

Program-Level Assessment Plan

Program: Athletic Training	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): Master of Athletic Training (MAT)
Department: Physical Therapy & Athletic Training	College/School: Doisy College of Health Sciences
Date (Month/Year): 9/2023	Primary Assessment Contact: Katie Sniffen

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	Demonstrate respect for diversity as it relates to the practice of athletic training.	<p>Introduce – MAT 5125: Therapeutic Modalities</p> <p>Reinforce – MAT 5250: Musculoskeletal Assessment and Management II</p> <p>Achieve – MAT 6750: AT Clinical Practicum IV</p>	<p>1. Preceptor Assessments</p> <p>2. MAT 6750: Clinical Practicum IV</p>	<p>1. The AT Program Director will collect the artifacts and de-identify them. A core faculty member that is not an instructor in the course associated with the artifact will evaluate the de-identified artifacts.</p> <p>2. The assessment rubric will be used to evaluate if students achieved the outcome.</p>
2	Demonstrate effective communication strategies necessary for patient-centered care.	<p>Introduce – MAT 5125: Therapeutic Modalities, MAT 5240: Musculoskeletal Assessment and Management I</p> <p>Reinforce – MAT 5250: Musculoskeletal Assessment and Management II</p> <p>Achieve – MAT 6750: AT Clinical Practicum IV</p>	<p>1. Final Practical Examination</p> <p>Preceptor Assessments</p> <p>2. MAT 5250: Musculoskeletal Assessment and Management II</p> <p>MAT 6750: AT Clinical Practicum IV</p>	<p>1. The AT Program Director will collect the artifacts and de-identify them. A core faculty member that is not an instructor in the course associated with the artifact will evaluate the de-identified artifacts.</p> <p>2. The assessment rubric will be used to evaluate if students achieved the</p>

				outcome.
3	Demonstrate Interprofessional collaboration skills that advance holistic patient- centered care.	Introduce – MAT 5125: Therapeutic Modalities Reinforce – MAT 5800: Medical Conditions in AT Achieve – MAT 6960: AT Capstone Project	1. Medical Rotation Reflection Assignment Interprofessional Team Seminar Reflection Assignment 2. MAT 5800: Medical Conditions in AT MAT 6960: AT Capstone Project	1. The AT Program Director will collect the artifacts and de-identify them. A core faculty member that is not an instructor in the course associated with the artifact will evaluate the de-identified artifacts. 2. The assessment rubric will be used to evaluate if students achieved the outcome.
4	Employ evidence- based clinical reasoning in the practice of athletic training.	Introduce – MAT 5125: Therapeutic Modalities Reinforce - MAT 5650: Clinical Research and Design Achieve – MAT 6960: AT Capstone Project	1. Capstone Project 2. MAT 6960: AT Capstone Project	1. The AT Program Director will collect the artifacts and de-identify them. A core faculty member that is not an instructor in the course associated with the artifact will evaluate the de-identified artifacts. 2. The assessment rubric will be used to evaluate if students achieved the outcome.
5	Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.	Introduce – MAT 5010: Principles of Athletic Training; MAT 5240: Musculoskeletal Assessment and Management I; MAT 5500: Rehabilitation in Athletic Training I Reinforce – MAT 5250: Musculoskeletal Assessment and Management II; MAT 5550: Rehabilitation in Athletic Training II Achieve - MAT 6800: Seminar in AT	1. Emergency Simulation Activity Preceptor Assessments 2. MAT 5250: Musculoskeletal Assessment and Management II (PY1 Students) & MAT 6800: Seminar in AT (PY2 students) MAT 6750: AT Clinical Practicum IV	1. The AT Program Director will collect the artifacts and de-identify them. A core faculty member that is not an instructor in the course associated with the artifact will evaluate the de-identified artifacts. 2. The assessment rubric will be used to evaluate if students achieved the outcome.

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

The Athletic Training Program is comprised of three core faculty members that also make up the AT Program Curriculum Committee. All three core faculty members will be involved in the artifact review process including sharing and discussing the results and findings. Results and findings will also be shared with affiliated faculty during a Program Faculty Meeting. Discussion of specific changes to courses will occur with the respective Course Coordinator. Findings inform the work of the AT Program Curriculum Committee for the next academic year and during scheduled program reviews/self studies.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

During the Annual Report process, faculty will review previous assessment findings and changes. Implemented changes will be assessed by comparing the current year's SLO assessment to the previous year's assessment. Improvements toward the identified target of the SLO indicate that the changes made in previous year were advantageous. A continuous quality improvement process will follow if further changes need to be made.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

PLO's 1, 3, and 5 will be reviewed in odd academic years. PLO's 2 and 4 will be reviewed on even academic years.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The assessment plan was developed in concert with core program faculty. Core program faculty participate in the annual SLO review process and discuss revisions to the assessment plan as informed by the results of the annual report. Drafted changes to the assessment plan are reviewed and agreed upon by the AT Program Faculty.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Program Assessment Rubrics¹

IMPORTANT NOTE: The rankings, identified by the column headings below, are of increasing complexity moving across the table from left to right. A student ranked as “reinforce” must be able to perform at the “introduce” level to be successful. Likewise, a student who ranks at the “mastery” level must be able to perform at both the “introduce” and “reinforce” levels to be successful.

MASTER OF ATHLETIC TRAINING (MAT) – Program Assessment Rubrics			
PLO #1 - Demonstrate respect for patient diversity as it relates to the in the practice of athletic training.			
Unsatisfactory	Introduce	Reinforce	Acheive
<ul style="list-style-type: none"> Unable to identify the importance of respect for diversity. 	<ul style="list-style-type: none"> Identifies importance of respect for patient diversity. 	<ul style="list-style-type: none"> Describes projected outcomes associated with respect for patient diversity. 	<ul style="list-style-type: none"> Proposes strategies for improving respect for patient diversity.
PLO #2 - Demonstrate effective communication strategies necessary for patient-centered care.			
Unsatisfactory	Introduce	Reinforce	Acheive
<ul style="list-style-type: none"> Unable to perform assignment using appropriate terminology. 	<ul style="list-style-type: none"> Performs assignment using the appropriate terminology. 	<ul style="list-style-type: none"> Performs assignment using appropriate format and terminology. 	<ul style="list-style-type: none"> Performs assignment addressing the health literacy level of the patient.
PLO #3 – Demonstrate Interprofessional collaboration skills that advance holistic patient-centered care.			
Unsatisfactory	Introduce	Reinforce	Acheive
<ul style="list-style-type: none"> Unable to identify the importance of Interprofessional 	<ul style="list-style-type: none"> Identifies importance of interprofessional collaboration in patient-centered care. 	<ul style="list-style-type: none"> Describes outcomes associated with interprofessional 	<ul style="list-style-type: none"> Proposes strategies for improving interprofessional

MAT- Academic Program Assessment Plan and Assessment Rubrics

Reviewed alongside Univ Assess Office PLO review feedback; adjustments made as appropriate_010518

MASTER OF ATHLETIC TRAINING (MAT) – Program Assessment Rubrics			
collaboration in patient-centered care.		collaboration in patient-centered care.	collaboration in patient-centered care.
PLO #4 - Employ evidence-based clinical reasoning in the practice of athletic training.			
Unsatisfactory	Introduce	Reinforce	Achieve
<ul style="list-style-type: none"> Unable to perform assignment using appropriate terminology regarding evidence-based practice. 	<ul style="list-style-type: none"> Performs assignment using the appropriate terminology regarding evidence-based practice. 	<ul style="list-style-type: none"> Performs assignment differentiating between levels of evidence in clinical reasoning. 	<ul style="list-style-type: none"> Appraises best evidence and applies it to evidence-based clinical reasoning.
PLO #5 - Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.			
Unsatisfactory	Introduce	Reinforce	Achieve
<ul style="list-style-type: none"> Unable to perform assigned activity satisfactorily with assistance using appropriate methodology. 	<ul style="list-style-type: none"> Performs assigned activity with assistance using appropriate methodology. 	<ul style="list-style-type: none"> Performs assigned activity autonomously at using appropriate methodology. 	<ul style="list-style-type: none"> Leads assigned activity competently using appropriate methodology.

¹The PLOs and ranking descriptions are currently in draft form. These assessment components will be evaluated after each assessment cycle of data are collected and analyzed. Adjustments will be made as appropriate for clarification and to provide additional discipline context.