

Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: Athletic Training	Department: Physical Therapy & Athletic Training
Degree or Certificate Level: MAT	College/School: Doisy College of Health Sciences
Date (Month/Year): September 2020	Primary Assessment Contact: Anthony Breitbach
In what year/cycle was the data upon which this report is based collected? 2019-2020	
In what year/cycle was the program's assessment plan most recently reviewed/updated? 2017-2018	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

The Program Learning Outcomes assessed for the academic year 2019-2020 were #'s 2 and 4
 PLO 2: Demonstrate effective communication strategies necessary for patient-centered care.
 PLO 4: Employ evidence-based clinical reasoning in the practice of athletic training.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO 2: **MAT 5700:** AT Clinical Practicum I - Blog Post Assignments
MAT 5250: Musculoskeletal Assessment and Management II - Final Practical Examination
MAT 6750: AT Clinical Practicum IV - Preceptor Assessments

PLO 4: **MAT 5650:** Research in Athletic Training - Critically Appraised Topic Assignment
MAT 6960: AT Capstone – Capstone Project

No Madrid artifacts were included, no courses were offered on-line, and no courses were at other Off-campus locations

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

For all PLO's (2,4) for the 2019-2020 academic year, the course coordinators collected data/artifacts, the Program Director assembled data for each respective artifact. The Program Director reviewed all information for each student.

PLO 2:

- 1) MAT 5700: AT Clinical Practicum I - Blog Post Assignments – students submitted blog posts to clinical education coordinator, who shared them with Program Director for analysis using rubric
- 2) MAT 5250: Musculoskeletal Assessment and Management II - Final Practical Examination was modified due to transition to remote instruction. Data was not available.
- 3) MAT 6750: AT Clinical Practicum IV - Preceptor Assessments – preceptors submitted assessments to clinical education coordinator, who shared them with Program Director for analysis using rubric

PLO 4:

- 1) MAT 5650: Research in Athletic Training - Critically Appraised Topic Assignment - students submitted CAT assignment to course coordinator, who shared them with Program Director for analysis using rubric
- 2) MAT 6960: AT Capstone – Capstone Project – students submitted CAT assignment to course coordinator, who is also the Program Director, who analyzed using rubric

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO 2:

- 1) MAT 5700: AT Clinical Practicum I - Blog Post Assignments – 25% (3) blog post assignments were reviewed and 100% met “introduce” criteria on the rubric
- 2) MAT 5250: Musculoskeletal Assessment and Management II - Final Practical Examination was modified due to transition to remote instruction. Data was not available.
- 3) MAT 6750: AT Clinical Practicum IV - Preceptor Assessments – 25% (5) assessments were reviewed at 100% met “achieve” criteria on the rubric

PLO 4:

- 1) MAT 5650: Research in Athletic Training - Critically Appraised Topic Assignment - 25% (5) assessments were reviewed at 100% met “reinforce” criteria on the rubric
- 2) MAT 6960: AT Capstone – Capstone Project – 25% (5) assessments were reviewed at 100% met “achieve” criteria on the rubric

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

PLO 2:

Student data showed a continuum of progress for effective communication strategies necessary for patient-centered care. The Blog Posts introduced first year students to professional communication and was achieved as assessed by preceptors in AT Clinical Practicum IV. Intermediate assessment data was not available due to transition to remote learning.

PLO 4:

Students demonstrated ability to apply evidence-based practice principles through structured CAT paper in MAT 5650. Despite transition to remote learning, students successfully completed and presented Capstone Projects which were informed by research and best evidence.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Results were discussed and shared with faculty from the AT program, as well as the department chair. A plan for implementation, if necessary, will be evaluated with the chair and other faculty.

Data will be analyzed in the fall of 2020 at Faculty Meetings and specific course coordinators.

- B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation Standards.

If no changes are being made, please explain why.

N/A

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Developed synergy between methodology for CAT paper in MAT 5650 and AT Capstone Paper in MAT 6960.

B. How has this change/have these changes been assessed?

Preliminary results show improved use of evidence in Capstone Paper.

C. What were the findings of the assessment?

The target was met with all PLO's. There was some disruption due to transition to remote learning.

D. How do you plan to (continue to) use this information moving forward?

This will inform curriculum map revisions in 2020-2021 Academic Year to correspond with implementation of new CAATE Accreditation Standards.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

All assignment instructions and rubrics are attached to the Assessment plan.