



(Due: June 1, 2022)

Date report completed: May 26, 2022

Completed by: Roger Clark

Assessment contributors (other faculty involved): Mary Placzkowski and Laura Clark

Please describe the 2021-2022 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2022. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Goal #1: Demonstrate competency and proficiency of (knowledge, skills and abilities) KSA's with domains	N/A 2 nd year of program	AT 551 Scores on BOC Practice Exam	Students enrolled in AT 551 N=13	All students will score a 70% average score on BOC Practice Exam and a 70% or	6 out of 13 students met the benchmark	Faculty are unable to determine from assessment outcomes as to why students are not meeting the benchmark.	No changes are going to be made. Program will reassess next year instead of in two years (2024) as scheduled in assessment plan.

of athletic training. Objective 1.1: Provide students comprehensive coursework to meet educational competencies				higher in each domain area.		A lot of things have happened that may have had impact on the students' performance. Faculty have decided to give the program time to stabilize.	
Objective 1.2: Students develop autonomy and professional readiness	N/A 2 nd year of program	AT 550 Clinical Preceptor Evaluation of student	Students enrolled in AT 550	90% of the students will receive an 80% on clinical preceptors evaluation of student	5 of 13 (38%) of the students earned a 80% or higher on the clinical preceptor evaluation	Faculty question reliability of outcome data as four of the preceptors completed the wrong evaluation. When removing the four evaluations 56% of the students meet the benchmark.	Make corrections to ensure clinical preceptors are completing correct evaluation. No changes otherwise. Assess again next year instead of in two years(2024) as scheduled in program assessment plan.
Goal #2 Demonstrate cultural competence and interprofessional collaboration Objective 2.3: Demonstrate cultural competence	N/A 2 nd year of program	AT 550 (Immersion Exp) Students were rated by clinical preceptor on Cultural Competence Survey (attached)	Students enrolled in AT 550 N=13	All student students will be rated at a 75% or higher on Cultural Competence Survey	13 out of 13 students were rated at a 80% or higher on the Cultural Competence Survey.	Faculty are pleased with student performance.	No changes

Comments on part I: Data is not available yet to assess many of the outcomes identified in the program's assessment plan, due to the program being new. Faculty have been focused on completing the accreditation process for the program. Program accreditation requires assessment of required curricular standards. These assessments are indicators of students' preparedness to practice as a certified athletic trainer. Program faculty are working to combine university required assessment with accreditation required assessment.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2021-2022 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Goal #1: Demonstrate competency and proficiency of (knowledge, skills and abilities) KSA's with domains of athletic training. Provide students comprehensive coursework to meet educational competencies	Summer 2020	Return to face-to-face and hands-on instruction. Ensure quality hands-on instruction is occurring in future class.	Class was face-to-face with hands-on lab experiences (Summer 2021).	6 out of 9 students (67%) scored a 80% or higher on the final exam compared to 6 out of 14 students (42.8%) the previous year. The face-to-face class and hands on labs may have helped to increase scores, but faculty are not satisfied with outcome. A large amount of material is being covered for a 1 credit course. Faculty have decided to change the course to 2 credits. Plan to reassess outcome at end of Summer 2022 class.

Comments on part II:

Colorado State University Pueblo
School of Health Sciences & Human Movement
Masters in Athletic Training Program
Cultural Competence Assessment

Student Name: _____

Date: _____

Clinical Site: _____

In working at your clinic, provide a collective assessment from those practitioners working most closely with the clinical student. Please indicate your level of agreement with the statements below by circling the number to the right of the statement that best fits your opinion related to your interaction and observation of the clinical student at this clinical site. All responses are confidential. When you have completed the survey, please return the document to the envelop provided and the Coordinator of Clinical Education for Athletic Training will pick it up from your facility. **Thank you very much for your participation!**

***If there are items that are not applicable, please mark with an N/A and subtract 5 points for each item in the total sum.**

RESPONSE

STATEMENT	Strongly Disagree	Disagree	Neither Agree / Nor Disagree	Agree	Strongly Agree
1. The student understands some of the ideas that patients, patient families, and represented cultural, racial, or ethnic groups may have.	1	2	3	4	5
2. The clinical student understands the importance of my cultural beliefs in my treatment process.	1	2	3	4	5
3. The student listened to patients and patient families when they talk to them.	1	2	3	4	5
4. The student recognized/ acknowledged patient need for clergy or spiritual leaders.	1	2	3	4	5
5. The student recognized/ acknowledged patient need to work toward things like getting a job, taking care of a family, going to school, and	1	2	3	4	5

being active with friends, family and community.					
6. The student seemed to understand the experiences and problems patients had in their past life.	1	2	3	4	5
7. The student used their knowledge of patient culture to help the patient address their current day-to-day needs.	1	2	3	4	5
8. The student understands that patients might want to talk to a person from their own racial or ethnic group about getting the help they need.	1	2	3	4	5
9. The student respected patient religious or spiritual beliefs.	1	2	3	4	5
10. The student understands that people of each racial or ethnic group are <i>not</i> all alike.	1	2	3	4	5
11. The student treated all patients with respect.	1	2	3	4	5
12. The student seemed to understand that patients might feel more comfortable working with someone who is the same sex as them.	1	2	3	4	5
13. Most of the time, it appeared that patients developed a level of trust in communicating with the student.	1	2	3	4	5
14. The student recognized need to include family or friends in discussions about patients' needs.	1	2	3	4	5
15. The student recognized that patients may need services to deal with problems that affect day-to-day life such as family, work, money, relationships, etc. to provide effective care.	1	2	3	4	5
16. Student understands the difference between their culture and those of the patients.	1	2	3	4	5
17. Student showed flexibility in discussions about alternative approaches or services to meet cultural/ethnic treatment needs of patients.	1	2	3	4	5

18. Student demonstrated awareness of a patient's ability to access housing, food, clothing, child care, and other social services.	1	2	3	4	5
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Total Maximum Score = 90 Points

Student total = _____

Signature of Preceptor completing the Assessment _____

Printed last name of Preceptor: _____

Names of contributing persons:

Note: Adapted from the **Iowa Cultural Understanding Assessment–Client Form**; White et al. 2009