

**Department of Health, Human Performance and Recreation**  
**Master of Athletic Training / Athletic Training**  
**As of May 31, 2018**

**Academic Assessment Plan**

**Program Goals**

1. The Graduate Athletic Training Education Program (GATEP) is committed to maintaining a CAATE accredited entry-level curriculum that educates students through didactic, laboratory, and practical clinical experiences.
2. Students will gain an appreciation for the influence and importance of scholarly and scientific inquiry.
3. The GATEP will provide exposures to a diverse number of clinical professionals and experiences.
4. The GATEP will promote personal and professional development
5. The GATEP will be evaluated on an on-going basis to ensure the maintenance of high standards and program improvement

**Student Learning Outcomes**

1. The curriculum will be presented in an organized, sequential, and cumulative manner such that students will learn, develop, and refine their knowledge and clinical skills across the entire program.
2. Each didactic course and related laboratory experience will be based on and defined by the specific educational competencies and clinical proficiencies enumerated in the Fifth Edition of the Athletic Training Educational Competencies.
3. Students are effectively applying the education competencies and proficiencies covered within the corresponding semester's coursework.
4. Students will receive opportunities for individualized and on-going evaluation of clinical skill proficiency, both within didactic and laboratory courses as well as during clinical experiences each semester under the supervision of Clinical Preceptors.
5. All courses within the GATEP Program of Study will promote the development of critical thinking and evaluation skills through the integration of scholarly research.
6. Attendance at a minimum 30 registrants at research-based conferences.
7. Students will receive exposure to individual and team sports, equipment intensive sport, patients of different sexes, and non-sport patient populations.
8. Students will be exposed to a minimum 8 different health care providers who are not certified athletic trainers.
9. Students will be **REQUIRED** To become members of the National Athletic Trainers Association (NATA) and encouraged to become members of other pertinent organizations (i.e., ACSM).
10. Students will be exposed to professionally pertinent topics and issues through guest speakers from a variety of health care professions.
11. Program evaluations by current students, recent graduates (1 year post graduation) will be conducted annually.
12. Students will evaluate academic courses and instructors each semester.

**Process for Assessing each Student Learning Outcome**

**1. Timeline for Assessment & Analysis**

Yearly

## **2. Means of Assessment & Desired Level of Student Achievement**

### **Direct Assessment**

1. Percentage of students that score  $\geq 80\%$  on written/practical exams and student bi semester clinical evaluations by their preceptors.
2. Evaluation data from assignments and exams and clinical evaluations. Attendance record
3. Preceptor Assignments, Enrollment in ATTR 5483, 5242, 5272
4. Assigned a National Athletic Trainers Association member number, attendance records of meetings attended
5. Exit interviews, surveys, and instructor course evaluations

### **Indirect Assessment**

Percentage of students who pass their BOC certification exam on the first attempt of the second-year spring semester athletic training student.

## **3. Report of results**

See Annual Academic Assessment Report below



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**Department of Health, Human Performance and  
Recreation Master of Athletic Training / Athletic  
Training**

## **Annual Academic Assessment Report** **2023-2024**

### **Results of analysis of assessment of Student Learning Outcomes following timeline stated above**

15 of 15 (100%) of MAT students reporting passed their BOC exam on first attempt who graduated in May 2024.

### **Any changes to degree/certificate planned or made on the basis of the assessment and analysis**

The program was successful completing an accreditation annual report that was accepted by the CAATE. The next re-accreditation will occur in 2026-2027.

### **Any changes to the assessment process made or planned**

Below is the new assessment plan that will be used for the degree changes approved to begin in Summer 2023. The changes to the degree plan and assessment plan were done to update the program in compliance with the new accreditation standards for athletic training and after a year-long strategic planning process that involved students, faculty, preceptors and alumni feedback. Assessment for the plan is on-going and the first class to graduate with the following assessment plan will be the Class of 2025. Data for this class will be available for the 2024-2025 assessment report.

### **University of Arkansas Mission**

The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas.

### **Health, Human Performance and Recreation Mission Statement**

The mission of the Health, Human Performance and Recreation Department:

- To provide quality curricular offerings in uniquely distinctive areas at the undergraduate level.
- To provide quality graduate programs at the master's and doctoral levels.
- To provide structural and non-structural recreational opportunities for all university students, faculty, staff and their family members.
- To provide quality teaching in all classes.
- To encourage scholarly inquiry and research productivity.
- To further the expansion of university service and programs to local, state, regional, national, and international dimensions.

### **Master of Athletic Training (M.AT.) Program Mission**

We are a student-centered program that prepares athletic trainers to provide evidence-informed, patient-centered, and collaborative healthcare to enhance patient/client well-being while elevating the profession through service and advocacy.

### **M.AT. Program Goals**

#### **To enact our beliefs, the University of Arkansas MAT Program**

1. Prepares students for entry into the profession that can use evidence and employ clinical reasoning skills to solve complex clinical problems and maximize patient outcomes.



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2. Provides an inclusive environment for all students and preceptors that strives to help each student develop as clinicians that embody the Core Competencies into their practice.
3. Fosters student professional identity formation and development of their own philosophy of care
4. Develops leaders in athletic training who can employ practices that assist professional well-being and longevity.
5. Uses a diversity of educational strategies to teach students to embrace a growth mindset, act as a professional with integrity, and embody a service orientation.

## **Assessment Plan**

The program has created a new course sequence after a year of strategic planning and continued engagement with various stakeholders. The plan will change for the incoming cohort, and we will use the following assessment plan starting in Summer 2023.

The University of Arkansas' Master of Athletic Training Program assessment plan includes course-level and program-level assessment of student learning as well assessment of overall program effectiveness. There are 8 major outcomes related to the professional program: 5 student learning outcomes and 3 program effectiveness outcomes. Each outcome includes objectives and specific indicators with associated benchmarks. The indicators include both direct and indirect assessments.

The assessment plan consists of a cyclical process in which outcomes data is collected, analyzed, and used to drive continuous program improvement. All data is gathered and reviewed annually by the Program Director and Clinical Education Coordinator. These data are then presented annually to the athletic training faculty to initiate discussions and used to make subsequent course-level and program-level changes, if needed. Any changes will result in an action plan, which provides specific ways in which course-level and program level changes will occur and ways in which program leadership and/or faculty members will track the success of those modifications. Once program changes have occurred, subsequent analysis will allow the faculty to note improvements. The program will maintain a log of these data-driven program modifications.

## **Student Outcomes**

### **Upon graduation, students will:**

1. Use evidence and employ clinical reasoning skills to solve complex clinical problems to maximize patient outcomes.
2. Work collaboratively with other healthcare professionals to enhance care.
3. Practice effective patient-centered care with diverse patient/clients.
4. Use principles of quality improvement and informatics to improve care quality.
5. Embrace a growth mindset, act as a professional with integrity, and embody a service orientation.

## **Program Outcomes**

1. Deliver an athletic training program that includes an inclusive learning environment and culture.
2. Use effective teaching and learning principles to deliver an innovative program.
3. Provide a high-quality clinical education plan.



The table displays the assessment tools used to measure quality of instruction, student learning, and overall program effectiveness as they relate to the program’s educational mission, goals and objectives. Assessments include both direct and indirect measures.

<b>Assessment</b>	<b>Measure*</b>	<b>Description</b>	<b>Evaluator</b>	<b>Time of Assessment</b>	<b>Associated Class</b>
<b>Cumulative Grade Point Average</b>	SL Indirect	A minimum score is needed (3.0) for the student to matriculate forward based on the measure serving as evidence of potential learning.	Program Director	End of every semester	All courses in course sequence
<b>Course Grade</b>	SL Indirect	A minimum score of “B” or higher is needed in order for the student to achieve mastery of content. Students who fail to meet this grade are placed on an Academic Development Plan	Program Director	End of every semester	All courses in course sequence
<b>Board of Certification – Outcomes Data</b>	SL, PE Direct	The BOC exam is a standardized assessment administered by the BOC, Inc	BOC, Inc.	Candidate endorsement by PD	N/A
<b>Clinical Performance Evaluation - Milestones</b>	SL Direct	The Clinical Performance Evaluation Milestones are intended to serve as a developmental evaluation of students towards identified areas necessary for the student to successfully transition to clinical practice.	Preceptor	Midterm and End of Semester	ATTR 5133, 5172, 5332, 5442, 5253, 5272
<b>Objective Structure Clinical Exams (OSCEs)</b>	SL Direct	A simulation-based examination that uses standardized patient interactions to assess knowledge; skill; general communication and patient-centered skills; and clinical reasoning, interpretation and actions	Program Faculty	End of year 1 in the program	ATTR 5442
<b>Standardized Patient Encounters</b>	SL, Direct	A simulation-based learning experiences that uses standardized patient interactions to reinforce knowledge; skill; general communication and patient-centered skills; and clinical reasoning, interpretation and actions	Program Faculty	Summer 1, Fall 1, Spring 1, Summer 1, and Spring 2 of the program	ATTR 5172, 5332, 5442, 5272, 5223, 5371L, 5361L, ATTR 5532
<b>Patient Care Plans - Cases</b>	SL, Direct	Both real patients and simulated patients are used to assess student’s knowledge and application of clinical decision making within patient cases.	Program Faculty	Fall 1, Spring 1	ATTR 5151L, 5341L, 5281L, 5371L, 5361L
<b>Comprehensive Program Exam</b>	SL Direct	Cumulative written examination encompassing all subjects/courses covered in the program	Course Instructor	End of each long semester (Fall and Spring) in the program	ATTR 5442



<b>Quality Improvement Project</b>	SL Direct	Each student will create and defend a quality improvement capstone project in ATTR 5473	Course Instructor and Committee	By Spring of graduating year	ATTR 5473
<b>Student Professional Development Plan Portfolio</b>	SL, Direct	Each student will create a professional development portfolio with professional goals assessments, patient encounter data, and reflections to direct future learning endeavors	Clinical Education Coordinator and Course Instructor	End of every semester	ATTR 5133, 5172, 5332, 5442, 5253, 5272
<b>Patient Encounter Data</b>	SL, Indirect & PE, Indirect	Students will record a minimum number of patient encounters and procedures obtained during clinical education experiences to ensure diversity of patient populations and cases managed	Clinical Education Coordinator and Course Instructor	End of every semester	ATTR 5133, 5172, 5332, 5442, 5253, 5272
<b>Practical Examinations</b>	SL Direct	Embedded within M.AT. Program, uses rubric assesses students' knowledge, application of clinical decision making principles, and mastery of skills. Students who earn below a score of 80% must remediate practical exams	Program Faculty	Dependent on class and instructor (per course syllabi)	ATTR 5223, 5133, 5371L, 5151L, 5361L, 5341L, 5281L
<b>Written Examinations</b>	SL Indirect	Embedded within M.AT. Program, assesses students' knowledge, application of clinical decision making principles, and mastery of skills. Students who earn below a score of 70% must remediate practical exams	Program Faculty	Dependent on class and instructor (per course syllabi)	All courses in course sequence
<b>Course Level Project/ Products</b>	SL Indirect	Embedded within ATP, assesses students' knowledge, application of clinical decision- making principles, and mastery of basic skills. (ex. care plans, scholarly products, etc...). Students who earn < 70% on any course related project/product must resubmit the activity to meet the defined criteria.	Program Faculty	Dependent on class and instructor (per course syllabi)	All courses in course sequence
<b>Graduate Employment/ placement rates</b>	PE Indirect	The program's employment/placement rate for the most recent three graduating cohorts within 6 months of graduation.	Program Director	6 months post-graduation	N/A
<b>Program Retention Rate</b>	PE Indirect	The percentage of students who have been admitted to the professional program who return to the institution to continue their studies the following academic year	Program Director	Summer II for each cohort	N/A



<b>Program Graduation Rate</b>	PE Indirect	The progress of students who began their studies as full-time, first-time degree- or certificate seeking students by showing the percentage of these students who complete their degree or certificate within a 150% of "normal time" for completing the program in which they are enrolled.	Program Director	May of graduating year for each cohort	N/A
<b>Student Evaluation of Preceptor</b>	QI Indirect	Embedded within the associated clinical rotation courses and assesses strengths, weaknesses and areas of improvements at each clinical site as part of the plan for continued quality student learning, instruction, and overall program effectiveness.	Athletic Training Student	Midterm and End of Semester	ATTR 5133, 5172, 5332, 5442, 5253, 5272
<b>Student Evaluation of Clinical Site</b>	QI Indirect	Embedded within the associated clinical rotation courses and assesses strengths, weaknesses and areas of improvements at each clinical site as part of the plan for continued quality student learning, instruction, and overall program effectiveness.	Athletic Training Student	Midterm and End of Semester	ATTR 5133, 5172, 5332, 5442, 5253, 5272
<b>Program Evaluation of Preceptor and Clinical Site</b>	QI Indirect	Assessment conducted on an annual planned and unplanned basis and assesses strengths, weaknesses and areas of improvements at each clinical site as part of the plan for continued quality student learning, instruction, and overall program effectiveness.	Program Director and Clinical Education Coordinator	Once per year with data from visual observation, interactions, and student reports	N/A
<b>Program Evaluation of Clinical Site Safety</b>	QI Indirect	A checklist modified from the BOC Facility Principles that assesses clinical site safety and compliance with CAATE Standards	Clinical Education Coordinator	Annually	N/A
<b>Cultural Competence Self-Assessment Scores (Marra, 2010)</b>	SL Indirect	A self-assessment of cultural awareness and sensitivity and cultural competence behaviors	Athletic Training Student	Summer 2	ATTR 5501
<b>IPEC Competency Self-Assessment Tool (Dow, Version 3)</b>	SL, Direct	A self-assessment of interprofessional abilities based on the IPEC competencies	Athletic Training Student	By May of graduating year (pre-post)	N/A



<b><i>Attitude and Use Evaluation</i> portion of the “Evidence-Based Concepts: Knowledge, Attitudes and Use” survey created by Manspeaker et al, 2011.</b>	SL, Indirect	A self-assessment of attitudes towards and use of evidence-based practice,	Athletic Training Student	By May of graduating year	N/A
<b>Diagnostic Thinking Inventory-AT (Kicklighter, 2016)</b>	SL, Direct	A self-assessment of diagnostic thinking patterns in two core areas, flexibility in thinking and structure of memory.	Athletic Training Student	At baseline upon matriculation and by May of graduating year (pre-post)	N/A
<b>Athletic Training Confidence Scale (Armstrong, 2015)</b>	SL, Direct	A self-assessment of confidence in athletic training skills	Athletic Training Student	At baseline upon matriculation and by May of graduating year (pre-post)	N/A
<b>Professional Self-Identity Questionnaire for the Health and Social Care Profession (Crossley J &amp; Vivekananda-Schmidt P, 2009)</b>	SL, Direct	A self-assessment of professional identity related to clinical practice	Athletic Training Student	By May of graduating year (pre-post)	N/A
<b>Athletic Training Student Exit Evaluation</b>	PE	Program developed instrument used to collect data relative to graduating ATS perceptions of student learning and program effectiveness.	Clinical Education Coordinator	End of graduating semester (online evaluation)	N/A
<b>Alumni Survey</b>	PE	Program developed instrument used to collect data relative to alumni demographics and overall program effectiveness and alumni readiness for professional practice	Program Director	One year post graduation	N/A
<b>Employer Survey</b>	PE	Program developed instrument used to collect data relative to employer demographics and overall employee effectiveness/readiness	Employer	One year post graduation	N/A

Program Director is identified as PD, Clinical Education Coordinator is identified as CEC, and Athletic Training Student is identified as ATS





\* Measures are identified as SL (student learning), PE (program effectiveness), and QI (quality of instruction)

## Student Outcomes by Identified Outcome

### Outcome # 1 Employ clinical reasoning skills to solve complex clinical problems to maximize patient outcomes.

Course Level Indicators	Program Level Indicators
<p><b>1a:</b> All athletic training students will achieve a grade of B or higher in all required courses in the athletic training curriculum and maintain a GPA of 3.0 or higher.</p> <p><b>1b:</b> 90% of athletic training students will achieve a “satisfactory” overall rating or higher on the OSCE rubric used within ATTR 5442</p> <p><b>1c:</b> 90% of athletic training students will earn a 70% or higher in the comprehensive examination administered in ATTR 5442</p> <p><b>1d:</b> 80% of the athletic training students will achieve a satisfactory rating on the Milestones assessed within the final Clinical Performance Evaluation completed by preceptors (ATTR 5172, ATTR 5332, ATTR 5253, ATTR 5272)</p> <ul style="list-style-type: none"> <li>o Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272</li> </ul> <p><b>1e:</b> 80% of the athletic training students will achieve a satisfactory rating on the Milestones assessed within the final Self-Clinical Performance Evaluation completed by students (ATTR 5172, ATTR 5332, ATTR 5253, ATTR 5272)</p> <p>Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272</p>	<p><b>1f:</b> Student Exit Survey – All athletic training students will give an average positive endorsement (average score of 4 or higher) on all questions related to whether the University of Arkansas M.AT. Program prepared the student to practice as an athletic trainer in each of the 5 athletic training practice domains.</p> <p><b>1g:</b> 70% of students will demonstrate improved scores on the Diagnostic Thinking Inventory-AT indicating greater levels of clinical diagnostic reasoning by graduation.</p> <p><b>1h:</b> By graduation, 90% of students will have positive improvement on the Athletic Training Confidence Scale.</p> <p><b>1i:</b> At least 75% of the athletic training students will pass the BOC, Inc. examination on the first attempt and will have a 95% overall pass rate on the BOC, Inc.</p> <p><b>1j:</b> All students will have documented and managed at least 240 patient encounters/procedures in Typhon by graduation.</p>

### Outcome # 2 Work collaboratively with other healthcare professionals to enhance care.

Course Level Indicators	Program Level Indicators
<p><b>2a:</b> 90% of the athletic training students will achieve a satisfactory rating (ready for unsupervised practice) in the ICS-3 milestone on the final Clinical Performance Evaluation in 5272.</p>	<p><b>2c:</b> Alumni Survey – 90% of students will positively endorse (agree, strongly agree) all questions related to the student’s readiness in communicating effectively with patients/clients, healthcare professionals and other healthcare professionals.</p>



**2b:** 90% of the athletic training students will self-assess a satisfactory rating (ready for unsupervised practice) in the ICS-3 milestone on the final Clinical Performance Evaluation in 5272.

**2d:** 90% of students will positively endorse (agree or strongly agree) all items on the IPEC Competency Self-Assessment Tool (Dow, Version 3) by graduation.

**2e:** All students will complete a series of training courses across the curriculum on Interprofessional Collaborative Practice including trainings on TeamSTEPPS concepts and IPE modules implementing the IPEC Core Competencies.

**2f:** All students will participate in a minimum of 4 interprofessional education activities with other healthcare professionals during the M.AT. Program.

**2g:** All students will complete at least two interprofessional practice rotations with a variety of professionals including EMS personnel and physicians

**Outcome # 3 Practice effective patient-centered care with diverse patient/clients.**

**Course Level Indicators**

**Program Level Indicators**

**3a:** 90% of the athletic training students will achieve a satisfactory rating on Patient Centered Milestones on the Clinical Performance Evaluations (ATTR 5172, ATTR 5332, ATTR 5253, ATTR 5272)

**3e:** 90% of students will positively endorse (agree or strongly agree) culturally competent behaviors on the Cultural Competence Assessment scores (Marra, 2010) by graduation.

- o Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272

**3b:** 90% of athletic training students will achieve a “satisfactory” rating or higher on the “General Communication and Patient-Centered Care Skills” portion of the OSCE grading rubrics used in ATTR 5442.

**3c:** 100% of students will earn a “B” grade or higher on a simulated patient case that integrates patient-centered care.

**3d:** 100% of students will complete a series of DEI activities on cultural awareness and culturally responsive care.

**Outcome # 4 Use principles of evidence-informed practice and quality improvement to improve care quality.**

**Course Level Indicators**

**Program Level Indicators**



**4a:** All students will earn a “B” or higher on a critically appraised topic (CAT) paper written in ATTR 5181.

**4b:** All students will earn a score of 80% or higher on a rubric used to assess a quality improvement project in ATTR 5473.

**4c:** By graduation, all students will disseminate a scholarly product to a group of faculty and/or peers regarding evidence-informed practice.

**4f:** By graduation, 90% of students will positively endorse (somewhat rating or higher) familiarity, confidence, interest and importance of EBP concepts questions on the *Attitude and Use Evaluation* portion of the “Evidence-Based Concepts: Knowledge, Attitudes and Use” survey created by Manspeaker et al, 2011.

**Outcome # 5 Embrace a growth mindset, act as a professional with integrity, and embody a service orientation.**

Course Level Indicators	Program Level Indicators
<p><b>5a:</b> 90% of the athletic training students will achieve a satisfactory rating on the Professionalism Milestones assessed within the final Clinical Performance Evaluation completed by preceptors (ATTR 5172, ATTR 5332, ATTR 5442, ATTR 5253, ATTR 5272)</p> <ul style="list-style-type: none"> <li>○ Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332, ATTR 5442; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272</li> </ul> <p><b>5b:</b> All students will earn a “B” or higher on a professional development plan used as part of the professional development portfolio within each clinical course (ATTR 5141, ATTR 5172, ATTR 5332, ATTR 5442, ATTR 5253, ATTR 5272)</p>	<p><b>5c:</b> Student Exit Survey - 90% of students will positively endorse (agree or strongly agree) all questions pertaining to lifelong learning and reflective practices on the student exit survey.</p> <p><b>5d:</b> All students will attend 2 professional conferences before graduation.</p> <p><b>5f:</b> All students will complete at least 2 service activities before graduation.</p> <p><b>5g:</b> 80% of students will positively endorse (scores of 5 or higher) all questions on the Professional Self-Identity Questionnaire for the Health and Social Care Profession (Crossley et al.) by graduation.</p>

**Program Outcomes by Identified Outcome**

Outcome #1 Deliver an athletic training program that includes an inclusive learning environment and culture.

Program Level Indicators
<ul style="list-style-type: none"> <li>• 90% of students will positively endorse all questions on the “MAT Program Climate Survey”.</li> </ul>

Outcome #2 Use effective teaching and learning principles to deliver an innovative program.

Program Level Indicators
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- At least 75% of the athletic training students will pass the BOC examination on the first attempt.
- Graduation rates – 90% of students will graduate in the athletic training program within the allotted 150% of normal time for completing the degree plan.
- Employment Rates - 80% of students will be employed as an athletic trainer (or be engaged in graduate education) within 6 months of graduation.
- Retention Rates – 70% of students that begin matriculating in the program will return to the institution to continue their students the following academic year.
- 100% of M.AT. Core Faculty will receive an average score of 4.0 or higher on Student Evaluations of Teaching as required to be reported in Annual Evaluation.

Outcome #3 Provide a high-quality clinical education plan.

**Program Level Indicators**

- 90% of preceptors who supervised a student will earn an average preceptor evaluation score 4 or higher (1-5 point scale) as completed by students in the program.
- 90% of clinical sites where students engaged in clinical education will earn an average evaluation score 4 or higher (1-5 point scale) as completed by students in the program.
- Student Exit Survey - 90% of students will positively endorse (agree or strongly agree) all questions pertaining to the quality and effectiveness of clinical education on the exit survey.
- 100% of preceptors will complete initial preceptors training and participate in annual updates to training.