

Doisy College of Health Sciences Program-Level Assessment Plan

Program: Athletic Training	Degree Level: Master of Athletic Training (MAT)
Department: Physical Therapy & Athletic Training	
Date (Month/Year): 8/2021	College/School: Doisy College of Health Sciences
	Primary Assessment Contact: Anthony Breitbach

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

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.	Program Target	Assessment Methods		Use of Assessment Data	Timeline (any 12-month period is acceptable) <u>Example:</u> <i>Academic years ending in an odd number</i>
				Student Artifacts (What)	Evaluation Process (How)		
1	Demonstrate respect for the diversity as it relates to the practice of athletic training.	MAT 6960: AT Capstone Project (achieve)	25% of assignments in the course will be reviewed with an average of 85% respectively achieving a ranking of "achieve" using	MAT 6960: Capstone Reflection Assignments	Data Collection: Course Instructor Initial Data Analysis: AT Program Director using the assessment rubric.	Data reviewed at Faculty Meetings and specific course coordinators. This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation	Academic years ending in an ODD number.

			the corresponding assessment rubric.			Standards.	
2	Demonstrate effective communication strategies necessary for patient-centered care.	MAT 5700: AT Clinical Practicum I (introduce) MAT 5250: Musculoskeletal Assessment and Management II (reinforce) MAT 6750: AT Clinical Practicum IV (achieve)	25% of assignments in the course will be reviewed with an average of 85% respectively achieving a ranking of “introduce”, “reinforce” or “achieve” using the corresponding assessment rubric.	MAT 5700: Blog Post Assignments MAT 5250: Final Practical Examination MAT 6750: Preceptor Assessments	Data Collection: Course Instructor Initial Data Analysis: AT Program Director using the assessment rubric.	Data reviewed at Faculty Meetings and specific course coordinators. This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation Standards.	Academic years ending in an EVEN number.
3	Demonstrate Interprofessional collaboration skills that advance holistic patient-centered care.	MAT 5800: Medical Conditions in AT (reinforce) MAT 6960: AT Capstone Project (achieve)	25% of assignments in the course will be reviewed with an average of 85% respectively achieving a ranking of “reinforce” or “achieve” using the corresponding assessment rubric.	MAT 5800: Medical Rotation Assignment MAT 6960: IP Team Seminar	Data Collection: Course Instructor Initial Data Analysis: AT Program Director using the assessment rubric.	Data reviewed at Faculty Meetings and specific course coordinators. This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation Standards.	Academic years ending in an ODD number.
4	Employ evidence-based clinical reasoning in the practice of athletic training.	MAT 5650 Research in Athletic Training (reinforce) MAT 6960 AT Capstone Project (achieve)	25% of assignments in the course will be reviewed with an average of 85% respectively achieving a ranking of “reinforce” or	MAT 5650: Critically Appraised Topic Assignment MAT 6960: Capstone Project	Data Collection: Course Instructor Initial Data Analysis: AT Program Director using the assessment rubric.	Data reviewed at Faculty Meetings and specific course coordinators. This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation	Academic years ending in an EVEN number.

			“achieve” using the corresponding assessment rubric.			Standards.	
5	Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.	MAT 5700: AT Clinical Practicum I (introduce) MAT 5250: Musculoskeletal Assessment and Management II (reinforce) MAT 6800: Seminar in AT (achieve)	25% of assignments in the course will be reviewed with an average of 85% respectively achieving a ranking of “introduce”, “reinforce” or “achieve” using the corresponding assessment rubric.	MAT 5700: Preceptor Assessments MAT 5250: Emergency Simulation Activity MAT 6800: Emergency Simulation Activity	Data Collection: Course Instructor Initial Data Analysis: AT Program Director using the assessment rubric.	Data reviewed at Faculty Meetings and specific course coordinators. This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation Standards.	Academic years ending in an ODD number.

Additional Questions

- On what schedule/cycle will faculty assess each of the program’s student learning outcomes? (Note: It is not recommended to try to assess every outcome every year.)
PLO’s 1, 3, 5 in odd academic years. PLO’s 2, 4 in even academic years.
- Describe how, and the extent to which, program faculty contributed to the development of this plan.
Plan developed in concert with Program Faculty. Data gathered by course coordinators, assembled by Program Director and reviewed at faculty meetings and specifically with course coordinators.

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.