

Outcome Assessment Plan: Athletic Training (3+2 prerequisite courses)

College: Piedmont College dedicates itself to the transformative power of education through reciprocal learning, the development of compassionate leaders, and the stewardship of our local and global communities.

School of Nursing and Health Sciences: The R.H. Daniel School of Nursing and Health Sciences at Piedmont College shall be recognized as an exemplary professional academic program. The arts & sciences are the foundation upon which the students' intellectual endeavors are built, contributing to the provision of holistic care to clients that includes physical, psychosocial, spiritual, and environmental care. The School of Nursing and Health Sciences is dedicated to respect for diversity and to community outreach.

Program Mission:

The athletic training program seeks to prepare undergraduate students to pass the National Board of Certification Exam by providing exemplary classroom and clinical education in the five domains of athletic training set forth by the NATA. Furthermore, the program is dedicated to respecting individual diversity and engaging the community by exposing students to a variety of healthcare settings, practitioners, and patient populations.

Program Goals:

1. The Program is committed to recruiting enough students such that 18 are enrolled annually, retaining 80% of students each year, and matriculating four into the master's professional program four years after university admission.
 - a. **Piedmont Goal Reference: GOAL 8.** Piedmont College will provide students the resources to achieve their academic goals in a timely fashion and meet learning outcomes expected in their degree programs.
 - b. **Outcome (non-student learning):** The number of students who matriculate into each cohort and persist.
 - c. **Measures:**
 - 1)Number of students enrolled (18)
 - 2)Retention rate each year by cohort and overall (80%)
 - 3)Matriculation rate into the graduate phase each year by cohort (4)
2. The Program seeks to have an 80% passing rate on the Board of Certification (BOC) Examination. Since these students are not yet enrolled in the graduate professional phase, the program seeks to have 75% of 3+2 pre-athletic training majors with a >3.2 cumulative GPA.
 - a. **Piedmont Goal Reference: GOAL 4.** Piedmont College will offer traditional and innovative academic programs that are rigorous in content and flexible in real-world application.
 - b. **SLO 1: Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.**
 - 1.1 Propose and apply methods of injury prevention and risk reduction for both healthy and at-risk individuals.
 - 1.2 Design treatment plans for both healthy and at-risk individuals that meet their performance or wellness goals.

- 1.3 Demonstrate oral, written, and visual communication strategies that are organized, coherent, accurate, and professionally prepared and delivered.
 - 1.4 Critically evaluate research findings to develop differential diagnoses for injuries and illnesses.
 - 1.5 Develop promotional strategies for healthy living and injury/disease prevention.
 - c. **Measures:**
 - 1)GPA (75% of declared majors with >3.2)
 - 2)Health Promotion Project (80% at 3.5 on the rubric)-QEP3
3. The Program seeks to provide high quality instruction that integrates cognitive and psychomotor skills into active problem solving abilities.
- a. **Piedmont Goal Reference: GOAL 1.** Piedmont College will attract and retain students, faculty, and staff, and engage alumni and friends, by providing experiences with the College that inspire in them a lifelong affinity with the institution.
 - b. **SLO 2:** Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
 - 2.1 Apply clinical reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, formulate a differential diagnosis, provide care, and make appropriate referrals.
 - 2.2 Use psychosocial techniques to enhance patient care and determine when abnormal behaviors require referral.
 - 2.3 Adapt therapeutic interventions using clinician– and patient-oriented outcomes with consideration to the stage of healing and goals to maximize patient participation and quality of life.
 - 2.4 Implement, evaluate, and modify treatment plans for both healthy and at-risk individuals that meet their performance or wellness goals through collaboration with allied healthcare providers.
 - 2.5 Create, evaluate, and modify an environment conducive to safe activity participation.
 - 2.6 Demonstrate cultural competence in the care of clients from diverse backgrounds.
 - c. **Measures:**
 - 1)Kinesiology Project Paper and Presentation (80% of students will score 3.5 on the rubric)
 - 2)Fitness Assessment Project (80% at 3.5 on the rubric)
4. The Program is committed to providing quality engagement in the classroom and beyond, helping students make fundamental connections between their educational experience and future profession.
- a. **Piedmont Goal Reference: GOAL 6.** Piedmont College will educate the whole student through co-curricular programs, extra-curricular activities, and experiential learning endeavors.
 - b. **SLO 3:** Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
 - 3.1 Identify state and national regulations and demonstrate professional, moral and ethical judgment when delivering patient-centered care.
 - 3.2 Adapt evidence-based practice concepts when making clinical decisions and

critically examining athletic training practice.

3.3 Develop and evaluate facility design and management strategies in the context of a healthcare system (i.e. risk management, healthcare delivery mechanisms, insurance and reimbursement documentation, patient privacy, and general facility management).

3.4 Use effective documentation to develop, participate in, and lead patient-centered care.

3.5 Use appropriate professional guidelines to develop, implement, evaluate, and modify emergency care strategies.

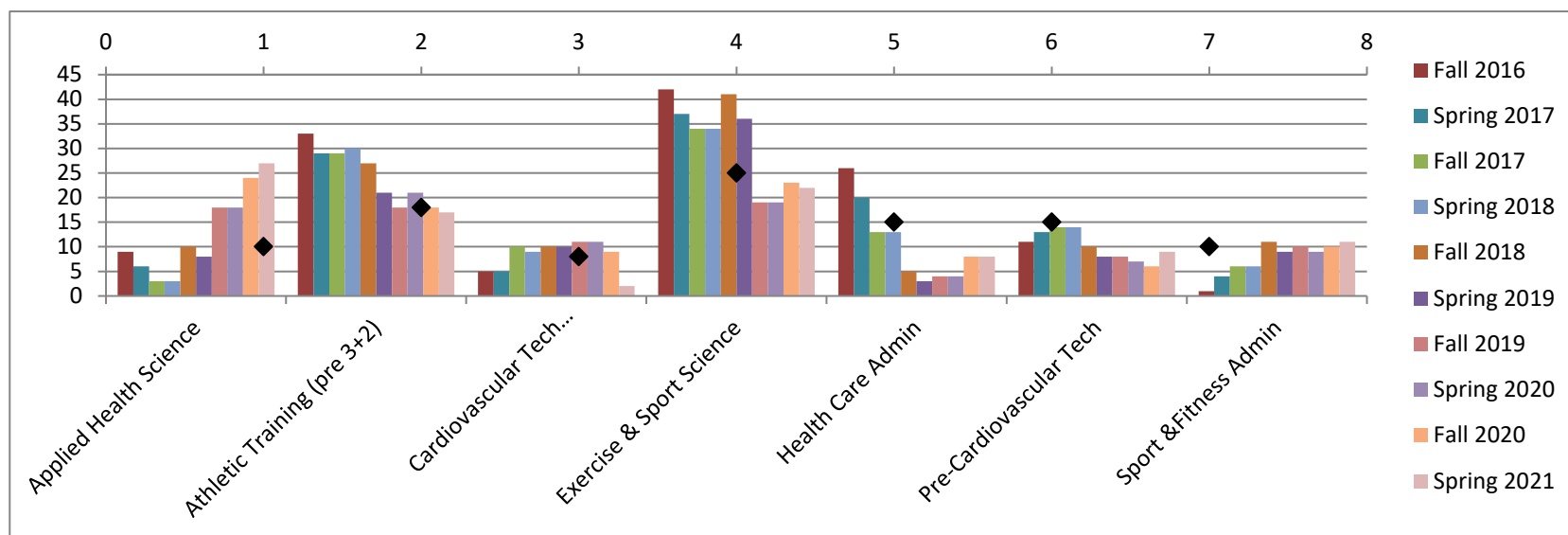
2.7 Demonstrate a commitment to professional growth and development.

b. Measures:

1) Piedmont 1101 Reflection Paper (80% at 2 on the rubric)- QEP4,6

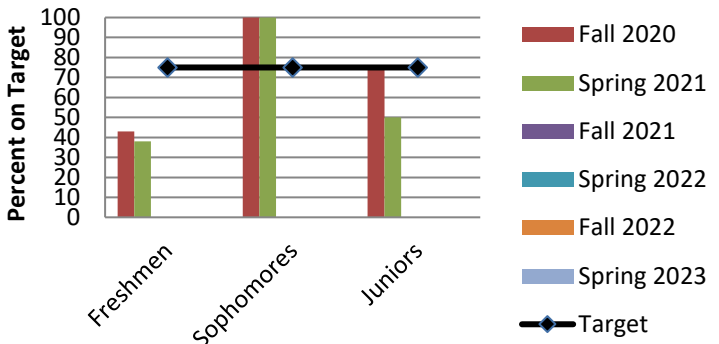
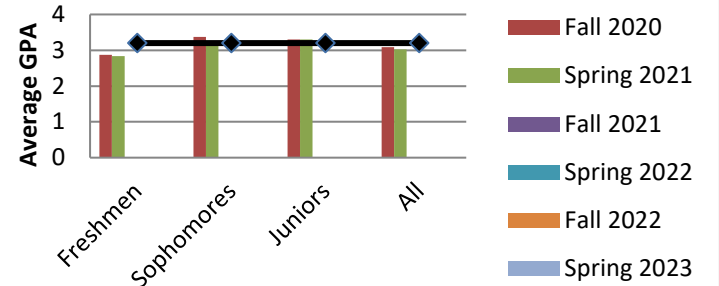
Description	Admission rate/declared majors					
Outcome	Overall Program Effectiveness: Number of students enrolled in the program each year.					
Sample	All Students declared as HLSC majors in fall and spring					
Program	APHS	ATHL	CVTE	EXSS	HCAD	SFAD
Objectives Measured	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1	PG1;Non-SLO;M1
Target	10 students enrolled	25 students enrolled	15 PCVT students 8 CVTE students	28 students enrolled	15 students enrolled	10 students enrolled

Results	Program	Semester in the Program												
		Target	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Avg. Enroll.
		Applied Health Science	10	8	9	6	3	3	10	8	18	18	24	27
Athletic Training (UG)	18	21	33	29	29	30	27	21	18	21	18	17	24.00	
Cardiovascular Tech (Clinical)	8	1	5	5	10	9	10	10	11	11	9	2	7.55	
Exercise & Sport Science	28	26	42	37	34	34	41	36	19	19	23	22	30.27	
Health Care Admin	10	17	26	20	13	13	5	3	4	4	8	8	11.00	
Pre-Cardiovascular Tech	15	10	11	13	14	14	10	8	8	7	6	9	10.00	
Sport & Fitness Admin	10		1	4	6	6	11	9	10	9	10	11	7.70	



	CVTE		Semester in the Program					Retent. %	Avg. Enroll.	Target Enroll.
	Cohort Entrance Semester	Interview	Accept	FA	SP	SU				
	Fall 2015	1	1	1	1	1	1	1.00	8.00	
	Fall 2016	6	5	5	5	5	1	5.00	8.00	
	Fall 2017	9	9	9	8	7	0.77778	7.00	8.00	
	Fall 2018	10	10	10	10	10	1	10.00	10.00	
	Fall 2019	11	11	11	11	11	1	11.00	10.00	
	Fall 2020	5	5	5	5	5	1	5.00	10	
Narrative	APHS: Met (255% of target; 25.5 of 10 desired enrolled). Enrollment in this program has grown from 18 in fall 2019 to 27 in spring 2021. We attribute this to adding 3 tracks to better align with students' future goals, and to efforts made during PDMT1101 to help students identify those goals.									
	ATHL: Nearly Met (97% of target; 17.5 of 18 desired enrolled). With the full transition to the 3+2 in 2020, the undergraduate enrollment goal may need to be adjusted downwards to reflect 3 cohorts of students simultaneously, versus four (target of 18 instead of 25). When this is taken into account, the program met the goal (18 fall, 17 spring).									
	CVTE: Not Met (63% of target; 5 of 8 desired enrolled). Enrollment in the clinical year dropped dramatically this year to half the desired number of students. Of the 5 enrolled in the clinical year, only 2 are bachelor degree-seeking students.									
	Pre-CVTE: Not Met (50% of target; 7.5 of 15 desired enrolled). Pre-CVTE enrollments have dropped for the last two years. The program will be discontinued at the end of the 2021-2022 academic year.									
	EXSS: Nearly Met (90% of target; 21.5 of 25 desired enrolled). Enrollment in this program is falling (21 compared to 36 two years ago). Some of this "melt" is likely students identifying other programs in the department (APHS and SFAD) as options that better align with their future goals. It may also reflect more aggressive recruiting from BIOL to capture pre-physical therapy and physician assistant students in that area.									
	HCAD: Not met (53% of target; 8 of 15 desired enrolled). This goal was not met, as the program averaged 8 students this year. However, this is double the enrollment in 2019-2020. Much of this is due to less attrition from the NURS program. However since all of the courses taken by this program are also taken by others, there is no financial advantage to ending it.									
	SFAD: Met (105% of target; 10.5 of 10 desired enrolled). This program has maintained enrollment at its goal (10) for the third year in a row.									
Plan	<ul style="list-style-type: none"> • Increase APHS target to 18 to capture its growth • Consider marketing strategies to increase on-campus visibility of all programs, but EXSS and HCAD especially 									
Timeline for Improvement	<ul style="list-style-type: none"> • New targets will be used in 2021-2022 data cycle (A. Dondanville) • Marketing strategies for on-campus recruitment will be developed in Fall 2021 (A. Dondanville and E. McKinney) 									

Description	Overall Program Effectiveness (Retention/Graduation Rates)																								
Outcome	Number of students persisting in the program and graduating each year.																								
Target	80% of students beginning the year in each cohort will persist to the next year and 80% of students will graduate within 4yrs of beginning at Piedmont; 100% of CVTE students will persist each semester and graduate 1 year after admission to the clinical program phase																								
Sample	All Students declared as HLSC majors																								
Program Objectives Measured	APHS PG1;Non-SLO;M2,3				ATHL PG1;Non-SLO;M2,3				CVTE PG1;Non-SLO;M2,3				EXSS PG1;Non-SLO;M2,3				HCAD PG1;Non-SLO;M2,3				SFAD PG1;Non-SLO;M2,3				
Results	Semester in the Program																								
	Program	Target	Fall 2016	S to F	Spring 2017	F to S	Fall 2017	S to F	Spring 2018	F to S	Fall 2018	S to F	Spring 2019	F to S	Fall 2019	S to F	Spring 2020	F to S	Fall 2020	S to F	Spring 2021	F to S	Average Retent. %	Avg. Enroll.	Target Enroll.
	Applied Health Science	10	9	1.125	6	0.667	3	0.5	3	1	10	3.333	8	0.8	18	2.25	18	1	24	24	27	1.125	358.0%	6.43	10
	Athletic Training (pre 3+2)	18	33	1.571	29	0.879	29	1	30	1.034	27	0.9	21	0.778	18	0.857	21	1.167	18	15.43	17	0.944	245.6%	6.93	25
	Cardiovascular Tech (Clinical)	8	5	5	5	1	10	2	9	0.9	10	1.111	10	1	11	1.1	11	1	9	9	2	0.222	223.3%	2.65	8
	Exercise & Sport Science	25	42	1.615	37	0.881	34	0.919	34	1	41	1.206	36	0.878	19	0.528	19	1	23	23	22	0.957	319.8%	8.64	28
	Health Care Admin	15	26	1.529	20	0.769	13	0.65	13	1	5	0.385	3	0.6	4	1.333	4	1	8	8	8	1	162.7%	4.48	10
	Pre-Cardiovascular Tech	15	11	1.1	13	1.182	14	1.077	14	1	10	0.714	8	0.8	8	1	7	0.875	6	6.857	9	1.5	161.1%	3.07	15
Sport & Fitness Admin	10	1	1	4		6		6	1	11	1.833	9	0.818	10	1.111	9	0.9	10	11.11	11	1.1	235.9%	3.18	10	
Narrative	APHS: Met. This program retained at 112% (+20 percentage points).																								
	Pre-ATHL: Met. This program retained at 94% (+8 percentage points).																								
	CVTE: Met. This program retained at 100% (does not include students finishing in December due to COVID; no change)																								
	Pre-CVTE: Not Met (no pre-CVTE majors retained spring to fall due to closing the program)																								
	EXSS: Met. This program retained at 96% (-25 percentage points due to students changing majors to APHS).																								
	HCAD: Met. This program retained at 100%. (no change)																								
Plan	<ul style="list-style-type: none"> Continue to monitor enrollment numbers and trends to ensure program offerings meet student needs. Expand the HLSC club to attract higher membership and more quality participation 																								
	Timeline for Improvement	<ul style="list-style-type: none"> Data trends will be monitored in fall 2021 (A. Dondanville) The HLSC club will be reinvigorated by attracting new/younger students through freshmen and sophomore level courses Fall 2020 (G. Ryan and B. Reynolds) 																							

Description	Pre-Athletic Training Student Cumulative GPA																																																
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication																																																
Program	ATHL																																																
	Objectives Measured	Target	Sample																																														
	PG2;SLO1;M1	75% >3.2	Declared ATRG.BS students																																														
Results	<p style="text-align: center;">Percent on Target</p> <table border="1" data-bbox="304 630 1129 776"> <thead> <tr> <th></th> <th>Target</th> <th>Fall 2020</th> <th>Spring 2021</th> <th>Fall 2021</th> <th>Spring 2022</th> <th>Fall 2022</th> <th>Spring 2023</th> </tr> </thead> <tbody> <tr> <td>Freshmen</td> <td>3.2</td> <td>43</td> <td>38</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sophomores</td> <td>3.2</td> <td>100</td> <td>100</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Juniors</td> <td>3.2</td> <td>75</td> <td>50</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All</td> <td>3.2</td> <td>67</td> <td>60</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*these data are incomplete (7 students missing from Informer report)</p>								Target	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Freshmen	3.2	43	38					Sophomores	3.2	100	100					Juniors	3.2	75	50					All	3.2	67	60					<p style="text-align: center;">Pre-ATRGP GPA Target by Term</p>  <p>Percent on Target</p> <p>Legend: Fall 2020 (Red), Spring 2021 (Green), Fall 2021 (Purple), Spring 2022 (Blue), Fall 2022 (Orange), Spring 2023 (Light Blue), Target (Black diamond)</p>	
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Narrative	<p style="text-align: center;">Average Scores</p> <table border="1" data-bbox="304 1096 1129 1242"> <thead> <tr> <th>Cohort</th> <th>Target</th> <th>Fall 2020</th> <th>Spring 2021</th> <th>Fall 2021</th> <th>Spring 2022</th> <th>Fall 2022</th> <th>Spring 2023</th> </tr> </thead> <tbody> <tr> <td>Freshmen</td> <td>3.2</td> <td>2.87</td> <td>2.84</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sophomores</td> <td>3.2</td> <td>3.37</td> <td>3.23</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Juniors</td> <td>3.2</td> <td>3.3</td> <td>3.3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All</td> <td>3.2</td> <td>3.09</td> <td>3.02</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*these data are incomplete (7 students missing from Informer report)</p>							Cohort	Target	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Freshmen	3.2	2.87	2.84					Sophomores	3.2	3.37	3.23					Juniors	3.2	3.3	3.3					All	3.2	3.09	3.02					<p style="text-align: center;">Pre-ATRGP GPA Average by Term</p>  <p>Average GPA</p> <p>Legend: Fall 2020 (Red), Spring 2021 (Green), Fall 2021 (Purple), Spring 2022 (Blue), Fall 2022 (Orange), Spring 2023 (Light Blue), Target (Black diamond)</p>	
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Narrative	This goal was not met, as only 67% and 60% (fall and spring, respectively) of students met the GPA target. However, the Informer report used to pull student data is missing many students (a HelpDesk request was made in mid-April to fix the report, but as of early June, it had not been corrected). This is																																																

	<p>the first year of data collection, so we are unsure how predictive it may be toward eventual matriculation into the master's program.</p> <p>Freshmen: 3/7 and 3/8 Sophomore: 4/4 and 3/3 Junior: 2/3 and 3/4</p>
Plan	<ul style="list-style-type: none"> • Continue collecting data and work with IT to fix the report.
Timeline for Improvement	<ul style="list-style-type: none"> • Data will be collected in 2021-2022 for comparison (A. Dondanville)

Description	Health Promotion Project Paper																																															
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																															
Target	80% of students will score ≥ 3.5 on the rubric																																															
Sample	Students enrolled in HSCS2301																																															
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Results	<p style="text-align: center;">Targets</p> <table border="1"> <thead> <tr> <th></th> <th>Target</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>80</td> <td>100</td> <td>91</td> <td>80</td> <td>95</td> </tr> <tr> <td>APHS</td> <td>80</td> <td>100</td> <td></td> <td>67</td> <td>88</td> </tr> <tr> <td>ATRG</td> <td>80</td> <td></td> <td></td> <td></td> <td>100</td> </tr> <tr> <td>HCAD</td> <td>80</td> <td>100</td> <td>100</td> <td></td> <td></td> </tr> <tr> <td>SFAD</td> <td>80</td> <td></td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>OTHER</td> <td>80</td> <td></td> <td>86</td> <td>67</td> <td>100</td> </tr> </tbody> </table>				Target	2018	2019	2020	2021	All Students	80	100	91	80	95	APHS	80	100		67	88	ATRG	80				100	HCAD	80	100	100			SFAD	80		100	100	100	OTHER	80		86	67	100	<p style="text-align: center;">Health Promotion Project Targets</p> <p>The chart displays the percentage of students meeting the target for each program over five years. The target is consistently 80%. All programs (All Students, ATRG, HCAD, SFAD, and OTHER) have met or exceeded the target in all years shown. APHS and OTHER have not met the target in 2020 (67%) and 2021 (88% respectively).</p>		
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<p>Narrative</p>	<p>This goal was met, as 95% of overall students enrolled met the target rubric score (19/20). This represents a 15 point percentage point increase from last year. In general, this was a larger and academically stronger overall group than previous classes - especially with writing skills. Theory or model integration continues to be problematic for some students, which should be addressed in future offerings.</p> <p>APHS: 7/8 Pre-ATRG: 4/4 HCAD: SFAD: 3/3</p>																																																																																																													

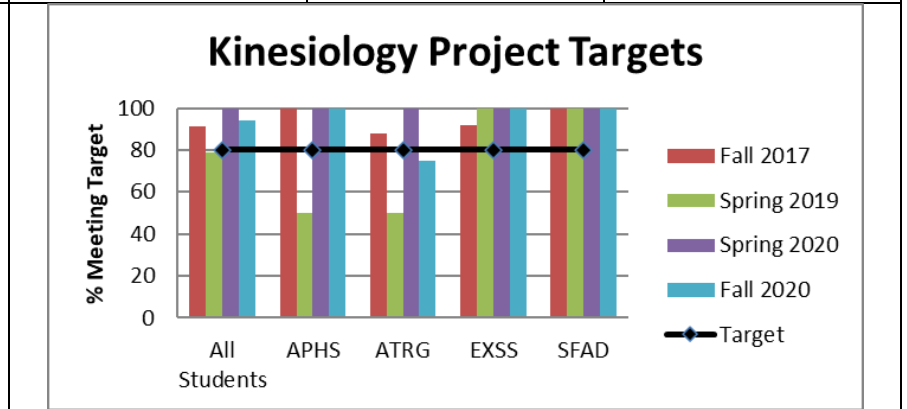
	Other: 5/5
Plan	<ul style="list-style-type: none"> No changes are planned; this assignment will be given again in its current form.
Timeline for Improvement	<ul style="list-style-type: none"> These data will be next collected in spring 2022 (B. Reynolds)

Description	Health Promotion Project PSA																																															
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																															
Target	80% of students will score ≥ 3.5 on the rubric																																															
Sample	Students enrolled in HSCS2301																																															
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD																																										
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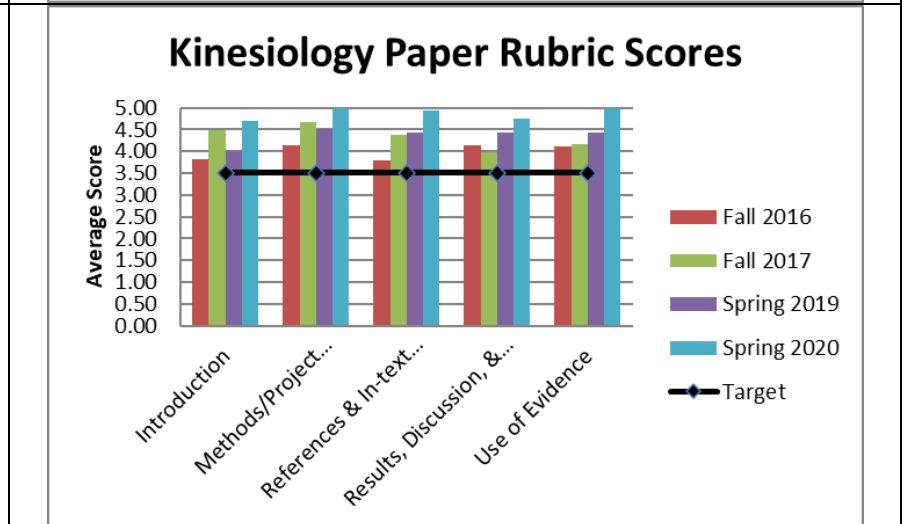
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<p>Narrative</p>	<p>This goal was met, as 100% of overall students met or exceeded the rubric target (20/20). This represents an 11 point improvement from last year. This improvement is attributed to class time being dedicated to viewing examples of PSAs and for students to work through their ideas in small groups. This group also was very capable with technology, with many of the PSAs being completed as iMovies, which were much higher quality.</p> <p>APHS: 8/8 Pre-ATRG: 4/4 HCAD: SFAD: 3/3 Other: 5/5</p>																																																																																																				
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Description	Kinesiology Project Paper					
Outcome	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
Target	80% of students will score ≥ 3.5 on the rubric					
Sample	Students enrolled in HSCS2221					
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
Objectives Measured		PG3; SLO2; M1		PG2;SLO2;M1		PG2;SLO2;M1

		Targets				
	Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020	
All Students	80	91	79	100	94	
APHS	80	100	50	100	100	
ATRG	80	88	50	100	75	
EXSS	80	92	100	100	100	
SFAD	80	100	100	100	100	



		Average Score				
	Target	Fall 2016	Fall 2017	Spring 2019	Spring 2020	
General Style and Organization	3.5	4.21	4.17	4.64	4.94	
Grammar and Word Choice	3.5	4.29	4.30	4.57	4.94	
Introduction	3.5	3.82	4.48	4.00	4.69	
Methods/Project Description	3.5	4.14	4.67	4.50	5.00	
References & In-text Citations	3.5	3.79	4.37	4.43	4.94	
Recommendations	3.5	4.14	3.98	4.43	4.75	
Use of Evidence	3.5	4.11	4.17	4.43	5.00	

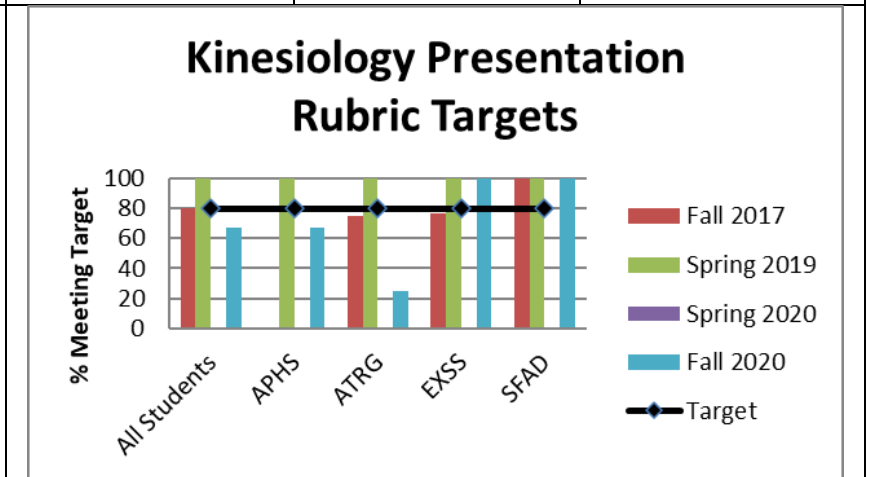


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<p>Narrative</p>	<p>This goal was met, as 94% of students met or exceeded the rubric target (14/15). While this represents an -6 point reduction over last year, it is the result of only one student not hitting the target. While all subscale scores improved (likely due to students using the writing center tutors), the content scores were relatively stable from previous administrations. Unfortunately, while it improved slightly, “anatomical analysis” still underperforms. The additional anatomy content appears to be helping students visually identify bones and muscles, but they still have difficulty connecting the muscle’s action to it’s location in the body and differentiating between concentric and eccentric contractions.</p> <p>APHS: 6/6 Pre-ATRG: 3/4 EXSS: 2/2 SFAD: 4/4</p>																																																																									
<p>Plan</p>	<ul style="list-style-type: none"> The digital anatomy labs and quizzes developed in spring 2020, which utilized hot-spot and drag-and-drop technology, were retained this fall and supplemented with the use of manipulatives (mini-skeletons) during lectures and face-to-face labs. These will be retained in 2021. Additional emphasis will be placed on concentric/eccentric contractions as part of the muscle identification labs in 2021. 																																																																									
<p>Timeline for Improvement</p>	<ul style="list-style-type: none"> This course and assignment will next be offered fall 2021 (A. Dondanville) 																																																																									

Description	Kinesiology Project Presentation					
Outcome	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.					
Target	80% of students will score ≥ 3.5 on the rubric					
Sample	Students enrolled in HSCS2221					
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
Objectives Measured		PG3; SLO2; M1		PG2;SLO2;M2		PG2;SLO2;M2

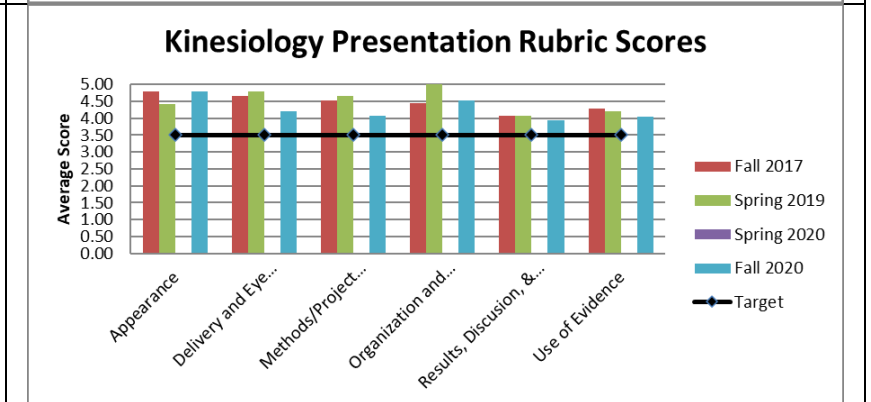
Targets					
	Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020
All Students	80	80	100	no data	67
APHS	80	0	100	no data	67
ATRG	80	75	100	no data	25
EXSS	80	77	100	no data	100
SFAD	80	100	100	no data	100

*no data collected in 2019-2020 due to COVID19



Average Score					
	Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020
Appearance	3.5	4.78	4.43	no data	4.80
Delivery and Eye Contact	3.5	4.66	4.79	no data	4.20
Methods/Project Description	3.5	4.52	4.64	no data	4.07
Organization and Visual Aids	3.5	4.45	5.00	no data	4.53
Results, Discussion, & Recommendations	3.5	4.07	4.07	no data	3.93
Use of Evidence	3.5	4.29	4.21	no data	4.03

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	<p style="text-align: center;">Average Score</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Target</th> <th>Fall 2017</th> <th>Spring 2019</th> <th>Spring 2020</th> <th>Fall 2020</th> </tr> </thead> <tbody> <tr> <td>Description of Skill</td> <td>3.5</td> <td>4.65</td> <td>4.63</td> <td>no data</td> <td>4.45</td> </tr> <tr> <td>Mechanical Analysis</td> <td>3.5</td> <td>3.12</td> <td>4.06</td> <td>no data</td> <td>3.69</td> </tr> <tr> <td>Performance Prescription</td> <td>3.5</td> <td>4.04</td> <td>3.95</td> <td>no data</td> <td>3.10</td> </tr> <tr> <td>Anatomical Analysis</td> <td>3.5</td> <td>2.72</td> <td>4.00</td> <td>no data</td> <td>2.56</td> </tr> <tr> <td>Overall Effort and Creativity</td> <td>3.5</td> <td>3.90</td> <td>4.89</td> <td>no data</td> <td>4.63</td> </tr> </tbody> </table> <p style="text-align: center;">*no data collected in 2019-2020 due to COVID19</p>		Target	Fall 2017	Spring 2019	Spring 2020	Fall 2020	Description of Skill	3.5	4.65	4.63	no data	4.45	Mechanical Analysis	3.5	3.12	4.06	no data	3.69	Performance Prescription	3.5	4.04	3.95	no data	3.10	Anatomical Analysis	3.5	2.72	4.00	no data	2.56	Overall Effort and Creativity	3.5	3.90	4.89	no data	4.63	<h3 style="text-align: center;">Kinesiology Presentation Content Scores</h3> <table border="1" style="display: none;"> <caption>Kinesiology Presentation Content Scores Data</caption> <thead> <tr> <th>Category</th> <th>Fall 2017</th> <th>Spring 2019</th> <th>Spring 2020</th> <th>Fall 2020</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Description of Skill</td> <td>4.65</td> <td>4.63</td> <td>4.45</td> <td>4.45</td> <td>3.5</td> </tr> <tr> <td>Mechanical Analysis</td> <td>3.12</td> <td>4.06</td> <td>3.69</td> <td>3.69</td> <td>3.5</td> </tr> <tr> <td>Performance...</td> <td>3.95</td> <td>3.95</td> <td>3.10</td> <td>3.10</td> <td>3.5</td> </tr> <tr> <td>Anatomical Analysis</td> <td>2.72</td> <td>4.00</td> <td>2.56</td> <td>2.56</td> <td>3.5</td> </tr> <tr> <td>Overall Effort and...</td> <td>3.90</td> <td>4.89</td> <td>4.63</td> <td>4.63</td> <td>3.5</td> </tr> </tbody> </table>	Category	Fall 2017	Spring 2019	Spring 2020	Fall 2020	Target	Description of Skill	4.65	4.63	4.45	4.45	3.5	Mechanical Analysis	3.12	4.06	3.69	3.69	3.5	Performance...	3.95	3.95	3.10	3.10	3.5	Anatomical Analysis	2.72	4.00	2.56	2.56	3.5	Overall Effort and...	3.90	4.89	4.63	4.63	3.5
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<p>Narrative</p>	<p>This target was not met, as only 67% (10/15) of students met the scoring threshold. The lower scores were primarily due to poor description of their chosen skill's performance and anatomic analyses. Four of the five students who fell below the mark did not finish their presentations, earning no credit for portions which were not covered during their allotted time. The fifth simply chose not to do both of those two rubric sections in her presentation.</p> <p>APHS: 4/6 Pre-ATRG: 1/4 EXSS: 2/2 SFAD: 3/3</p>																																																																									
<p>Plan</p>	<ul style="list-style-type: none"> The presentation will be included in fall 2021, and will include slide limits (number of) and emphasis on including all four project areas. 																																																																									
<p>Timeline for Improvement</p>	<ul style="list-style-type: none"> These plans will be enacted in fall 2021 (A. Dondanville) 																																																																									

Description	Fitness Assessment Project																																															
Outcome	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																															
Target	80% of students will score ≥ 3.5 on the rubric																																															
Sample	Students enrolled in HSCS3321																																															
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD																																										
Objectives Measured	PG3;SLO1;M2	PG3;SLO2;M2		PG3;SLO1;M2		PG3;SLO1;M2																																										
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Narrative	This target was met, as 100% of students earned >3.5 on the rubric (15/15). This represents a small 5-point improvement from last year, and a 20-point margin over the target. Individual subsection scores were relatively consistent, with the exception of “evaluation”, which rose again by 0.06 points, but continues to be an area in which students struggle. This is the third year the project was ‘flipped’ to have students																																															

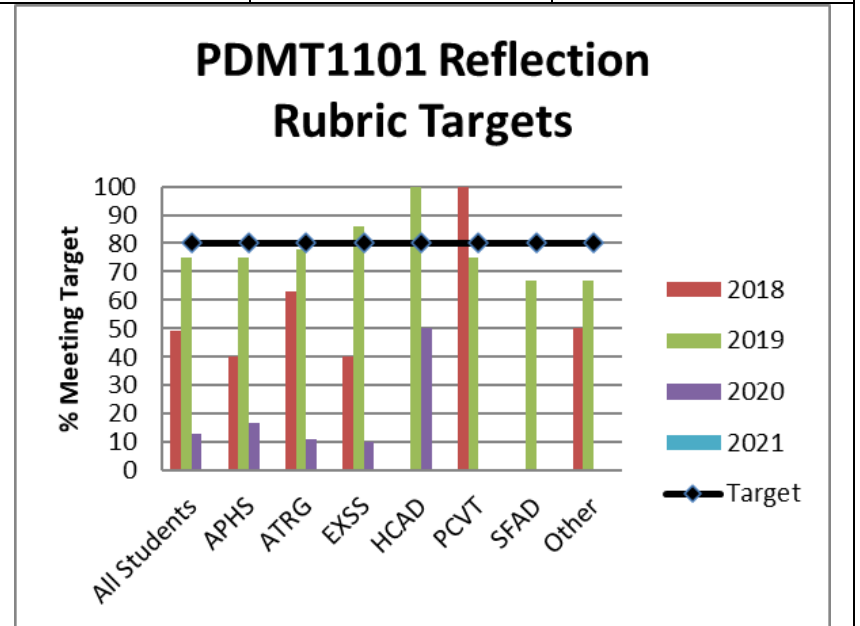
	<p>evaluate each other, with the addition of submitting one group paper and presentation. While the presentation scores dipped slightly, the overall effort was the best in several years.</p> <p>APHS: 5/5 Pre-ATRG: 3/3 EXSS: 3/3 SFAD: 3/3 Other: 1/1</p>
Plan	<ul style="list-style-type: none"> • This course will remain in the spring term to allow students to complete HSCS2221 (Kinesiology) in the fall. The submission of a group paper and presentation (parts 4a and 4b), will also be continued next year, as the students seem to help each other connect the dots better than working alone.
Timeline for Improvement	<ul style="list-style-type: none"> • Spring 2022 (A. Dondanville)

Description	Piedmont 1101 Community Service Reflection Paper					
Outcome	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.					
Target	80% of students will score ≥ 2.0 on the rubric					
Sample	Students enrolled in PDMT1101					
Program	APHS	Pre-ATRG	CVTE	EXSS	HCAD	SFAD
Objectives Measured	PG4;SLO3;M5 QEP4, QEP6	PG4; SLO3; M6 QEP4, QEP6	PG4;SLO3;M7 QEP4, QEP6	PG4;SLO3;M5 QEP4, QEP6	PG4;SLO3;M5 QEP4, QEP6	PG4;SLO3;M6 QEP4, QEP6

Results

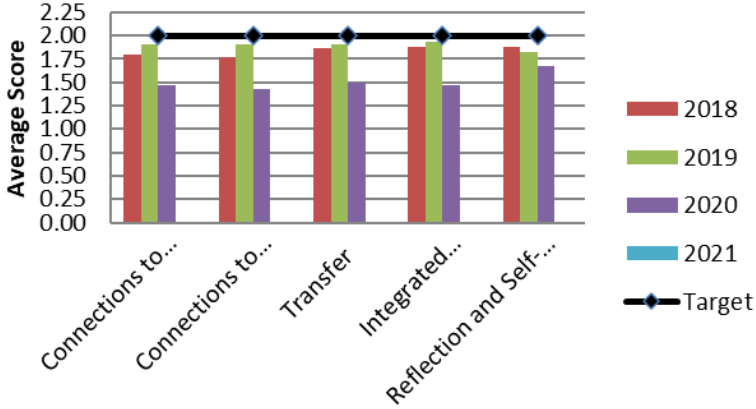
Percent on Target

	Target	2018	2019	2020	2021
All Students	80	49	75	13	
APHS	80	40	75	17	
ATRG	80	63	78	11	
EXSS	80	40	86	10	
HCAD	80	-	100	50	
PCVT	80	100	75	-	
SFAD	80	0	67	0	
Other	80	50	67	0	



Average Score					
	Target	2018	2019	2020	2021
Connections to Experience	2	1.80	1.91	1.47	
Connections to Discipline	2	1.77	1.91	1.43	
Transfer	2	1.86	1.91	1.5	
Integrated Communication	2	1.88	1.93	1.47	
Reflection and Self-Assessment	2	1.88	1.82	1.67	

PDMT1101 Reflection Rubric Scores



Narrative

This goal was not met, as only 13% of all students (4 of 30) met or exceeded the target. This is a significant drop from last year (75%) and is far from the 80% goal. All five subscales dropped. These results closely align with the overall course grades, which were lower than any previous sections. In 2019, 70% of students earned an “A,” while the current section had 36% earn an “A.” Several factors could be contributing to these changes. First, many of the course lessons were provided via Zoom, which could have impacted the quality of the course. With more face-to-face contact, it is possible students could have more effectively learned and applied the skills necessary to complete high quality reflections. In addition, this group of students struggled to not only submit assignments by assigned due dates, but simply attend the class. Many students completed the course with several unexcused absences and missing assignments. One final reason for the significant changes in reflection scores is the instructor’s comfort with both the assignment and the application of the rubric. Both expectations for the assignment and how to apply the rubric have more clarity. Purposefully emphasizing the skills necessary to complete this assignment will be part of future offerings.

- APHS: 1/6
- Pre-ATRG: 1/9
- CVTE: no data
- EXSS: 1/10
- HCAD: 1/2
- SFAD: 0/2
- Other: 0/1

Plan

- This was the third year of data collection, so the assignment will be given in the same format for one more year.

Timeline for Improvement

- The assignment will be given in fall 2021 (J. Koshuta)