic trainer.	Strategy 2A	Faculty will address within syllabi activities for candidates to learn and practice computer skills related to record keeping, data analysis, and communication. Faculty will develop rubrics for assessing candidate performance.	Candidates will be assessed by faculty in these areas using rubrics. Evaluation committee will collect and analyze results of assessment during Spring 2004.	100% of students successfully demonstrated computer proficiencies in KINES courses. These proficiencies included record keeping, data analysis, and communication. 84% of students reported satisfaction with course expectations concerning technology and in the availability of computers for student usage. Intended Outcomes Achieved.	Continue to emphasize computer skills in the preparation of athletic trainers. Continue attending professional conferences and determining cutting edge technology that should become part of athletic training program such as Personal Palm Pilots.	Five personal palm pilots for lab and classroom demonstration and utilization.
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				UEP coordinator, faculty members, and department chair evaluated results and made recommendations for improvement.		
All declared Athletic Training majors will demonstrate oral competencies as acquired in SPCH 1301 but as applied to the discipline of Athletic Training.	Strategy 2B	Meet regularly with selected instructors and other faculty to discuss how they can promote and evaluate student oral proficiency.	Instructors of selected courses will collect data in November 2003 and April 2004 using checklists to evaluate student presentations. Evaluation committee will analyze data in May 2004.	100% of athletic training students in KINE courses 3301, 3315, 3325, 3333, 4336 and 4293 successfully demonstrated oral competency proficiencies in their class presentations. Intended Outcome Achieved: Yes Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: UEP coordinator, department chair, athletic training faculty.	Continue to include oral competency activities in broad range of classes.	None at this time.
90% of students seeking their Athletic Trainer Certificate will pass the Nat'l Athletic Training Association Certificate Exam and	Strategy 2B	Discuss with faculty the results of previous NATA and Texas Licensure exams. Determine how to	Evaluation committee will obtain results concerning how UTA students performed on NATABOC and Texas Athletic Trainer exams	Results of Assessment: NATABOC national exam: all 3 students passed the written simulation	Continue to assess preparation activities in all courses. Emphasis will be given to the practical portion of the	None at this time.

<p>the Texas Licensure Exam. 85% of the students taking the exams will pass each of the specific areas of the examination. (NATA standards relate to prevention, injury evaluation, management, rehabilitation of injured to physical activity.)</p>		<p>address areas of exam where students have most trouble.</p> <p>Develop system to have practice / tutorial sessions with faculty and student peers.</p>	<p>taken in the Fall 03 to Spring 04 testing periods and report to the faculty for future planning purposes.</p>	<p>portion of the BOC, 1 out of 3 passed the practical portion, and 2 out of 3 passed the written practical portion.</p> <p>TABATLE state exam: all 3 students who took the exam passed.</p> <p>Practice/tutorial sessions were developed and conducted prior to exams. All students expressed satisfaction and appreciation for the sessions.</p> <p>Intended Outcome Achieved: Yes and No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, and Athletic Training faculty</p>	<p>BOC exam to help insure curriculum and activities prepare students for success on the exam.</p>	
<p>Candidates have critical-thinking and decision making skills</p>	<p>Strategy 2B</p>	<p>Faculty will include critical-thinking exercises in didactic and laboratory</p>	<p>Candidates will be assessed on their critical-thinking exercises using</p>	<p>Results of Assessment: 85% of students scored</p>	<p>Continue to add more higher order thinking skill activities into course syllabi.</p>	<p>None at this time.</p>

<p>necessary for success in the allied health profession of athletic training.</p>		<p>classes.</p> <p>Faculty will discuss with candidates the written simulation requirements of the NATABOC Certification Exam and have candidates practice in preparation for the Exam.</p> <p>Develop decision-making rubric.</p> <p>Candidates will be given specific activities in clinical settings that require critical-thinking and decision-making.</p>	<p>rubric and faculty observation during the Fall 2003 and Spring 2004 laboratory classes.</p> <p>Candidates success on the Written Simulation portion of the NATABOC Certification Exam will be analyzed in Spring 2004.</p>	<p>satisfactory or above on decision making rubrics developed and utilized in laboratory classes.</p> <p>3 out of 3 students passed the written simulation portion of the NATABOC Certification Exam in Spring 2004.</p> <p>All graduates who sought athletic training positions were successful in acquiring them. 7 students are high school trainers, 2 students are college trainers, 1 student is a professional baseball trainer, 1 student is an intern at Disney Sports in Orlando and 1 at Baylor SportsCare in Dallas.</p> <p>Intended Outcome Achieved: Yes and No</p> <p>Person(s)/Group Who Evaluated</p>		
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				Results and Made Recommendations: UEP coordinator, department chair, Athletic Training faculty		
Candidates will develop athletic training knowledge, dispositions, and skills to be successful in dealing with diverse situations involving practicing athletic training.	Strategy 1B and 2B	Faculty will include in all program syllabi activities and discussion dealing with issues of diversity within athletic training settings. Candidates will record experiences dealing with diversity issues within athletic training.	Syllabi will be collected during Fall 2003 and Spring 2004 semesters. Evaluation committee will review and analyze syllabi in May 2004. Candidate records will be collected at the end of the Fall 2003 and Spring 2004 semesters. Evaluation committee will review and analyze results. Results of analysis will be discussed with athletic training faculty during summer 2004.	Results of Assessment: 7 new sites were added so students could experience a broader range of field work activities. All students successfully recorded experiences dealing with diversity issues while conducting field work. Intended Outcome Achieved: Yes Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair, athletic trainer faculty	Need more diversity of students in the athletic training program. Additional recruitment efforts will be undertaken.	Funding for development of brochures, postage for mailing, and recruitment trips. Funding for additional Graduate Student Assistantships to attract qualified students and encourage diversity applicants.
Candidates will develop reflective self-assessment skills concerning the value of	Strategy 2B	Faculty will incorporate an affective attributes portion to candidates' clinical performance	Candidates self-assessments and faculty assessment will be collected and analyzed	Results of Assessment: All students successful during clinical	Continue to stress professionalism in courses and field activities	Funding for purchase and maintenance of ROPES course

<p>professionalism with athletic training and the value of becoming involved in professional associations through service work.</p>		<p>evaluation regarding professional demeanor and behaviors during assigned clinical rotations.</p> <p>Candidates will be encouraged to participate in the Maverick Student Athletic Trainers' Society (MSATS), a recognized student organization at UTA as well as local, regional and national professional associations.</p>	<p>during the Fall 2003 and Spring 2004 semesters.</p> <p>Candidates involvement in service organizations and professional associations will be collected.</p>	<p>rotations in conducting self-assessments and all students were evaluated as satisfactorily professional by faculty and mentors.</p> <p>Maverick Student Athletic Trainers' Society members increased to 26. One member became President of SWATA's regional association that includes Texas and Arkansas. Collaboration activities were organized with TWU and TCU students.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations: UEP coordinator, department chair and athletic training faculty</p>	<p>Continue to encourage student association involvement and activities.</p> <p>Many students expressed desire for team-building activities such as ROPES course.</p>	<p>or for enabling students to travel and take advantage of such activities.</p>
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<p>Candidates will have an understanding of the various types of research involved within athletic training.</p>	<p>Strategy 2B and 4A</p>	<p>Faculty will incorporate into syllabi activities and discussion about research topics within athletic training.</p> <p>Candidates will be required to conduct a small-scale research study of some type during their laboratory and/or field experiences.</p>	<p>Syllabi will be collected for the Fall 2003 and Spring 2004 semesters and reviewed for research activities.</p> <p>Candidates research reports will be collected and reviewed by the evaluation committee.</p>	<p>Results of Assessment: All students were successful in submitting research project results developed in courses and conducted in lab and field experiences. No student research report were submitted for publication.</p> <p>Faculty expressed concern over lack of time to help students develop more extensive projects.</p> <p>New equipment was acquired for assistance in conducting research activities.</p> <p>Intended Outcome Achieved: Yes</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement:</p>	<p>Continue to stress research projects in classes and lab/field experiences.</p> <p>Need for more Graduate Student Assistantships. These GSAs can assist students in their research projects.</p>	<p>Funding to provide 9 additional Graduate Student Assistantships. Only 3 GSAs can be offered at present.</p>
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				UEP coordinator, department chair and athletic trainer faculty		
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