



Program Name	Date Completed
Athletic Training, M.S.	6/3/26
Report Completed By	Report Contributors
Mary Placzkowski	Colleen Conroy
Brief Statement of Program Mission and Goals	
<p><u>Mission</u> The mission of the Colorado State University-Pueblo Athletic Training Program is to serve a culturally and ethnically diverse graduate student population in providing an affordable, comprehensive educational experience and a transformative clinical foundation preparing the graduate student to enter the health care profession of athletic training.</p> <p><u>Goals</u></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. 	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training. <ol style="list-style-type: none"> a. Objective 1.1: Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
Spring 2023, 2024, 2025, and 2026



C. What were the recommendations for change in the previous cycle?
<p>1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.</p> <ul style="list-style-type: none"> a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards: <ul style="list-style-type: none"> 1. In addition to purchasing AT Study Buddy for next cohort AT 551 will also include reflections on each practice test, individualized study goal setting, an individualized study plan that each student will make based on their needs, and implementing additional review activities for each domain. We will continue to evaluate until this benchmark is met for 2 consecutive years. b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness: <ul style="list-style-type: none"> 1. No changes will be made at this time.
D. How were the recommendations for change acted upon?
<p>AT Study Buddy was purchased as supplemental material for AT 551. An annual membership was purchased for each student at the beginning of May 2025 and renewed for a month for students planning to take the certification exam in May/June window. In addition to AT study buddy a new instructor taught the course and restructured to accommodate the individual student for more tailored instruction.</p>
E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?
<p>In addition to AT study buddy a new instructor taught the course and restructured to accommodate the individual student for more tailored instruction.</p>

Enter Comments on Table I Closing the Loop Below
<p>1/1 students (100%) scored higher than 70% on the exam and 70% or higher within each domain. This is an improvement to last year when we only had 4 out of 5 (80%) scored 70% or higher each domain, and in 2024 when 2/5 (40%) met this benchmark. This has significantly improved since last year and the year before demonstrating that the addition of AT Study Buddy has been beneficial for our students. We will continue to evaluate until this benchmark is met for 2 consecutive years. As this is an unexpected cohort of only one student this year will not be included in the 2 consecutive years.</p>



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<ol style="list-style-type: none"> 1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training. <ol style="list-style-type: none"> a. Objective 1.1: Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develop student autonomy and professional readiness 2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community. <ol style="list-style-type: none"> a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community. 3. GOAL #3: Demonstrate evidence- based clinical practice <ol style="list-style-type: none"> a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes. 4. GOAL #4: Engage in the athletic training profession. <ol style="list-style-type: none"> a. Objective 4.2 Students will seek continued professional growth in the athletic training profession.
B. Semester and year this SLO was previously reported on before this cycle.
<ol style="list-style-type: none"> 1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.



- a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards: Spring 2025, and Spring 2026
 - b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develop student autonomy and professional readiness: Spring 2025 and Spring 2026
2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
- a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community: Fall 2025 (AT 540), Spring 2026 (AT 550)
3. GOAL #3: Demonstrate evidence- based clinical practice
- a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes: Spring 2025 (AT 592) and Spring 2026
4. GOAL #4: Engage in the athletic training profession.
- a. Objective 4.2 Students will seek continued professional growth in the athletic training profession: Spring 2025, and 2026

C. Describe the assessment method for this SLO(s).

1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.
- a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards:
 1. Method used to assess the standard: AT 551 Practice Exam
 - b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness:
 1. Method used to assess the standard: AT 550 Clinical Preceptor Evaluation of student
2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
- a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community:
 1. Method used to assess the standard: AT 540 and AT 550 Student Evaluation of Clinical sites
3. GOAL #3: Demonstrate evidence- based clinical practice
- a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes:



- 1. Method used to assess the standard: Masters' Research Project will demonstrate the use of EBP concepts and process in the design, conducting, and final written project. See Attached Rubrics
- 4. GOAL #4: Engage in the athletic training profession.
 - a. Objective 4.2 Students will seek continued professional growth in the athletic training profession:
 - 1. Method used to assess the standard: 3 year aggregate graduation rate

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

- 1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.
 - a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards:
 - 1. Number of students Assessed: N = 1 students (AT 551)
 - b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness:
 - 1. Number of students Assessed: N = 1 students (AT 550)
- 2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
 - a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community:
 - 1. Number of students Assessed: N= 1 student per class with 2 classes addressed (AT 540 and AT 550)
- 3. GOAL #3: Demonstrate evidence- based clinical practice
 - b. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes:
 - 1. Number of students Assessed: N= 1 students per assignment with 2 assignments assessed (AT 592)
- 4. GOAL #4: Engage in the athletic training profession.
 - a. Objective 4.2 Students will seek continued professional growth in the athletic training profession:
 - 1. Number of students Assessed: (3 year aggregate graduation rate) 2024 cohort N= 5, and 2025 cohort N= 5, and 2026 cohort N=1

E. Explain the expected proficiency level and proportion of students who should reach this level.

- 1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.



- a. Objective 1.1 Provide students with comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards:
 1. Proficiency Level: 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.
- b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness:
 1. Proficiency Level: 90% of students in their final semester of emersion clinical experience will receive a preceptor evaluation score rating of 80% or higher.
2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
 - a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community:
 1. Proficiency Level: Student Evaluation of Clinical sites for AT 540 & AT 550 are rated at an 80% or higher
3. GOAL #3: Demonstrate evidence- based clinical practice
 - a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes:
 1. Proficiency Level: 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.
5. GOAL #4: Engage in the athletic training profession.
 - a. Objective 4.2 Students will seek continued professional growth in the athletic training profession:
 1. Proficiency Level: 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).

F. Provide Assessment results and number of students who met defined proficiency level.

1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.
 - a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards:
 1. Results: 1/1 student (100%) scored higher than 70% on the exam and 70% or higher within each domain.
 - b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness:



1. Results: AT 540 and AT 550 1/1 of students received an 80% or higher on their preceptor's evaluation of student. Benchmark was met.
2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
 - a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community:
 1. Results:
 - a. AT 540 1/1 students rated their clinical sites at 80% or higher.
 - b. AT 550 1/1 students rated their clinical sites at 80% or higher.
3. GOAL #3: Demonstrate evidence- based clinical practice
 - a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes:
 1. Results:
 - a. Literature Review: 1/1 students demonstrated EBP concepts and 5/5 passed this assignment. Students needed to score Good (6/10) or better in the body sections; Depth and Breadth of Research and Analysis to show the EBP component was met.
 - b. Research Presentation Rubric: 1/1 students demonstrated EBP concepts and 1/1 passes assignment. Students needed to score "Competence" (7/10) or better in the following; Clinical Scenario and Focused Question, Methods, Discussion, and Summary of search, and Implications for Practice, Education, and Future Research to show the EBP component was met.
4. GOAL #4: Engage in the athletic training profession.
 - a. Objective 4.2 Students will seek continued professional growth in the athletic training profession:
 1. Results:
 - a. 2024: N=5* (see next section for "*" explanation)
 - b. 2025: N=5
 - c. 2026: N=1

G. Describe what the results or trends indicate about student performance.

1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.
 - a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards:
 1. This is an improvement to last year when we had 4 out of 5 (80%) scored 70% or higher each domain, and in 2024 when 2/5 (40%) met this benchmark. This has significantly improved since last year and the year before demonstrating that the addition of AT Study Buddy has continued to be beneficial for our students.



- b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness:
 - 1. Again, our one student did meet the benchmark of 80%. Also, this student followed last year's trend of improvements in AT 550 at the mid evaluation demonstrating above benchmark score of 85%.
- 2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
 - a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community:
 - 1. Based on these our one student did meet the benchmark the 80% benchmark suggesting this was unique to the student experience more than the clinical site.
- 3. GOAL #3: Demonstrate evidence- based clinical practice
 - a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes:
 - 1. Although 100% passed the assignment there is room for growth as 80% demonstrated competency within the assignments. Area of improvement could be made around flexibility of meeting as the one student that did not meet the benchmark was the same student that rescheduled or missed weekly meeting the most when compared to peers. The impact of these meetings has shown to be impactful for reaching the desired benchmark.
- 4. GOAL #4: Engage in the athletic training profession.
 - a. Objective 4.2 Students will seek continued professional growth in the athletic training profession:
 - 1. Benchmark was met. In the last 3 years only one student* didn't graduate.
*This one student received two incompletes in their Spring 2024 classes. Student was given an opportunity to complete course work Spring 2025, but stopped communicating and self-withdrew.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

- 1. GOAL #1: Demonstrate competency and proficiency of the KSA's within the domains of athletic training.
 - a. Objective 1.1 Provide students comprehensive coursework to meet educational competencies aligned with the Athletic Training Professional Standards:
 - 1. In addition to purchasing AT Study Buddy for next cohort AT 551 will also include reflections on each practice test, individualized study goal setting, an individualized study plan that each student will make based on their needs and implementing additional review activities for each



domain. We will continue to evaluate until this benchmark is met for 2 consecutive years. This will all be based of new assessment (see below in comments section).

- b. Objective 1.2 Integrate comprehensive clinical experiences into the curriculum that develops student autonomy and professional readiness:
 - 1. A total restructuring will be made to our assessment plan (see below in comments section).
- 2. GOAL #2: Demonstrate cultural competence and inter- professional collaboration within the health care community.
 - a. Objective 2.1 Students will have effective clinical exposure, with a variety of medical and healthcare providers, providing breadth of understanding of the healthcare community:
 - 1. The Coordinator of Clinical Education will continue to share this data with the clinical sites/clinical preceptors and develop strategies to improve outcomes per each clinical site. Program will discuss potential overall changes needed to improve the outcomes for all clinical sites.
- 3. GOAL #3: Demonstrate evidence- based clinical practice
 - a. Objective 3.1 Students will be able to conduct research, review evidence, and formulate plans for positive patient outcomes:
 - 1. A total restructuring will be made to our assessment plan (see below in comments section).
- 4. GOAL #4: Engage in the athletic training profession.
 - a. Objective 4.2 Students will seek continued professional growth in the athletic training profession:
 - 1. A total restructuring will be made to our assessment plan (see below in comments section).

Enter Comments on Table II AY 2026 Assessment Below

We are currently in our Self-study phase in the 2-year cycle for re-accreditation where we need to reflect and show how we are addressing our standards through clinical or didactical measures. Having gone through our program with fine tooth comb we are going to be making new changes for quality improvement and Quality Assessment. This is going to be critical as new curricular changes went into effect in the summer of 2026 as we need to again reassess all classes based on CAATE standards. We are taking preventative measures to ensure all standards have been addressed and appropriately assigned to each course. I will be implementing assessment strategy starting Fall 2026. Please see below.

Assessment Strategy Enhancements

We are developing two new approaches to strengthen our assessment strategies, with plans to implement them in Spring 2026.

First Approach: Student Portfolios

The first initiative involves using student portfolios to evaluate how effectively each course addresses the required standards. These portfolios will provide deeper insight into



how well students are mastering the material and help identify areas where instructional improvements may be needed.

Purpose of Portfolios

The primary purpose of the student portfolios is to provide both short-term and long-term feedback that supports student learning and program improvement. These portfolios serve as a tool for students to monitor their progress, identify areas for growth, and take ownership of their learning. They also assist faculty in evaluating curriculum effectiveness and identifying opportunities to enhance instruction and foundational content.

Short-Term Goals

In the short term, portfolios provide semester-by-semester feedback on the standards addressed within the curriculum. A color-coded system is used to visually represent student performance on assessed standards:

1. **Novice:** Student demonstrates mastery with a score of 80% or higher.
2. **Apprentice:** Student demonstrates partial mastery with a score between 70–79%.
3. **Professional:** Student demonstrates limited mastery with a score below 70%.

This visual representation allows students to quickly identify gaps in knowledge and determine whether additional support is needed from instructors or preceptors. Faculty can also use this data to assess retention of key concepts and determine where supplemental materials or alternative teaching strategies may be beneficial. Each semester, students add new data to their portfolio, creating a personalized study resource for the BOC exam.

Long-Term Goals

The long-term goal of the portfolio system is to provide a comprehensive visual representation of each student's growth and development throughout the program. By tracking performance across standards and semesters, students can identify areas for improvement as they enter the BOC test preparation course. Portfolios also indicate where in the curriculum specific content was taught, improving study efficiency and guiding students toward targeted review resources.

For faculty, these portfolios serve as a valuable mentoring tool, enabling individualized support based on student needs. Additionally, they provide insight into patterns of student performance, informing course review and curriculum adjustments during BOC preparation.

Implementation and Benchmarks

Following the summer semester, a baseline will be established for portfolio development. After the first semester, students are not expected to demonstrate BOC-level mastery; however, by the end of the second semester, students should exhibit foundational knowledge in key standards, defined as achieving a score of 70% or higher.

Second Approach: Student Surveys

The second initiative incorporates two surveys designed to capture the student perspective. The first survey will assess how prepared students feel when entering a course, and the second will measure their confidence upon completion. The goal is to determine whether faculty expectations align with the student experience and to identify opportunities for enhancing course design and delivery. We are working the IRB Co-Chair to establish these surveys and ensure compliance.

Surveys



First Survey

Administered between weeks 4 and 5 of the semester, this survey will gauge students' perceptions of how well prior coursework prepared them for success in the current course. Conducting the survey early in the term allows faculty to identify potential gaps and provide timely interventions to support student achievement.

Second Survey

Conducted during the final week of classes or as part of the final assessment, this survey will measure students' perceptions of the standards and content presented throughout the course. The results will help identify discrepancies between instructor intent and student experience, informing improvements in course design, instructional strategies, and supporting materials.

Survey Assistance

What Investigators Hope to Learn

1. How well the curriculum supports student mastery of required standards

Through the student portfolios, investigators want to understand:

- Whether each course is effectively teaching the standards it is responsible for.
- Where gaps in instruction or curriculum sequencing may exist.
- How well students are retaining and applying foundational knowledge over time.

2. How individual students progress across semesters

The portfolio system is intended to reveal:

- Patterns of growth or struggle for each student across multiple semesters.
- Whether students reach expected benchmarks (e.g., foundational mastery by the second semester).
- How well students are prepared for later courses and eventually the BOC exam.

3. How student perceptions align with faculty expectations

Through the two surveys, investigators aim to learn:

- Whether students feel adequately prepared when entering a course.
- How confident students feel about the course content by the end of the term.
- Where mismatches exist between what faculty believe they are delivering and what students experience.

4. Where instructional improvements are needed

Using data from both the portfolios and the surveys, the investigators hope to identify:

- Which teaching strategies or course components need strengthening.
- Where supplemental materials or additional support may be necessary.
- How to better align course design with student needs and program goals.

5. How to enhance long-term program quality and BOC readiness

Ultimately, the investigators want insight into:

- Long-term trends in student learning across the program.
- The effectiveness of the curriculum in preparing students for certification.
- Opportunities for systematic improvement in teaching, mentoring, and assessment.

Sharing the results of this quality-improvement project has the potential to influence behavior, instructional practice, and future research within the program. By disseminating findings from both the portfolio assessments and student perception surveys, faculty may



adjust teaching strategies, refine course design, and better align instructional expectations with student experiences. Students may also modify their learning behaviors by using portfolio feedback to guide study habits, seek timely support, and track their own developmental progress. Program-level practices may shift toward more consistent, data-driven mentoring and curriculum evaluation. Additionally, the results may inform broader theoretical discussions related to self-regulated learning, competency-based education, and student preparedness. Finally, this project may serve as a foundation for future research by identifying trends, gaps, and emerging questions that could inform larger-scale or mixed-methods studies focused on assessment, curriculum design, and student outcomes.

Our program is currently non-compliant with a CAATE standard, and we need to understand the underlying factors contributing to this issue. More importantly, we aim to identify how we can improve both the program and the overall student experience while addressing the standard effectively. The primary goals of this project are to determine how to enhance long-term program quality and BOC exam readiness, identify where instructional improvements are needed across the curriculum, and evaluate the alignment between student perceptions and faculty expectations. These insights will guide meaningful program revisions, strengthen assessment practices, and ensure that our curriculum supports student success and compliance with accreditation requirements.