

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 an 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

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

Annual Academic Assessment Report
2022-2023

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

7 of 12 (58%) of MAT students reporting passed their BOC exam on first attempt who graduated in May 2023.

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

The program was successful in obtaining re-accreditation. 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.

M.A.T. Program Goals (Effective Summer 2023)

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.
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 9 major outcomes related to the professional program: 6 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. Employ practices that assist with professional well-being and longevity.

6. 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.

Assessment	Measure	Description	Evaluator	Time of Assessment	Associated Class
Cumulative Grade Point Average	SL Indirect	A minimum score is needed (3.0) in order 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
Course Grade	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
Board of Certification – Outcomes Data	SL, PE Direct	The BOC exam is a standardized assessment administered by the BOC, Inc	BOC, Inc.	Candidate endorsement by PD	N/A
Clinical Performance Evaluation	SL Direct	The Clinical Performance Evaluation is 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
Objective Structure Clinical Exams (OSCEs)	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
Standardized Patient Encounters	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	End of each long semester (Fall and Spring) in the program	ATTR 5172, 5332, 5442, 5253, 5272, 5223, 5133, 5371L, 5151L, 5361L, 5341L, 5281L
Comprehensive Program Exams	SL Direct	Cumulative written examination encompassing all subjects/courses covered in the program	Clinical Education Coordinator and Course Instructor	End of each long semester (Fall and Spring) in the program	ATTR 5332
Quality Improvement Project	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
Student Professional Development Plan Portfolio	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
Patient Encounter Data	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
Practical Examinations	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

Written Examinations	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
Course Level Project/ Products	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
Graduate Employment/ placement rates	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
Program Retention Rate	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
Program Graduation Rate	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
Student Evaluation of Preceptor	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
Student Evaluation of Clinical Site	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
Program Evaluation of Preceptor and Clinical Site	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
Program Evaluation of Clinical Site Safety	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
Cultural Competence Assessment Scores (Marra, 2010)	SL Indirect	A self-assessment of cultural awareness and sensitivity and cultural competence behaviors	Athletic Training Student	By May of graduating year	N/A

IPEC Competency Self-Assessment Tool (Dow, Version 3)	SL, Direct	A self-assessment of interprofessional abilities based on the IPEC competencies	Athletic Training Student	At baseline and upon matriculation and by May of graduating year (pre-post)	N/A
Attitude and Use Evaluation portion of the “Evidence-Based Concepts: Knowledge, Attitudes and Use” survey created by Manspeaker et al, 2011.	SL, Indirect	A self-assessment of attitudes towards and use of evidence-based practice,	Athletic Training Student	By May of graduating year	N/A
Diagnostic Thinking Inventory-AT (Kicklighter, 2016)	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 and upon matriculation and by May of graduating year (pre-post)	N/A
Athletic Training Confidence Scale (Armstrong, 2015)	SL, Direct	A self-assessment of confidence in athletic training skills	Athletic Training Student	At baseline and upon matriculation and by May of graduating year (pre-post)	N/A
Professional Self-Identity Questionnaire for the Health and Social Care Profession (Crossley J & Vivekananda-Schmidt P, 2009)	SL, Direct	A self-assessment of professional identity related to clinical practice	Athletic Training Student	At baseline and upon matriculation and by May of graduating year (pre-post)	N/A
Athletic Training Student Exit Evaluation	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
Alumni Survey	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
Employer Survey	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 Use evidence and employ clinical reasoning skills to solve complex clinical problems to maximize patient outcomes.

Course Level Indicators	Program Level Indicators
<p>1a: All athletic training students will achieve a grade of B or higher in all required courses in the athletic training curriculum</p> <p>1b: 90% of athletic training students will achieve a “satisfactory” overall rating or higher on the OSCE rubric used within ATTR 5332</p> <p>1c: 90% of athletic training students will earn a 70% or higher in the comprehensive examination administered in ATTR 5442</p> <p>1d: 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 5442, ATTR 5253, ATTR 5272)</p> <ul style="list-style-type: none"> ○ Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332, ATTR 5442; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272 <p>1e: 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 5442, ATTR 5253, ATTR 5272)</p> <p>Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332, ATTR 5442; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272</p>	<p>1f: 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>1g: 70% of students will demonstrate improved scores on the Diagnostic Thinking Inventory-AT indicating greater levels of clinical diagnostic reasoning by graduation.</p> <p>1h: By graduation, 90% of students will have positive improvement on the Athletic Training Confidence Scale.</p> <p>1i: 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>

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

Course Level Indicators	Program Level Indicators
<p>2a: 90% of the athletic training students will achieve a satisfactory rating on the final Clinical Performance Evaluation (ATTR 5133, 5172, 5332, 5442, 5253, 5272)</p> <p>2b: 80% of the athletic training students will achieve a satisfactory rating on collaborative practice portion of the M.AT. Program standardized patient examinations in ATTR 5172, 5332, 5442, 5253, 5272, 5223, 5133, 5371L, 5151L, 5361L, 5341L, 5281L</p> <p>2c: 80% of athletic training students will achieve a satisfactory rating on the self-assessment of the interprofessional practice milestones in ATTR 5473</p>	<p>2d: 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> <p>2e: 90% of students will positively endorse (agree or strongly agree) all items on the IPEC Competency Self-Assessment Tool (Dow, Version 3) by graduation.</p> <p>2f: All students will participate in a minimum of 4 interprofessional education activities during the M.AT. Program.</p>

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

Course Level Indicators	Program Level Indicators
<p>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 5442, ATTR 5253, ATTR 5272)</p> <ul style="list-style-type: none">○ Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332, ATTR 5442; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272 <p>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.</p>	<p>3.1c: 90% of students will positively endorse (agree or strongly agree) culturally competent behaviors on the Cultural Competence Assessment scores (Marra, 2010) by graduation.</p>

Outcome # 4 Use principles of quality improvement and informatics to improve care quality.

Course Level Indicators	Program Level Indicators
<p>4a: All athletic training students will earn an “entry-level” self-evaluation rating on the practice-based learning and systems-based practice milestones used in ATTR 5473.</p> <p>4b: All students will earn a “B” or higher on a critically appraised topic (CAT) paper written in ATTR 5181</p> <p>4c: 80% of athletic training students will achieve a satisfactory rating on the self-assessment of quality improvement and healthcare informatics milestones.</p>	<p>4d: All students will earn a score of 80% or higher on a rubric used to assess a quality improvement project in ATTR 5473</p> <p>4e: By graduation, all students will disseminate a scholarly product to a group of faculty and/or peers regarding quality improvement.</p> <p>4f: By graduation, 90% of students will positively endorse (somewhat rating or higher) familiarity, confidence, interest and importance of EBP concepts questions on the <i>Attitude and Use Evaluation</i> portion of the “Evidence-Based Concepts: Knowledge, Attitudes and Use” survey created by Manspeaker et al, 2011.</p>

Outcome # 5 Employ practices that assist with professional well-being and longevity.

Course Level Indicators	Program Level Indicators
<p>5a: Students will complete a mindful self-care plan for professional well-being in ATTR 5532</p>	<p>5b: 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>

Outcome # 6 Embrace a growth mindset, act as a professional with integrity, and embody a service orientation.

Course Level Indicators	Program Level Indicators
<p>6a: 80% 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">○ Satisfactory progress: “Beginning” ratings in ATTR 5172, ATTR 5332, ATTR 5442; “Intermediate” ratings in ATTR 5253; “Entry-level” ratings in ATTR 5272 <p>6b: 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>6c: 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>6e: All students will attend 2 professional conferences before graduation.</p> <p>6f: All students will complete at least 2 service activities before graduation</p> <p>6g: 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>