

Evangel University Athletic Training Program Assessment System

Evangel University strives for excellence of preparation for its athletic training program (ATP) candidates. In order to measure the ATP's success in preparing clinicians with the necessary competencies for ethical evidence based practice, the faculty within the ATP and associated faculty within the Kinesiology Department will adhere to the assessment system. This assessment system will be annually reviewed to assess both program effectiveness and ATP candidates' performance.

The goals of the assessment system are to:

1. Equip students with a sound base knowledge, values and skills from an athletic training perspective in preparation for professional practice by ensuring students are taught the educational competencies as defined by the BOC and CAATE.
2. Systematically evaluate courses, clinical experiences, faculty, preceptors, students and graduates in order to determine the effectiveness of the ATP's endeavors.
3. Use the results to implement program change and determine short term goals.

The Assessment System

The assessment system for initial candidates is based on four (4) criteria (page 3, pre-athletic training student).

1. Overall undergraduate GPA- 3.0
2. Completion of Pre-requisites
3. Faculty Interview
4. Completion of observation experiences

Students are admitted based on the competitive nature of the program and how many slots are available that year. Currently, we admit no more than 15 students into each new cohort. Applicants will be considered who have a minimum cumulative GPA of 3.0.

The assessment for initial candidates is based on three (3) principles: accuracy, consistency, and fairness.

Accuracy: The athletic training student clinical evaluations, program, graduate and employer surveys have been carefully aligned with the conceptual framework.

Consistency: Faculty, who participate in each delegated portion of the student's matriculation process have been trained on the expectations of each student's performance and the program's standards. This helps to maximize scoring consistency. In case of inconsistencies, an additional evaluator may be utilized.

Fairness: Programs and policies have been reviewed by the ATP faculty, Kinesiology Department faculty and chair, and in some cases the Academic Provost. In an effort to improve fairness, some of the following have been useful: (1) the Academic Support Center provides tutoring for standardized tests and also provides university support for students with learning disabilities; (2) program faculty, associated faculty, and preceptors collaborate to ensure fairness and consistency with regards to clinical performance evaluation of the athletic training students; (3) the Kinesiology department has an appeal process that may be used by students at any time.

Data Collection, Analysis, and Evaluation

Overall student learning and general program effectiveness evaluation is coordinated by the program director (PD) of the ATP. The clinical coordinator (CC) is responsible for supporting documents relating to the clinical education experiences of the student, and the effectiveness of the individual sites and preceptors. To date, competencies, proficiencies and student hours are tracked through an online tracking program called ATrack. This is provided through the NATA. This database is managed through a third party system not located on campus.

Student performance data is collected, dispersed, discussed and evaluated monthly by the ATP faculty. Semesterly meetings review overall effectiveness of clinical sites, preceptors and other pertinent data such as outcomes, etc for the previous semester. Data collected in respect to student and program performance are shared with all policy making members on a regular basis at least once every six weeks. Sources of data are shown in Table 1.

After data is collected and reviewed, under the supervision of the PD, the students are evaluated for didactic and clinical performance; the data is used to determine major programmatic changes at the beginning of summer of each year.

Conceptual Framework/Knowledge Base of the Athletic Training Program

Skilled and caring clinicians do not always go hand in hand. As a University, we seek to prepare and equip students to impact society globally. It is a strong belief of ours that in our endeavors to instill values of compassion, kindness, and Godliness, we teach our students that their patients deserve a clinician who is not only competent, but skilled and equipped to handle the unpredictability of healthcare.

Evangel's framework and knowledge base was taken from the eight main domains of athletic training presented in the Role Delineation Study/ Practice Analysis Sixth Edition and the CAATE regulated standards and competencies in:

1. Evidence Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis

4. Acute Care of Injuries and Illnesses
5. Therapeutic Intervention
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Professional Development and Responsibility

These domains along with the mission of the Evangel University ATP, provide students with direction to becoming a “Skilled and Caring Clinician.” Students are empowered and prepared to provide, ethical, professional and sensitive patient care to improve the quality of life of their patients and their patients’ support systems.

Transition Points

The ATP has two major levels of assessment: levels 1 and 2. Students are expected to meet specific requirements at each level.

Pre-Athletic Training Student

1. Be admitted to Evangel University through the general admissions process.
2. Before students can be admitted to the program, they must have a Bachelor’s Degree.
3. Have a minimum cumulative GPA of 3.0 or higher.
4. Complete the necessary pre-requisite courses with a “C” or higher.
 - a. Anatomy and Physiology with Lab I & II
 - b. Biomechanics
 - c. Introduction to Chemistry
 - d. Introduction to Physics
 - e. Introduction to Psychology
 - f. Exercise Physiology
 - g. Medical Terminology
 - h. Nutrition
 - i. First Aid and CPR certification (may acquire by any means prior to admission)
3. Students must complete an interview with the ATP faculty. This interview allows the faculty to discuss the expectations and rigors of the program, the student’s perceived strengths and weaknesses, and allows the student to hear and discuss any concerns there may be about their continuance into a program such as this.
5. Students must complete a minimum of 35 hours of observational experience under the supervision of an athletic trainer certified by the BOC. These hours must be submitted before a determination can be made about admission.
5. Students receive a letter of formal admittance.
6. Students must apply for candidacy for graduation by August 1 during their Level 2 experience. These forms are available through the graduate school’s office in Zimmerman Hall as it is a departmental requirement.

Level 1 Student

1. Complete Federal and State Background checks
2. Complete 9 clinical experience days in 2 week blocks in acute care and orthopedic assessment as a part of ATEP 524, 536, 592, and 593. There are 8 blocks to each semester which is 16 weeks total.
3. Maintain minimum cumulative GPA of 3.0.
4. Obtain average of 3.5 out of 5 on clinical performance evaluations completed by preceptor.
5. Complete all classwork and courses required for matriculation. Courses are sequential.
6. Students may not score more than one “C” for the duration of the program. If a second “C” is earned, students will be placed on program academic probation and will need to repeat one of the two courses in order to raise their course grade. Students will be notified of academic probation with a formal letter of reprimand.

Level 2 Student

1. Complete 140 clinical experience hours in general medical and rehabilitation settings.
2. Complete 9 clinical experience days in 2 week blocks in acute care and orthopedic assessment as a part of ATEP 692 and 693. There are 8 blocks to each semester which is 16 weeks total.
3. Maintain minimum cumulative GPA of 3.0.
4. Apply for candidacy through the graduate school.
5. Obtain average of 4 out of 5 on clinical performance evaluations completed by preceptor.
6. Receive proficient score on research project in ATEP 690.
7. Receive proficient score on oral presentation in ATEP 496.
8. Complete all classwork and courses required for matriculation. Courses are sequential.
9. Students may not score more than one “C” for the duration of the program. If a second “C” is earned, students will be placed on program academic probation and will need to repeat one of the two courses in order to raise their course grade. Students will be notified of academic probation with a formal letter of reprimand.

Criteria for Certification

1. The student must graduate from a CAATE accredited athletic training program.
2. Pass the BOC certification once approval of PD is granted to CAATE.

Criteria for Licensure (Missouri)

1. Have BOC certification.
2. Complete a background check through the Missouri Board of Healing Arts.
3. Complete online application process.
4. Submit associated fees.

Post-Graduation Follow-up

The following assessments are administered to graduates of the ATP and their employers/supervisors:

1. Graduate Evaluation (1 year and 5 years post-graduation)
2. Employer Evaluation (1 year post-graduation)

Major Assessments for the ATP:

1. Research Performance (Level 2)
2. Oral presentation (Level 2)
3. Student Reflections (All levels)
4. Student Clinical Performance Evaluations (All levels)
5. Student Evaluations of Preceptors (All levels)
6. Student Evaluations of Clinical Sites (All levels)
7. Student Evaluations of Faculty/Course (All levels)
8. BOC examination (Level 2 or post-graduation)
9. Graduate Evaluations(1st and 5th years post-graduation)
10. Employer Evaluations (1 year post graduation)

Table 1-Major Assessments for the Program

<i>Assessment</i>	<i>What is evaluated</i>	<i>When administered</i>	<i>Analysis of Fairness</i>	<i>Criteria</i>
Student Reflections	1. Knowledge and Skills 2. Critical Thinking 3. Communication Skills	Level 1 and 2	Standard use of evaluation rubric	Minimum score of 11/15
Student Evaluations of Faculty/Course	1. Effectiveness 2. Professionalism	Level 1 and 2	Survey fairness assured by University Academic Affairs office	NA
Student Clinical Performance Evaluations	1. Knowledge and Skills 2. Critical Thinking 3. Communication Skills 4. Professionalism 5. Values 6. Wellness	Level 1 Level 2	Standard use of evaluation rubric	Average of 3.5/5.0 score for the clinical experience Average of 4.0/5.0 score for the clinical experience
Student Evaluations of Preceptor	1. Effectiveness 2. Professionalism 3. Values	Level 1 and 2	Survey reviewed by assessment committee	Average of 3.5/5.0 score
Student Evaluations of Clinical Sites	1. Culture 2. Effectiveness	Level 1 and 2	Survey reviewed by assessment committee	Average of 3.5/ 5.0 score
Research Performance	1. Critical Thinking 2. Communication Skills 3. Professionalism 4. Values	Level 2	Standard use of evaluation rubric	Minimum score of 80%
Oral Presentation	1. Critical Thinking 2. Communication Skills 3. Professionalism 4. Values	Level 2	Standard use of evaluation rubric	Minimum score of Proficient
BOC Examination	1. Academic Preparation	Level 2 or post-graduation	Examination fairness assured by the BOC	Minimum score required by BOC for successful completion of examination
Graduate Evaluations	1. Assess program's success in effectively preparing ATs.	Level 2, post-graduation years 1 and 5	Survey reviewed by assessment committee	NA
Employer Evaluations	1. Knowledge and Skills 2. Communication Skills 3. Professionalism 4. Preparedness for workforce/graduate studies	Post-graduation year 1	Survey reviewed by assessment committee	NA

Table 2- Schedule for Data Analysis and Review

Major Assessment	When Analyzed	Reviewed by
Portfolio 1. Student Reflections 2. Student Clinical Performance Evaluations 3. Research Performance 4. Oral Presentation	Each Semester Annually (January) During course During course	Course Instructor/ Clinical Coordinator Course Instructor/ Clinical Coordinator Course Instructor Project Advisor/ Kinesiology Faculty Panel
Programmatic Elements 1. Student Evaluations of Faculty/ Course 2. Student Evaluations of Preceptor 3. Student Evaluations of Clinical Sites 4. BOC Examination 5. Graduate Evaluations 6. Employer Evaluations	Annually May/June May May July January	Program Director/ Kinesiology Department Chair Program Director/ Clinical Coordinator Program Director/ Clinical Coordinator Program Director/ Kinesiology Department Chair Program Director/ Kinesiology Department Chair/Clinical Coordinator

Mission: The mission of Evangel’s Athletic Training (ATEP) program is to empower athletic training students with the skills they need to succeed in their education program and in life. We seek to offer a variety of experiences as venues of learning for our athletic training students to become well-rounded Christian clinicians who locally and globally impact society. These standards are set forth by the Board of Certification (BOC ©) Role Delineation study and Commission on the Accreditation of Athletic Training Education (CAATE) educational curriculum.

Goal	Objectives	Measures	Benchmarks
1) Equip students with a sound base knowledge, values and skills from an athletic training perspective in preparation for professional practice.	1.1 Apply the knowledge and skills of an athletic trainer to practice with systems of all sizes.	3. Student Reflections 4. Clinical Performance Evaluations	Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)
	1.2 Apply critical thinking skills within the context of athletic training practice.	1. Research Performance 2. Oral Presentation 3. Student Reflections 4. Clinical Performance Evaluations	Minimum of 80 % on final project Minimum of proficient Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)
	1.3 Use effective communication skills across patient populations, colleagues and communities.	1. Research Performance 2. Oral Presentation 3. Student Reflections 4. Clinical Performance Evaluations	Minimum of 80 % on final project Minimum of proficient Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)

Goal	Objectives	Measures	Benchmarks
2) Prepare students to demonstrate use of knowledge and skills necessary to promote the physical well-being of patients and student-athletes.	2.1 Explain and interpret the history of the profession of athletic training and its contemporary structures and issues.	1. Research Performance 2. Oral Presentation 3. Student Reflections	Minimum of 80 % on final project Minimum of proficient Min. of 11/15 avg.
	2.2 Analyze, assemble and apply safety and prevention policies.	3. Student Reflections 4. Clinical Performance Evaluations	Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)
	2.3 Professionally function within the structure of organizations and service delivery systems, and under supervision, seek organizational change.	1. Research Performance 2. Oral Presentation 3. Student Reflections 4. Clinical Performance Evaluations	Minimum of 80 % on final project Minimum of proficient Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)

Goal	Objectives	Measures	Benchmarks
3) Prepare students to demonstrate an understanding and respect for patient rights advocacy through ethical, evidence-based practice.	3.1 Express and apply theory, principles and skills of current athletic training practice for patient care.	1. Research Performance 2. Oral Presentation 3. Student Reflections 4. Clinical Performance Evaluations	Minimum of 80 % on final project Minimum of proficient Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)
	3.2 Demonstrate the value base of the profession and its ethical standards and principles and accordingly practice.	1. Research Performance 2. Oral Presentation 3. Student Reflections 4. Clinical Performance Evaluations	Minimum of 80 % on final project Minimum of proficient Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)
	3.3 Demonstrate synthesis of the profession's values with current Judeo-Christian principles as it relates to patient advocacy and ethical decision making.	3. Student Reflections	Min. of 11/15 avg.

Goal	Objectives	Measures	Benchmarks
4) Prepare students to contribute to the athletic training profession through professional development including graduate education and leadership activities that promote competent athletic training practice.	4.1 Demonstrate use of physician direction, consultation, and referral appropriate to the practice of athletic training.	3. Student Reflections 4. Clinical Performance Evaluations	Min. of 11/15 avg. Average of 3.5 / 5.0 score for the clinical experience (Level 1) Average of 4.0/5.0 score for the clinical experience(Level 2)
	4.2 Demonstrate active involvement in the Christian community and community at large as knowledgeable and skilled citizens within the profession of athletic training.	3. Student Reflections	Min. of 11/15 avg.

Assessment Plan for Bachelor of Science in Allied Health

Goal	SLO	What is Evaluated	Analysis of fairness, consistency, and accuracy
Prepare students to communicate across a variety of populations and health care professionals.	Demonstrate effective writing skills Communicate clearly and effectively to diverse populations Use information technology to facilitate communication Quantitatively analyze data	Score on presentations (EXER 450, 441) Observational Experiences (EXER 496) Research paper (EXER 422) Student portfolios (EXER 496)	Score of proficient or higher (see rubric) Score a minimum of 7 /10 on each domain of the portfolio
Engage students in critically analyzing and synthesizing data found in professional literature to determine evidence based practice.	Recognize and define problems Develop multiple hypotheses Choose effective strategies/correct solutions Critique professional literature Analyze rationales for reliability and validity	Student reflections of journal article critiques (EXER450, 441, 422, 345) Student portfolios (EXER 496) Research performance (EXER 345)	Score a minimum of 10 /15 Score a minimum of 7 /10 on each domain of the portfolio Score a minimum of 11 / 26
Prepare students for the integration and application of knowledge content within their chosen allied health profession.	Apply didactic knowledge to practice settings	Scores in injury assessment / orthopedic checklist (ATEP courses) Paper (EXER 441)	Minimum of 80% or higher
	Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.	Final Exam (BIOL 221) Scores in injury assessment / orthopedic checklist (ATEP courses) Presentations (EXER 450) Paper (EXER 441) Lab Report (EXER 456)	Minimum of 80% or higher Minimum of 80% or higher Score of proficient or higher (see rubric)
Provide undergraduate degree in allied health sciences	Complete certificate/degree	Capstone projects papers, summative exams, portfolios, Observations and experiences	The School to have a 90% graduation rate Within two years of graduation, 80% of graduates will be enrolled in a graduate program
Advance knowledge through research and creative activity	Conduct literature reviews Collect data Analyze data Present results Conduct research	Faculty reviewed presentations (EXER 496) Research performance (EXER 345)	Minimum score must be proficient Minimum score of 11 / 26

Schedule for Data Analysis and Review

Major Assessment	When Analyzed	Reviewed by	Action Taken
Presentations EXER 450, 441 Research Paper EXER 422 Student Portfolios EXER 496	Reviewed each semester. Analyzed every three years	Allied Health Faculty- Fall semester	
Student reflections of journal article critiques EXER 450, 441,422, 345	Reviewed each semester. Analyzed every three years	Allied Health Faculty- Spring semester	
Final Exam BIOL 221 Orthopedic Checklist ATP courses Lab Report	Reviewed each semester. Analyzed every three years.	Allied Health Faculty- Fall semester	
Research performance EXER 345 Capstone presentation EXER 496	Reviewed in the semester in which they are completed. Analyzed every three years.	Allied Health Faculty- Spring semester	

	ATEP 333	ATEP 366	ATEP 376	ATEP 386	BIOL 221	EXER 210	EXER 345	EXER 422	EXER 441	EXER 450	EXER 356	EXER 496
Allied Health												
1. Communication/ Quantitative Skills												
1.1 Demonstrate effective writing skills							x	x	x	x		x
1.2 Communicate clearly and effectively to diverse populations							x	x	x	x		x
1.3 Use information technology to facilitate communication							x	x	x	x	x	x
1.4 Quantitatively analyze data						x	x	x	x	x		x
2. Critical Thinking						x	x	x	x	x		x
2.1 Recognize and define problems						x	x	x	x	x		x
2.2 Develop multiple hypotheses						x	x	x	x	x		x
2.3 Choose effective strategies/correct solutions						x	x	x	x	x		x
2.4 Critique professional literature						x	x	x	x	x	x	x
2.5 Analyze rationales for reliability and validity						x	x	x	x	x		x
3. Integration / Application of Knowledge												
3.1 Apply didactic knowledge to practice settings	x	x	x	x	x			x	x	x		
3.2 Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.	x	x	x	x	x			x	x	x		
4. To provide undergraduate degree in allied health sciences												x
4.1 Complete certificate/degree												x
5. To advance knowledge through research and creative activity												
5.1 Conduct literature reviews							x	x	x	x		x
5.2 Collect data Analyze data							x	x	x	x		x
5.3 Present results							x	x	x	x		x
5.4 Conduct Research							x	x	x	x		x

Assessment Plan for Bachelor of Science in Exercise Science

Goal	SLO	What is Evaluated	Analysis of fairness, consistency, and accuracy
Understand human movement and concepts related to the anatomical, physiological and biomechanical aspects of human movement.	Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.	Final Exam (BIOL 221) Paper (EXER 441) Lab Report (EXER 456)	Minimum of 80% or higher
	Describe physiological concepts related to exercise testing (i.e. maximal aerobic testing, anaerobic testing, body composition analysis.)	Lab reports (EXER 422)	Scores 80% or higher on lab assignment compilation scores
Plan and implement a variety of developmentally appropriate exercise programs	Identify, develop and implement appropriate program and instructional goals.	Exercise Prescription Program Project (EXER 366, 400)	EXER 400- meets expectations on 3 of 4 programs
Demonstrate the ability to assess health status, conduct fitness testing, and prescribe and administer exercise programs.	Demonstrate the different methods for assessing health status of clients and evaluate the results for exercise assessment and programming on EU students.	Exercise Prescription Program Projects (EXER 400)	EXER 400- Scores a minimum of meets expectations on directed course projects
Use technology to enhance learning and to enhance personal and professional productivity.	Design, develop and implement exercise science laboratories that integrate information technology.	Presentation Score (EXER 496) Lab reports (EXER 422)	EXER 496-Proficient score on presentation Minimum of 80% or higher
Create a culture of professional development	Participate in professional Exercise Science (i.e., local, state, national meetings)	Reflective paper (EXER 496) Practicum Evaluation (EXER 396)	Attend at least one professional conference approved by advisor

Schedule for Data Analysis and Review

Major Assessment	When Analyzed	Reviewed by	Action Taken
Presentations EXER 496 Research Paper EXER 345 Student Portfolios EXER 496	Reviewed each semester. Analyzed every three years	Exercise Science Faculty- Fall semester	
Practicum Evaluations EXER 396	Reviewed each semester. Analyzed every three years	Exercise Science Faculty- Spring semester	
Exercise Prescription Programs EXER 396 Lab Report EXER 422	Reviewed each semester. Analyzed every three years.	Exercise Science Faculty- Fall semester	

Exercise Science	BIOL 221	PHED 226	EXER 210	EXER 345	EXER 356	EXER 366	EXER 376	EXER 396	EXER 400	EXER 422	EXER 441	EXER 496
1. Understand human movement and concepts related to the anatomical, physiological and biomechanical aspects of human movement.	x	x								x	x	
1.1 Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.	x									x	x	
1.2 Describe physiological concepts related to exercise testing (i.e. maximal aerobic testing, anaerobic testing, body composition analysis.)									x	x		
2. Plan and implement a variety of developmentally appropriate exercise programs						x	x	x	x			
2.1 Identify, develop and implement appropriate program and instructional goals.					x			x	x			
3. Demonstrate the ability to assess health status, conduct fitness testing, and prescribe and administer exercise programs.								x		x		

3.1 Demonstrate the different methods for assessing health status of clients and evaluate the results for exercise assessment and programming on EU students

4. Use technology to enhance learning and to enhance personal and professional productivity.

4.1 Design, develop and implement exercise science laboratories that integrate information technology.

5. Create a culture of professional development

5.1 Participate in professional Exercise Science (i.e., local, state, national meetings)

5.2 Obtain certification from a national fitness organization (approved by advisor)

									x	x		
		x	x							x	x	x
										x	x	x
				x								x
												x
						x						x

Evangel University
Education Department
Assessment System

<i>Assessment</i>	<i>What is evaluated</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Initial Programs-Candidate					
MoGEA-Missouri General Education Assessment	I. Academic Preparation	Entry level. Required for entry into education program; EDUC 219	Instrument reliability and validity insured by Pearson.	Currently set at -1 for EU; panel based cut score of 220 will be implemented upon statewide decision by DESE	Teacher Education Committee-September
MEP-Missouri Educator Profile	II. Professionalism III. Wellness	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
Clinical Experience (Formative)	I. Academic Preparation II. Professionalism III. Wellness IV. Cultural Competence	At the completion of each practicum experience. Level I-entry Level II-mid program Level III-pre-student teaching	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester Teacher Education Committee-January
MEES-Missouri Educator Evaluation System (Summative)	I. Academic Preparation II. Professionalism III. Wellness IV. Cultural Competence	Exit level- Student Teaching	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined-waiting for final forms from DESE
MOCA-Missouri Content Assessment	I. Academic Preparation Content and pedagogical knowledge	Exit/Licensure levels	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee-April and November

<i>Assessment</i>	<i>What is evaluated</i>	<i>When Administered</i>	<i>Analysis</i>	<i>Criteria</i>	<i>Schedule for Review</i>
MoPTA-Missouri Preservice Teacher Assessment	I. Academic Preparation II. Professionalism III. Wellness IV. Cultural Competence	Exit Level Student teaching	Instrument reliability and validity assured by ETS	Score of 1 on each element-total score of 11: Standard setting scheduled for June 2016	Teacher Education Committee-October
PCP Professional Competency Profile	II. Professionalism	Exit Level	Reviewed by faculty	completion	Course faculty-upon completion
Initial Programs-Unit					
Annual Performance Report (APR)	-Academics -Field and Clinical Experiences -Candidates to Beginning Educators -Operations and Resources	Ongoing	Report reliability and validity assured by DESE	Varies by data point	DESE-annually Teacher Education Committee-February
Course/Faculty Evaluations	Faculty/course effectiveness Unit operations	End of semester	Annually reviewed with individual faculty members and Education Dept. Chair. Areas showing an obvious weakness are focus of goal-setting.	Meeting expectations of university dean and department chair.	Faculty and Department Chair-during annual performance review
Senior Exit Survey	Student satisfaction with university experience-disaggregated by major	Annually-spring	Data sent to department chair	NA	TBD
Graduate Survey DESE		Post-graduation level	Instrument reliability and validity assured by DESE	Still being determined by DESE	Teacher Education Committee-March
Employer Survey DESE		Post-Graduation level	Instrument reliability and validity assured by DESE	Still being determined by DESE	Teacher Education Committee-March

**Missouri Department of Elementary Education – Office of Educational Quality
Missouri Standards for Teacher Education Programs (MoSTEP)
Subject Specific Competencies for Physical Education Grades K-12**

DESE Website Reference:
<http://dese.mo.gov/divteachqual/tached/competencies>

		Subject-Specific Competencies for XXXX—Grade XXX	Individual Methods and/or Content Courses																				
			by Prefix & Course Numbers																				
			APEP 124	BIOL221	EXER422	EXER441	PHED124	PHED134	PHED226	PHED327	PHED328	PHED333	PHED336	PHED338	PHED339	PHED346	PHED368	PHED432	PHED433	PHED434	PHED435	PHED436	PHED438
1. Physical Education Content	1.1	fundamental movement skills (locomotor, non-locomotor, manipulative) and movement concepts; personal fitness and wellness concepts.					X	X	X	X		X	X	X	X	X		X	X	X	X		X
	1.2	the bioscience (anatomical, physiological, and biomechanical) and psychological concepts of movement, physical activity, and fitness.		X	X	X		X								X							X
	1.3	developmental, individual, dual, and team activities and developmental games, including outdoor activities and non-competitive physical activities, as well as various types of rhythmic and dance activities.					X	X				X	X	X	X	X		X	X	X	X		X
	1.4	the relationship of physical activity and exercise, nutrition, and other healthy living behaviors to a healthy lifestyle.	X		X		X	X	X		X	X			X	X		X			X		X
	1.5	analysis and refinement of basic movement patterns, skills and concepts.					X	X				X	X	X		X		X	X		X		
	1.6	conditioning practices and principles; frequency, intensity, time/duration; the short- and long-term effects of physical training.			X		X	X	X									X				X	
	1.7	safety, injury prevention, and how to perform and/or access emergency procedures/services.	X				X	X	X		X	X				X		X			X		
	1.8	effects of substance abuse and psycho-social factors on performance and behavior.			X		X				X					X		X			X		X
	1.9	current technologies and their application in physical education, communication, networking, locating resources, and enhancing continuing professional development.					X	X				X	X	X	X	X							X
	1.10	consumer health issues related to the marketing, selection, and					X				X					X							

Evangel University Sport Management Program Assessment System

Evangel University strives for excellence of preparation for its sport management graduates. In order to measure the program's success in preparing future professionals, the faculty within the sport management program and associated faculty within the Kinesiology Department will adhere to the assessment system. This assessment system will be annually reviewed to assess both program effectiveness and sport management program member's performance.

The goals of the assessment system are to:

1. Equip students with a relevant knowledge base, skills and ethical philosophies relevant to sport management professional practice, and a network providing opportunities for professional positions.
2. Evaluate courses, practicum experiences, faculty, internship experiences, students and graduates to determine the effectiveness of the sport management program.
3. Use the results to implement program change and determine short term goals.

The Assessment System

The assessment system for sport management graduates is based on successful completion of required course projects, assignments, and an end of study portfolio that will be evaluated annually. Students must complete each program course with a C- or higher.

Portfolio Requirements

SMGT 124

Resumè

Cover Letter

Business Card

SMGT 200

Marketing Plan

SMGT 222

Facility Analysis

SMGT 315

Sport Event Plan and Proposal

SMGT 324
Sport Organization Analysis

SMGT 422
Sport Facility Risk Analysis

Table 1-Major Assessments for the Program

<i>Assessment</i>	<i>What is evaluated</i>	<i>When administered</i>	<i>Analysis of Fairness</i>	<i>Criteria</i>
Resumé Template	1. Professional preparation & sport industry trends.	SMGT 124	Standard use of evaluation rubric	Min. of 17.5/25
Cover Letter	1. Professionalism 2. Research 3. Communication Skills	SMGT 124	Standard use of evaluation rubric	Min. of 17.5/25
Business Card	1. Professionalism 2. Research 3. Communication Skills	SMGT 124	Standard use of evaluation rubric	Min. of 17.5/25
Marketing Plan	1. Research 2. Content Knowledge 3. Communication Skills	SMGT 200	Standard use of evaluation rubric	Min. of 52.5/75
Marketing Plan Presentation	1. Communication Skills 2. Electronic Media	SMGT 200	Standard use of evaluation rubric	Min. of 17.5/25
Sport Facility Analysis	1. Research 2. Critical Thinking 3. Communication Skills 4. Content Knowledge	SMGT 222	Standard use of evaluation rubric	Min. of 52.5/75
Sport Facility Analysis Presentation	1. Critical Thinking 2. Communication Skills 3. Professionalism 4. Content Knowledge	SMGT 222	Standard use of evaluation rubric	Min. of 17.5/25
Sport Event Plan & Proposal	1. Research 2. Critical Thinking 3. Content Knowledge 4. Professionalism	SMGT 315	Standard use of evaluation rubric	Min. of 52.5/75

Sport Event Plan & Proposal	1. Communication Skills 2. Professionalism 3. Content Knowledge 4. Electronic Media	SMGT 315	Standard use of evaluation rubric	Min. of 17.5/25
Sport Organization Analysis	1. Research 2. Content Knowledge 3. Communication Skills 4. Professionalism	SMGT 324	Standard use of evaluation rubric	Min. of 52.5/75
Sport Organization Analysis Presentation	1. Research 2. Communication Skills 3. Professionalism 4. Electronic Media	SMGT 324	Standard use of evaluation rubric	Min. of 17.5 of 25
Sport Risk Analysis	1. Research 2. Content Knowledge 3. Critical Thinking 4. Risk Based Observation	SMGT 422	Standard use of evaluation rubric	Min. of 52.5/75
Sport Risk Analysis Presentation	1. Communication Skills 2. Research 3. Professionalism 4. Electronic Media	SMGT 422	Standard use of evaluation rubric	Min. of 17.5/25
Sport Experience Analysis	1. Professionalism 2. Communication Skills 3. Critical Thinking Skills	SMGT 300	Site Supervisor Evaluation Weekly Reports	Min. of 70/100 Min. of 7/10 each week
Sport Experience Analysis II	1. Professionalism 2. Communication Skills 3. Critical Thinking Skills	SMGT 497	Site Supervisor Mid-Term Evaluation Faculty Evaluation Weekly Reports Portfolio	Min. of 70/100 Min. of 70/100 Min. of 7/10 each week Min. of 70/100
Program Capstone	1. Professional 2. Research 3. Critical Thinking 4. Communication Skills 5. Electronic Media	SMGT 496	Standard use of evaluation rubric	Min. of 70/100

Sport Management	SMGT 124	SMGT 200	SMGT 222	COMM 345	COMM 493	PHED 328	SMGT 300	SMGT 315	SMGT 324	SMGT 422	SMGT 496	SMGT 497
1. Behavioral Dimensions in Sport. Our graduates will be able to:												
1.1 Identify and understand the factors that shape sport in a culture	X					X			X			
1.2 Explain how sport mirrors society						X			X			
1.3 Analyze why sport is a business and how it is a catalyst for growth	X	X				X			X			
1.4 Describe how sport is a medium for integrating gender issues, ethnic, religious, and disabilities interests						X						
1.5 Describe sport management and the evolution of this discipline as a profession.	X											
2. Management and Organizational Skills in Sport. Our graduates will be able to:												
2.1 Define and understand management and organization									X			
2.2 Describe and demonstrate the skills necessary in the management of an organization									X			
2.3 Apply the functions of planning, organizing , leading, and evaluating to a variety of sport organizations	X								X			
2.4 Demonstrate the concepts of strategic planning and resource allocation									X			
2.5 Demonstrate effective knowledge of leadership theory and application.									X			
3. Marketing and Communications in Sport. Our graduates will be able to:												
3.1 Apply fundamental marketing concepts to the sport industry	X	X						X				
3.2 Describe and apply the concepts of a sport marketing planning model		X										
3.3 Differentiate between interpersonal and mass communication				X								
3.4 Differentiate between marketing and public relations.	X	X										
4. Facility and Event Management in Sport. Our graduates will be able to:												
4.1 Describe facility marketing strategies as they correlate with the corresponding tenant or sport event		X	X					X				

4.2 Identify facility law and correlate with risk management principles	X		X						X		
4.3 Describe facility financing options from construction through operations			X								
4.4 Identify facility construction and renovation procedures			X								
4.5 Identify the responsibilities and duties of a facility manager	X		X					X			
4.6 Identify crowd management and patron relations procedures			X								
4.7 Identify the various types of sport facilities	X		X								
4.8 Plan and design efficient indoor and outdoor sport facilities	X		X								
4.9 Describe effective maintenance procedures for indoor and outdoor sport facilities			X								
4.10 Describe the concept and creation of an event								X			
4.11 Evaluate the process of selecting the location of an event								X			
4.12 Examine the process of soliciting sponsors		X						X			
4.13 Evaluate staffing issues	X		X					X	X		
5. Legal Aspects of Sport. Our graduates will be able to:											
5.1 Identify and apply various areas of law to the sport industry	X								X		
5.2 Describe the court system and how legal issues are decided									X		
5.3 List and explain the principles of tort liability, especially in the area of negligence	X		X					X	X		
5.4 Demonstrate the ability to design appropriate measures to reduce and organizations exposure to legal risk	X		X					X	X		
5.5 Describe how constitutional law affects the sport industry									X		
5.6 Describe and analyze sex discrimination issues and laws.	X					X			X		
6. Internships/Practicums in Sport Management. Our graduates will be able to:											
6.1 Perform the duties of a practicing sport management professional							X			X	X
6.2 Successfully engage as a professional in the sport industry.							X			X	X

Kinesiology Sport Management Goals & Objectives

Goals	Outcomes	Method	Measurement Tools	Expectation	Met / Unmet	Actions Taken/ Notes
1. Content 1.1 Students will be able to identify and explain the factors that shape sport in a culture and explain how it mirrors society.	a. Describe how sport is a medium for integrating gender issues, ethnic and religious diversity, and social behavior.	Lecture/Lab	(a) Book Analysis- PHED 328 (a) Presentation PHED 328 (b) Exam PHED 328	One hundred percent of students will score 70% or higher		
1.2 Students will be able to define, understand, and describe the skills necessary in the management of sport organization.	a. Apply the functions of planning, organizing, leading, and evaluating to a variety of sport organizations; b. Demonstrate the concepts of strategic planning, resource allocation, and leadership theory.	Lecture/Lab	(a,b) Paper and Presentation of Sport Organization Analysis Paper (Portfolio-SMGT 124) (a,b) Case studies (SMGT 324) (a,b) Practicum / Internship Evaluation Rubric	One hundred percent of students will score 70% or higher		

Kinesiology Sport Management Goals & Objectives

<p>2. Development and Diversity</p> <p>2.1 Prepare students to engage in sport marketing strategies.</p>	<p>a. Describe and Apply sport marketing principles to construct a marketing plan for a local sport entity.</p>		<p>(a.) Paper and Presentation of Sport Organization marketing strategies (SMGT 200)</p> <p>(a.) Paper and Presentation of</p>	<p>One hundred percent of students will score 70% or higher</p>		
<p>2.2 Prepare students to manage sport facilities and plan sport events.</p>	<p>a. Describe effective maintenane procedures for indoor and outdoor sport facilities; b. Identify the various types of sport facilities; c. Describe effective management procedures. d. Describe the concept and creation of an event incuding the process of sponsorship solcitation, event staffing, andselection of event location.</p>	<p>Marketing Plan</p>	<p>(a.-d.) Sport facility analysis paper and presentation (SMGT 222)</p> <p>(a.-d.) Sport Event paper and presentation (SMGT 315)</p>	<p>One hundred percent of students will score 70% or higher</p>		

Kinesiology Sport Management Goals & Objectives

<p>3. Collaboration and Community Involvement</p> <p>3.1 Prepare students to identify various areas of law and apply those to the sport industry, including risk reduction.</p>	<p>a. Identify and describe the various areas of tort liability, especially in the area of negligence.</p> <p>b. Demonstrate the ability to design appropriate measures to reduce an organization's exposure to liability.</p>		<p>(a.) Sport facility analysis paper and presentation (SMGT 422)</p> <p>(b.) Sport entity risk analysis paper and presentation (SMGT 422)</p>	<p>One hundred percent of students will score 70% or higher</p>		
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