

Academic Program Assessment Plan

Masters in Athletic Training Program
School of Health Sciences and Human Movement
College of Health, Education and Nursing

2020-2025

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The Athletic Training Program is seeking Commission on Accreditation of Athletic Training Education (CAATE) accreditation. The Masters in Athletic Program is within the School of Human Movement and Health Sciences.

School of Health Sciences and Human Movement Mission

The School of Health Science and Human Movement's mission provides broad theory-based foundations which incorporate laboratory and field-based learning opportunities resulting in real-world experience, training, inter-professional education, and mentoring. Our diverse students develop skills that promote healthy lifestyles and fitness. Students graduate ready to seek employment or pursue advanced education in fields of health science, human movement, or related professions. Graduates are ethical and productive contributors to the health and well-being of their communities.

Program Goals: (goals that align with and help us achieve the mission and SLO's):

- a. Provide coursework that prepares students to effectively work in careers with diverse populations and cultures, and that adequately prepares students for advanced education in a dynamically changing health science and human movement community.
- b. Use relevant and best practice pedagogy, activities and assessments which connect students to the workforce/community.
- c. Engage in the use of current technologies in preparing students for the health and human movement-related needs of the future.
- d. Expose students to contemporary ethics and cultural issues they will encounter in the health science and human movement work force.

Master of Science in Athletic Training Mission

The mission of the Colorado State University-Pueblo Athletic Training Program is to provide a comprehensive educational experience and a strong clinical foundation to prepare the graduate student to enter the health care profession of athletic training.

Goals & Expected Outcomes of the Program

Program Goals and Objectives

- Goal One: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.
 - 1.1 Provide students comprehensive course work to meet current and future educational competencies aligned with the Athletic Training Professional Standards.
 - 1.2 Integrate comprehensive clinical experiences into the curriculum that develop student autonomy and professional readiness.
- Goal Two: Demonstrate cultural competence and inter-professional collaboration within the health care community.
 - 2.1 Students will have effective clinical exposure with variety of medical and healthcare providers, providing breadth of understanding of the healthcare community.
 - 2.2 Students will have the opportunity to demonstrate interprofessional collaboration through design and evaluation of interprofessional projects.
 - 2.3 Students will have exposure to at least 3 culturally different populations that reflect the ethnic and cultural heritage of the region and demonstrate cultural competence.
- Goal Three: Demonstrate evidence-based clinical practice
 - 3.1. Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes.
 - 3.2 Students will use evidence-based practice in the conduct of clinical patient care.
- Goal Four: Engage in the athletic training profession.
 - 4.1. Students will attend at least 1 state/regional/national professional conference during the course of their education.
 - 4.2. Students will seek continued professional growth in the athletic training profession.
- Goal Five: Provide comprehensive educational experiences that are effective in preparing the graduate to enter the athletic training profession.
 - 5.1. Students meet national employment criteria for the profession.
 - 5.2. Program provides a high quality and rigorous curriculum.
 - 5.3 Employers find graduates prepared for the profession.

5.4. Clinical preceptors and clinical settings provide students with appropriate, clinical practice, mentoring, and professional assimilation.

*See included MS in AT Program Assessment Plan Document.

Program Outcomes:

1. Graduates from the program will have a three-year aggregate of 70% first time pass rate on Board of Certification (BOC) Exam.
2. Graduates obtaining employment in athletic training or pursuing an advanced degree in Athletic training will be 80%.
3. The program will have a 3-year aggregate graduation rate of 90% or higher.
4. The program will have an 90% retention rate.

Note: The first cohort of students will graduate in May 2022 and will be first eligible to take the BOC exam beginning April 2022.

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Goal #	Goal Objective	Metric / Instrument	To whom it is given	When	Where	Why	How it is disseminated	Who is responsible for data collection	Reporting
<p>Program Goals:</p> <ol style="list-style-type: none"> 1. Demonstrate competency and proficiency of the KSA's within the domains of athletic training. 2. Demonstrate cultural competence and inter-professional collaboration within the health care community. 3. Demonstrate evidence-based clinical practice 4. Engage in the athletic training profession. 5. Provide comprehensive educational experiences that are effective in preparing the graduate to enter the athletic training profession. 									
GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.	1.1 Provide students comprehensive course work to meet current and future educational competencies aligned with the Athletic Training Professional Standards.	Program admissions standards and curriculum align with CAATE 2020 Educational standards	Completed by PD	Annually	Use CAATE Website	To determine curriculum on par with national standards	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Annually
		90% of all graduate students will earn a 'B' grade or better on a comprehensive assessment in each didactic course.	Students Enrolled in each AT course of the semester	Each Semester	University Grade System	To determine student content knowledge in AT Program Curriculum	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Odd Year
		All graduate students (final semester) enrolled in AT 551 will score above a 70% averaged score on BOC Prep Test final exam and score above 70% in each domain area.	Students enrolled in AT 551	Annually last semester	Online Course (Final Computer Based Exam)	To determine entry-level AT knowledge, by domain	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Instructor of Record for AT 551	Every Even Year
	1.2 Integrate comprehensive clinical experiences into the curriculum that develop student autonomy and professional readiness	All students enrolled in clinical integration courses will have a first-time pass rate on Clinical Integration Tasks (CIT's) of 90%.	Students enrolled in AT Clinical Integration Courses (510, 520, 530, 540, 550)	Each Semester	Clinical Site	To determine Clinical Proficiency in Knowledge, Skills & Abilities	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	AT 510, 520 - Odd yrs. AT 530, 540, 550 - Even yrs.
		90% of students in their final semester of emersion clinical experience will receive a preceptor evaluation score rating of 80% or higher.	Students enrolled in AT 550 (Final semester)	Annually	Clinical Site	To determine professional readiness/ transition to practice	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Annually
	GOAL #2: Demonstrate cultural competence and inter-professional collaboration within the health care community.	2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community.	Student Clinical Experience Table	Students enrolled in AT 530	Annually	On-line	To support Interprofessional Education (IPE)	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Instructor of Record for AT 530
Student Evaluation of Clinical sites for AT 530 & AT 550 are rated at an 80% or higher			Students enrolled in AT 540 and 550	Annually	Typhon	To ensure quality Clinical Locations	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Every Odd year
Student Evaluations of Clinical Preceptors are rated at an 75% or higher			Students enrolled in AT 520, 530, 540 and 550	Annually	Typhon	To ensure quality IPE	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Every Even Year
2.2 Students will have the opportunity to demonstrate interprofessional collaboration through design and evaluation of interprofessional projects.		As part of AT 540 students will be part of an interprofessional education presentation completing a presentation reflecting their IP collaboration during AT 530 rotations.	Students enrolled in AT 540	Semester of AT 540	In-class	To ensure IPE knowledge, skill, & ability	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Instructor of Record for AT 540	Every Odd Year
		Include IPE/IPC questions on student evaluation that address student Interprofessional abilities (Evaluation of Students IP collaboration section)	Preceptor at End of Semester Student Clinical Evaluation (2nd Yr MS students in AT 530 & 550)	End of semester clinical for 2nd Yr MS students AT 530 & 550	Typhon	To ensure high quality clinical performance by students	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Every Even Year

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	2.3 Students will have exposure to at least 3 culturally different populations that reflect the ethnic and cultural heritage of the region and demonstrate cultural competence.	Students will be rated in the category of cultural competency by the clinical preceptors during their 2nd MS year at an 75% or better	Preceptors on End of Semester Clinical Evaluation (2nd Yr MS students in AT 530, 540, 550)	End of each semester clinical for 2nd Yr MS students	Typhon	To demonstrate student knowledge and understanding of Cultural Competence	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Every Odd Year
		80% Students enrolled in AT 540 will have a first time pass on a cultural competence CIT	Students enrolled in AT 540	Fall semester 2nd Yr MS students	Clinical Site	To demonstrate student proficiency in patient Cultural Competence	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Every Even Year
GOAL #3: Demonstrate evidence-based clinical practice	3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes.	90% of students in AT 531 will score 80% or higher on a culminating EBP assignment demonstrating conceptualization of the EBP process.	Students enrolled in AT 531	Annually	In-class	To ensure students understand EBP concepts and can apply	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Instructor of Record for AT 531	Every Even Year
		90% of students through their Masters' Research Project will demonstrate the use of EBP concepts and process in the design, conducting, and final written project.	Students enrolled in Masters' Research Course (Final Semester)	1st evaluation with first graduation cohort, then annually thereafter	EBP Rubric for Masters' Project	To ensure students understand and can implement a research process	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Masters' Project Chairs	Every Odd Year
	3.2 Students will use EBP practice in the conduct of clinical patient care.	Students in AT 540 and 550 are rated at 75% or stronger in the area of EBP in patient care on their Final Student evaluation of the semester.	Preceptors of Students enrolled in AT 540 & AT 550	Annually	Clinical Site On-line Evaluation	To ensure students are using EBP in patient care	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Clinical Coordinator	Every Odd Year
GOAL #4: Engage in the athletic training profession.	4.1 Students will attend at least 1 state/regional/national professional conference during the course of their education.	Over a 3-year aggregate 50% or higher of graduate students will attend either State/District/ National Athletic Training Conferences.	Completed by PD	After 3-yrs., then annually rolling	Program Director	To assess appropriate student engagement with the profession	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Even Year
		Over a 3-year aggregate 25% of Program graduates will present their Masters' Project Research at a State/District/National Meeting.	Masters' Project Chairs via Email from Program Director	After 3-yrs., then annually rolling	Email request to Masters' Project Chairs	To assess student research capacity and quality for advance education	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Masters' Project Chairs	Every Odd Year
	4.2 Students will seek continued professional growth in the athletic training profession	Graduate employment/ Residency/Advanced Degree rate in Athletic Training, within 2 years of graduation, will be at 80% or higher.	Completed by PD	1 year after 1st graduating class; then annually rolling	eAccred Data Base for Program	To assess effectiveness of educating students on assimilation in to the profession	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Even Year
		Using a 3-year aggregate evaluation, the AT Master's degree program graduation rate will be at 90% or higher (using a 3 yr. matriculation timeline).	Completed by PD	After 3-yrs., then annually rolling	eAccred Data Base for Program	To assess program effectiveness at recruitment of high academic quality & profession matched students to the program	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Odd Year
		80% of students in AT 545 will earn an 80% or higher on a Project demonstrating professional advocacy or service related to the profession of athletic training	Students enrolled in AT 545	Annually	In-class	To demonstrate professional assimilation into and advocacy for athletic training	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Instructor of Record for AT 545	Every Even Year
5.1 Students meet national employment criteria for the profession.	Program meets CAATE requirement of a three year aggregate of 70% first time pass rate on BOC.	Graduates	1 year after 1st graduating class; then annually rolling	BOC National Exam (On-line)	To determine domain content area quality education	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Odd Year	
	Employment/Advanced AT degree rate in Athletic Training will be 80%.	Completed by PD	1 year after 1st graduating class; then annually rolling	eAccred Data Base for Program	To demonstrate comprehensive education, assimilation, and growth in the profession of athletic training	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Even Year	

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Goal #5: Provide comprehensive educational experiences that are effective in preparing the graduate to enter the athletic training profession.	5.2 Program provides a high quality and rigorous curriculum.	Graduation Survey (Q5) "I received quality instruction in?": 90% rating of quality of instruction per domain area of "agree" to "strongly agree".	Graduating Masters' Students	1st evaluation with first graduation cohort, then annually thereafter	On-line via Survey Monkey	To assess graduate satisfaction with instruction/content of Program Curricular Content	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Odd Year
		Alumni Survey (Q5) "I received quality instruction in?": 90% rating of quality of instruction per domain area of "agree" to "strongly agree" area.	Alumni 1, 2, 3-yr Surveys	1st evaluation 1-yr after first cohort graduation, then annually thereafter	On-line via Survey Monkey	To assess alumni satisfaction with instruction/content of the Program Curriculum	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Even Year
	5.3 Employers find graduates prepared for the profession	Employer Survey averages are at 75% or above for graduating cohorts 2-yrs post graduation	Completed by PD	1st evaluation 2-yrs after first cohort graduation, then annually thereafter	On-line via Survey Monkey	To demonstrate entry-level preparation of graduates into the Athletic Training Profession	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Odd Year
	5.4 Clinical Preceptors and Clinical Settings provide students with appropriate clinical practice, mentoring, and professional assimilation.	Athletic training faculty and clinical preceptors will attend at least one conference or workshop towards continuing education units (CEU's) requirement.	Faculty & Preceptors	Annually	Email request to Preceptors and Faculty	To assess the quality of Clinical Sites and Preceptors supporting the Program Curriculum	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Annually
		Graduation Survey (Q?) "I found the clinical experiences to be engaging and education, supporting my athletic training development." 90% rating of clinical experiences to be "agree" to "strongly agree"	Graduating Masters' Students	1st evaluation with first graduation cohort, then annually thereafter	On-line via Survey Monkey	To assess the ability of the program to ready students for professional practice	Included in program report to University Administration, Program Stakeholders, and AT faculty. Discuss with AT faculty and clinical preceptors at annual meeting.	Program Director	Every Even Year