Gustavus Adolphus College

Athletic Training Program

Comprehensive Assessment Plan

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# Program Mission Statement

Parallel to the mission of Gustavus Adolphus College the mission of the Athletic Training Education Program is to provide students with a comprehensive learning experience that leads to a mastery of athletic training skills and concepts within the context of an interdisciplinary and broad general undergraduate education centered around the core values of Gustavus Adolphus College – Excellence, Community, Justice, Service, and Faith.

The Athletic Training Program has established outcomes and objectives that reflect this mission in the areas of student learning, quality of instruction, and overall program effectiveness. The connection with the mission is seen most clearly in the 5 outcomes of student learning that tie to the core values listed in the mission.

# Student Learning and Quality Clinical Education

To measure student learning across our program, the ATP has established 5 Outcomes with 3-5 sub-objectives for each. These are measured directly in various didactic and clinical education experiences along with indirect measurements using the senior exit survey. This survey is taken following the completion of senior coursework and prior to graduation. In addition, the ATP is monitoring the quality of clinical education as a part of student learning with 6 outcomes. Direct measures include preceptor evaluations, CEC documentation, and patient encounter forms from students’ experiences. Indirect measurements occur using the senior exit survey as described above.

## Student Learning Outcomes and Objectives and Measures

1. Students will attain the necessary knowledge and skills to demonstrate professional preparedness, including a capacity for life-long learning and professional growth.

1.1. Attain a level of skill and education to allow for professional certification in Athletic Training.

**Measure:** During the last semester or upon graduation from the program, students will complete the BOC Exam. The BOC exam is required for certification of athletic training students and practice in the field (along with state regulation policies). The examination encompasses the professional knowledge, skills, and abilities required for practice in the profession of athletic training in the domains of athletic training as defined by the BOC.

**Measure Category:**  Test (DIRECT MEASURE)

**Desired Results:** GAC graduates will obtain first-time pass rates on the exam at a 70% as reported by the BOC to the program.

**Measure:** Throughout the first and second year of the ATP and tied to course work in HES 203, HES 303, HES 307, HES 311, and HES 320, students complete competencies in all the major skills of the curriculum. These competencies are assessed by the faculty and/or preceptors and used to determine readiness to incorporate skills into clinical practice during clinical experiences. The assessments occur on a scale of 1 to 5. It is required that in order to move on in the curriculum, a score of 3 or higher is achieved on every competency. Students must continue to retest with remediation until that level is achieved.

Content Area Evaluation Criteria:

1 – does not perform or explain skill correctly

2 – performs skill correctly but does not explain correctly OR explains skill correctly but does not perform correctly

3 – performs and explains skill correctly, but requires a large correction

4 – performs and explains skill correctly, but requires a small correction

5 – performs and explains skill correctly

**Measure Category:**  Practical Skill Assessment (DIRECT MEASURE)

**Desired Results:** 100% of students will receive a 3 or higher on the assessment.

**Measure:** During the senior year (HES 312, 318, 353), students complete the Proficiency Assessments (PAs) based on the 2020 CAATE Curricular Content Standards. The PAs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. Preceptors evaluate the student’s knowledge and skills and reflection on the process. A scale is used for assessment:

Deficient: Unable to perform skills, decision-making, and processes without significant intervention of the preceptor in this area, recommend the student contact the ATP faculty to consider remediation in this area

Not Proficient: skills, decision-making, and processes are present but currently not strong enough to be considered ready for independent practice upon graduation in this area, recommend student review and continue practicing with simulation and patient encounters in this area and then asked to be reevaluated with another experience

Proficient: skills, decision-making, and processes are currently accurate and efficient and student should be considered ready for independent practice upon graduation in this area with minimal continued practice and review.

Students who do not achieve an overall rating of Proficient are required to retest with remediation until the outcome is achieved in order to advance in the curriculum.

**Measure Category:**  Performance Rubric Rating (DIRECT MEASURE)

**Desired Results:** 100% of students will receive an overall rating of Proficient for all 20 PAs.

**Measure:** Following the senior year, students complete a senior exit survey. Three questions directly assess the students’ perception that the ATP prepared them to be a certified athletic trainer. 1) I feel that the ATP prepared me for the BOC exam 2) I feel that the ATP prepared me to be an entry level athletic trainer. 3) I attained a level of skill and education needed to attain entry-level certification in Athletic Training. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

1.2. Analyze basic and factual knowledge from educational experiences in order to provide appropriate patient-centered care.

**Measure:** During the senior year (HES 312, 318, 353), students complete the Proficiency Assessments (PAs) based on the 2020 CAATE Curricular Content Standards. The PAs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. The PAs incorporate use of evidence-based clinical practice principles and the adherence to the Foundational Behaviors. Preceptors evaluate the student’s knowledge and skills and reflection on the process. A scale is used for assessment:

Deficient: Unable to perform skills, decision-making, and processes without significant intervention of the preceptor in this area, recommend the student contact the ATP faculty to consider remediation in this area.

Not Proficient: skills, decision-making, and processes are present but currently not strong enough to be considered ready for independent practice upon graduation in this area, recommend student review and continue practicing with simulation and patient encounters in this area and then asked to be reevaluated with another experience.

Proficient: skills, decision-making, and processes are currently accurate and efficient and student should be considered ready for independent practice upon graduation in this area with minimal continued practice and review.

**Measure Category:**  Performance Rubric Rating (DIRECT MEASURE)

**Desired Results:** 90% of the PAs evaluation attributed to the gathering and use of evidence skills will be assess as Proficient.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statements: I am able to analyze basic and factual knowledge from educational experiences in order to provide appropriate patient-centered care. This question directly assesses the students’ perception that the ATP prepared them to be a certified athletic trainer. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

1.3. Develop skills necessary to work within a team-approached health care model.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice, based on the 2020 CAATE Curricular Content Standards. This outcome is measured by the assessment of the “Teamed Approach to Practice” FBPP. A scale is used for assessment: 1/Poor

2/Needs Improvement

3/Average

4/Good

5/Excellent

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of senior students will receive a 4 out of 5; 90% of junior students will receive a 3 out of 5.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I have developed skills necessary to work within a team-approached health care model. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

1.4. Demonstrate skills to access and integrate information independently using resources available in order to perform critical thinking and make decisions.

**Measure:** During the senior year (HES 312,318, 353), students complete the Proficiency Assessments (PAs) based on the 2020 CAATE Curricular Content Standards. The PAs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. The PAs incorporate use of evidence-based clinical practice principles and the adherence to the Foundational Behaviors. Preceptors evaluate the student’s knowledge and skills and reflection on the process. A scale is used for assessment: Deficient: Unable to perform skills, decision-making, and processes without significant intervention of the preceptor in this area, recommend the student contact the ATP faculty to consider remediation in this area.

Not Proficient: skills, decision-making, and processes are present but currently not strong enough to be considered ready for independent practice upon graduation in this area, recommend student review and continue practicing with simulation and patient encounters in this area and then asked to be reevaluated with another experience.

Proficient: skills, decision-making, and processes are currently accurate and efficient and students should be considered ready for independent practice upon graduation in this area with minimal continued practice and review.

**Measure Category:**  Performance Rubric Rating (DIRECT MEASURE)

**Desired Results:** 90% of the PAs evaluation attributed to the gathering and use of evidence skills will be assess as Proficient.

**Measure:** During HES 353, seniors complete a capstone literature review and writing project. This project can be completed in a couple of types of writing but all consist of making recommendations for clinical decision making based on evidence-based clinical practice and experience

**Measure Category:**  Writing Assignment Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I have demonstrated the skills to access and integrate information independently using resources available in order to perform critical thinking and making decisions. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

1.5. Select and engage in opportunities that allow for personal and professional growth in areas of students’ individuals interests.

**Measure:** During each semester in the ATP, students must complete the Professional Development Units assignment. The goal of this assignment is to engage students in evidence-based practice, continuing education, community education, professional service, and community service outside of course work in order to help develop a desire for life-long learning and service in future professionals. Students must complete projects or tasks in each category and 20 total over the semester.

**Measure Category:**  Assignment completion grade (DIRECT MEASURE)

**Desired Results:** Each semester, 90% of the students will complete their PDU assignment.

**Measure:** Following the senior year, students complete a senior exit survey. Three questions directly assess the students’ perception that the ATP allowed them opportunities to be engaged in the profession. 1) I feel that the ATP has allowed me opportunities/encouraged me to be involved in the profession. 2) I feel that the ATP has helped me to be more likely to be involved in the profession in the future. 3) I can select and engage in opportunities that allow for personal and professional growth in my areas of interest. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

2. Students will develop advanced knowledge, skills, and experience in reading, understanding, and integrating current health-related research.

2.1. Define the foundational concepts of evidence-based practice.

**Measure:** During HES 312, seniors complete a comprehensive exam on evidence-based clinical practice concepts, of which they have been instructed and implemented over the course of the ATP curriculum.

**Measure Category:**  Test (DIRECT MEASURE)

**Desired Results:** Each year 90% of the class will receive a 75% or higher on the exam

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I can define the foundational concepts of evidence-based practice. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

2.2. Develop clinical questions and utilize strategies to attain evidence-based answers.

**Measure:** During HES 320, juniors complete an oral presentation on a PICO question about a modality. The students research the modality and apply evidence-based clinical practice principles into answering the question and providing guidance for future clinical decision-making.

**Measure Category:**  Oral Presentation Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of the class will receive a 75% or higher on the assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I can develop clinical questions and utilize strategies to attain evidence-based answers. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

2.3. Access, assess, and accurately interpret a variety of research data within their educational experiences.

**Measure:** During the senior year (HES 312, 318 353), students complete the Proficiency Assessments (PAs) based on the 2020 CAATE Curricular Content Standards. The PAs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. The PAs incorporate use of evidence-based clinical practice principles and the adherence to the Foundational Behaviors. Preceptors evaluate the student’s knowledge and skills and reflection on the process. A scale is used for assessment: Deficient: Unable to perform skills, decision-making, and processes without significant intervention of the preceptor in this area, recommend the student contact the ATP faculty to consider remediation in this area.

Not Proficient: skills, decision-making, and processes are present but currently not strong enough to be considered ready for independent practice upon graduation in this area, recommend student review and continue practicing with simulation and patient encounters in this area and then asked to be reevaluated with another experience.

Proficient: skills, decision-making, and processes are currently accurate and efficient and students should be considered ready for independent practice upon graduation in this area with minimal continued practice and review.

**Measure Category:**  Performance Rubric Rating (DIRECT MEASURE)

**Desired Results:** 90% of the PAs evaluation attributed to the gathering and use of evidence skills will be assess as Proficient.

**Measure:** During HES 353, seniors complete a capstone literature review and writing project. This project can be completed in a couple of types of writing but all consist of making recommendations for clinical decision making based on evidence-based clinical practice and experience.

**Measure Category:**  Writing Assignment Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I can access, assess, and accurately interpret a variety of research data within my education experiences. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

2.4. Select and provide appropriate healthcare based on best available evidence.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the student’s skill in utilizing evidence-based clinical practice concepts and implementing them into patient care. A scale is used for assessment: 1/Poor – incapable of performing skills; consistently performs below expectations.

2/Needs Improvement – performs skills at an unsatisfactory level (below average); occasionally performs below expectations.

3/Average – performs skills adequately for this level of student; performs at minimum level of expectations.

4/Good – performs skills well for this level of student; occasionally performs above expectations.

5/Excellent – performs skills exceptionally well for this level of student; consistently performs above expectations.

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of senior students will receive a 4 out of 5; 90% of junior students will receive a 3 out of 5.

**Measure:** Following the senior year, students complete a senior exit survey. Three questions directly assess the students’ perception that the ATP prepared them utilize EBP in their decision making. 1) I feel that the ATP has allowed me opportunities/encouraged me to practice and utilize Evidence Based Clinical Practice techniques. 2) I feel that the ATP has helped make me more likely to utilize Evidence Based Clinical Practice techniques in the future. 3) I can select and provide appropriate healthcare for a patient based on the best available evidence. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

3. Students will experience opportunities, as an individual or part of a cooperative group, that allow for engagement in community, justice, and service.

3.1. Develop strategies to communicate accurate and evidence-based information to the community in order to allow for meaningful interactions.

**Measure:** During HES 312, seniors an Injury Prevention Presentation project. Students present a topic to the general public (i.e. a team, group of athletes, interested persons) on an injury/illness typical to the physical active and how to best prevent it.

**Measure Category:**  Oral Presentation Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. Three questions directly assess the students’ perception that the ATP prepared them to utilize, serve, and educate the community. 1) I feel that the ATP has allowed me opportunities/encouraged me to be involved in educating and serving the community. 2) I feel that the ATP has helped me to be more likely to be involved in educating and serving the community in the future. 3) I developed strategies to communicate accurate and evidence-based information to the community in order to allow for meaningful interactions. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

3.2. Demonstrate involvement in the profession of athletic training and health care through service and leadership.

**Measure:** During each semester in the ATP, students must complete the Professional Development Units assignment. The goal of this assignment is to engage students in evidence-based practice, continuing education, community education, professional service, and community service outside of course work in order to help develop a desire for life-long learning and service in future professionals. Students must complete projects or tasks in each category and 20 total over the semester.

**Measure Category:**  Assignment completion grade (DIRECT MEASURE)

**Desired Results:** Each semester 90% of the students will complete their Professional Service section of their PDU assignment. Qualitative statements about their experiences will reflect areas of effective learning.

**Measure:** Following the senior year, students complete a senior exit survey. Three questions directly assess the students’ perception that the ATP prepared them to utilize, serve, and educate the community. 1 I feel that the ATP has allowed me opportunities to be a leader. 2) I feel that the ATP has helped make me more likely to be a leader in the future. 3) I demonstrated involvement in the profession of athletic training and health care through service and leadership. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

3.3. Demonstrate appropriate care for and interactions with diverse patient populations.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice, based on the 2020 CAATE Curricular Content Standards. This outcome is measured by the assessment of the “Cultural Competency” FBPP. A scale is used for assessment: 1/Poor

2/Needs Improvement

3/Average

4/Good

5/Excellent

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of senior students will receive a 4 out of 5; 90% of junior students will receive a 3 out of 5.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I can provide appropriate care for and interactions with diverse patient populations. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

4. Students will communicate effectively.

4.1. Demonstrate oral communication that is organized, coherent, accurate, and professionally prepared and delivered while using appropriate vocabulary per the situation.

**Measure** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the student’s verbal communication. A scale is used for assessment: 1/Poor

2/Needs Improvement

3/Average

4/Good

5/Excellent

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of senior students will receive a 4 out of 5; 90% of junior students will receive a 3 out of 5.

**Measure:** During HES 312, students will be involved in a community engagement project that challenges the students to utilize their knowledge, skills, and abilities to educate and help the larger community.

**Measure Category:**  Project Participation Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I demonstrated oral communication that is organized, coherent, accurate, and professionally prepared and delivered while using appropriate vocabulary per the situation. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

4.2. Demonstrate written communication that is purposeful, appropriately structured for the discipline, delivered in a professional manner and, when needed, properly supported by evidence.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the student’s skill in documentation. A scale is used for assessment: 1/Poor – incapable of performing skills; consistently performs below expectations.

2/Needs Improvement – performs skills at an unsatisfactory level (below average); occasionally performs below expectations.

3/Average – performs skills adequately for this level of student; performs at minimum level of expectations.

4/Good – performs skills well for this level of student; occasionally performs above expectations.

5/Excellent – performs skills exceptionally well for this level of student; consistently performs above expectations.

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of senior students will receive a 4 out of 5; 90% of junior students will receive a 3 out of 5.

**Measure:** During HES 353, seniors complete a capstone literature review and writing project. This project can be completed in a couple of types of writing but all consist of utilizing writing mechanics and formatting that is consistent with writings in the discipline of athletic training.

**Measure Category:**  Writing Assignment Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I demonstrated written communication that is purposeful, appropriately structured for the discipline, delivered in a professional manner, and, when needed, properly supported by evidence. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

4.3. Demonstrate nonverbal communication that is appropriate for the situations and audiences that are common to the athletic training field.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the student’s non-verbal communication. A scale is used for assessment: 1/Poor

2/Needs Improvement

3/Average

4/Good

5/Excellent

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results: Desired Results:** 90% of senior students will receive a 4 out of 5; 90% of junior students will receive a 3 out of 5.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I demonstrated nonverbal communication that is appropriate for the situations and audiences that are common to the athletic training field. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

5. Students will engage and reflect on professional ethics and behaviors, particularly as it intersects with their personal faith, moral development, and values.

5.1. Demonstrate knowledge of the ethical codes that govern the practice of athletic training.

**Measure:** During HES 312, seniors complete a comprehensive exam on ethical codes and concepts, of which they have been instructed and implemented over the course.

**Measure Category:**  Test (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I have knowledge of the ethical codes that govern the practice of athletic training. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree.

5.2. Demonstrate professional behavior consistent with athletic training and health care standards.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the student’s overall performance. A scale is used for assessment:

(1) Deficient Overall

(2) Very Poor Work

(3) Poor Work

(4) Usually less than average work

(5) Average work

(6) Usually above average work

(7) Good work

(8) Very good work

(9) Excellent work

**Measure Category:** Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** Each year, the 90% of the responses of all the students will be a 7 out of 9 or higher.

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I engage in professional behavior consistent with athletic training and health care standards. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

5.3. Compare their personal faith, morals, and values to standards of professional practice, thus reflecting on the role of these constructs in healthcare.

**Measure:** During HES 312, students will write a personal code of ethics and reflect on their personal ethics’ role in their future profession.

**Measure Category:**  Assignment Rubric Rating (DIRECT MEASURE)

**Desired Results:** Each year 90% of students will receive 75% or better on this assignment based on the rubric

**Measure:** Following the senior year, students complete a senior exit survey. The students were asked to share their level of agreeance with the following statement: I can compare my personal faith, morals, and values to standards of professional practice, thus reflecting on the role of these personal constructs in healthcare. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

## Quality of Clinical Education Outcomes and Measures

* + 1. Clinical educational experiences will provide students opportunities to practice athletic training and other healthcare skills on patients.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the student’s skills in the various areas appropriate for their point of progression in the program: 1/Poor – incapable of performing skills; consistently performs below expectations.

2/Needs Improvement – performs skills at an unsatisfactory level (below average); occasionally performs below expectations.

3/Average – performs skills adequately for this level of student; performs at minimum level of expectations.

4/Good – performs skills well for this level of student; occasionally performs above expectations.

5/Excellent – performs skills exceptionally well for this level of student; consistently performs above expectations.

**Measure Category:** Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** By the end of the year,100% of senior students will receive a 3 out of 5 for all skills listed on the survey (at least one measurement for each skill across all clinical education experiences).

**Measure:** Following the senior year, students complete an exit survey. The following question will be utilized: I feel that majority of my clinical experiences provided ample opportunities to perform hand-on athletic training skills. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education experiences.

* + 1. Clinical educational experiences will be supervised by eligible and trained clinical preceptors and monitored for safety and compliance with CAATE standards.

**Measure:** All preceptors will complete formal preceptor training annually. The content and delivery format will be determined by the CEC based on the preceptor’s experience level and type of clinical site/experience. The CEC will document completion of preceptor training.

**Measure Category:** Meeting attendance and completion of training (DIRECT MEASURE)

**Desired Results:** 100% of preceptors will be trained annually.

**Measure:** Preceptors will submit proof of BOC certification (if applicable) and state regulation to the CEC prior to being responsible for students.

**Measure Category:** Preceptor eligibility log (DIRECT MEASURE)

**Desired Results:** 100% of preceptors will have documented BOC and state regulation verification.

**Measure:** At the start of each clinical experience, students and preceptors will affirm that they have reviewed the relevant safety policies, as specified by the CAATE (Critical incident response procedures, blood-borne pathogen exposure plan, communicable and infectious disease policies, patient privacy and confidentiality protections, and a plan for clients/patients to be able to differentiate practitioners from students), that are site-specific during Goal Planning meetings. This is documented on the Goal Planning form.

**Measure Category:**  Affirmation on Goal Planning Form (DIRECT MEASURE)

**Desired Results:** 100% of preceptors will affirm that they have reviewed the safety policies for the sites prior to the clinical education experiences.

**Measure**: All clinical sites will share their policies and procedures that demonstrate safety in the clinical environment with the CEC and with students. The CEC will ensure these policies are in place through self-report from the clinical preceptors and/or site supervisors and through site visit.

**Measure Category:** CEC Site Visit and Clinical Site log (DIRECT MEASURE)

**Desired Results**: 100% of clinical sites will demonstrate compliance with safety requirements annually.

* + 1. Clinical educational experiences will engage students with a wide variety of patient populations.

**Measure:** Students will report all patient encounters during their clinical experiences. This log will include patient demographics (privacy compliant) that includes the general age group, gender, and activity (sport v. non sport), and participation level.

**Measure Category:**  Patient Encounter Form (DIRECT MEASURE)

**Desired Results:** 100% of junior and senior students will be exposed to both genders (or those that identify as trans or nonbinary as patient population allows), at least 3 different age groups, both sport and non-sport patients, and at least 2 participation levels as reported on the Patient Encounter form across the academic year. (sophomores are not counted in this result since they are only exposed to Division III collegiate populations during the sophomore year)

**Measure:** Following the senior year, students complete an exit survey. The following question will be utilized: I feel that majority of my clinical experiences provided ample opportunities to engage with a variety of patient populations (included but not limited to: activity [sport v. non-sport], participation level, athletic ability, age, and sex). A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education experiences.

* + 1. Clinical education experiences will be primarily educational in nature.

**Measure:** The CEC will perform at least one site visit (virtual or in person) to observe student interaction with preceptors and document the level of educational engagement.

**Measure Category:** Observational Form (DIRECT MEASURE)

**Desired Results:** 90% of site visits will demonstrate positive educational experiences and interactions between preceptors and students.

**Measure:** At the end of clinical educational experiences, students assess the clinical site for adequacy. Students assess their level of agreement with the following statement: The clinical site provided me with a stimulating learning environment. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education experiences.

**Measure:** Following the senior year, students complete an exit survey. The following question will be utilized: I feel that I was given an adequate educational experience and not used as simply a workforce. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education experiences.

* + 1. Clinical education experiences will expose students to a wide variety of conditions commonly seen in Athletic Training practice.

**Measure:** Students will report patient encounters during their clinical experiences. This log will include injury and illness classification.

**Measure Category:**  Patient Encounter Form (DIRECT MEASURE)

**Desired Results:** 100% of senior students will report encounters with at least 30 different injuries or illnesses, 100% of juniors will report encounters with at least 20 different injuries or illnesses, and 100% of sophomores will report encounters with at least 10 different injuries or illnesses across the academic year.

**Measure:** Following the senior year, students complete an exit survey. The following question will be utilized: I feel that I was able to engage with a wide variety of conditions commonly seen in Athletic Training practice. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education experiences.

* + 1. Clinical education experiences will allow students to grow in knowledge, skills, and abilities towards autonomous practice upon graduation.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the senior students’ work towards quality and autonomous practice upon graduation. A scale is used for assessment: 1/Poor 2/Needs Improvement 3/Average 4/Good 5/Excellent. In addition, the preceptor is asked to provide written free response to the prompt: “How can the student take the next step towards being ready for autonomous practice upon graduation?”

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of evaluations of the senior students will be at the 4 or 5 level.

**Measure:** At the end of clinical educational experiences, each student completes a self-evaluation on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the self-assessment of the senior students’ work towards quality and autonomous practice upon graduation. A scale is used for assessment: 1/Poor 2/Needs Improvement 3/Average 4/Good 5/Excellent. In addition, the student is asked to provide written free response to the prompt: “Previously, your preceptors have given you some steps to work on to move yourself towards quality and autonomous practice upon graduation. How have you incorporated this advice and how do you feel you are working towards the goal of autonomous practice upon graduation?”

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students’ self-evaluation will show improvement in their scores, with a goal that 100% of students will end the senior year with a 4 or 5 score.

**Measure:** Students will report all patient encounters during their clinical experiences. This log will the student level of engagement with the patient during each encounter. The options are “mainly observing,” “active participant with a lot of direction from preceptor,” “active participant with some direction from preceptor,” “active participant and main decision maker with preceptor support.”

**Measure Category:**  Patient Encounter Form (DIRECT MEASURE)

**Desired Results:** Over 80% of patient encounters reported by senior students will be reported as experiences where the student was an “active participant and main decision maker with preceptor support.”

**Measure:** Following the senior year, students complete an exit survey. The following question will be utilized: I feel that my clinical experiences were sequenced to allow me to grow in my knowledge, skills, abilities, and independence. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education experiences.

**Measure:** Following the senior year, students complete an exit survey. The following question will be utilized: I was given ample opportunities to demonstrate my competence in my skills, knowledge, and abilities through clinical experiences or other assessments (standardized patients, simulations, or practical exams). A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective clinical education.

## Student Learning Assessment Plan

### Timeline

* 1. Each outcome is assessed each year.
  2. In early June, following the academic year, one or more of the ATP administrators/faculty gather the assessment data and place it in the assessment plan chart. This might only be delayed for SLO 1.1 when BOC exam results may not be available for all students depending on exam date.
  3. After the assessment data is gathered, all ATP faculty members, at a minimum, are invited to a meeting to discuss the results and make suggestions for any changes to curriculum that would promote improved results in the next year. If appropriate to the discussion topic, additional stakeholders such as preceptors and administrators will be invited as well. This meeting shall take place before the next academic year’s courses and clinical experiences for any changes recommended to be implemented in the next year.
  4. Changes to clinical education experiences and/or didactic curriculum will be tracked over the next academic year and added to the ATP assessment chart.
  5. Following the collection of the next year’s data (the start of the next cycle), the results of the changes will be discussed along with any new information found from the current assessment cycle.

### Participations

* 1. For the quality of clinical education outcomes, the Clinical Education Coordinator (CEC) is responsible for collecting data from clinical sites, preceptors and students. For the student learning outcomes and objectives, core-faculty of the ATP, led by the ATP director, will collect the data and request the data from other faculty, if needed.
  2. The CEC shares information with the ATP director, or other program representative, to document the assessment results in the ATP assessment chart.
  3. The CEC leads preceptor training and perform site visits annually.
  4. All core-faculty, adjunct faculty, preceptors, and/or site administrators are informed of the assessment data and invited to brainstorm improvement plans, as appropriate.
  5. All core-faculty, adjunct faculty, preceptors, and/or site administrators are responsible for implementing recommended changes and helping the CEC to document those changes, as appropriate.

# Quality of Instruction

To measure quality of instruction across our program, the ATP has established 5 Outcomes. These are measured using the Student Reflection on Instruction or other course evaluations. Tenured faculty are not required to collect course evaluations and faculty are not required to share the results of their course evaluations except with review committees. The faculty are asked to voluntarily submit aggregate data on the prompts. To supplement those results, all seniors are surveyed about all their courses and instructors in the senior exit survey. This survey is taken following the completion of senior coursework and prior to graduation. In addition, the program will rely on the provosts’ office, in consultation with the program administration, to ensure the preparedness and appropriateness of the instructor for the course material. Finally, the ATP director will be responsible to ensuring all instructors are aware of the CAATE standards and student learning outcomes associated with courses assigned to the instructors.

\*Note – Formal faculty evaluation of effectiveness is dictated by faculty status for the individual.  The review process for faculty varies according to the following:  tenured (Associate or Full professor), pre-tenure (assistant), non-tenure track (e.g. continuing, senior continuing, visiting, adjunct, etc.).  The Provost Office and the Faculty Manual delineate the various routes for faculty review and evaluation, either by the department, college-wide committee, or Provost Office).  During reviews, the instructor is evaluated and gains formative feedback from the Provost Office, peers in the department, the college committee, or external reviewers based on the review process.  The Provost Office retains all evaluation letters and provides written acknowledgement of receipt.  In addition, the evaluation letter may be shared more broadly as part of the evaluation process (i.e. as part of the tenure and/or promotion file), as governed by the Faculty Manual.  For evaluation of ATP instructional faculty that do not involve leadership by the ATP Director, the Provost Office will provide the ATP director with any relevant information from the review process for a faculty member that teaches within the ATP on a need-to-know basis and for which the ATP director can be helpful in providing guidance, feedback and/or mentorship. If this occurs, this information will be included in the assessment process for that year.  (DIRECT MEASURE)

## Quality of Instruction Outcomes and Measures

* + 1. Instructors will provide an environment where students feel respected.

**Measure:** The Student Reflection on Instruction (SRI) asks all students, who are enrolled in a course, to provide feedback on various questions about the quality of instruction. For this outcome, the statement is: The instructor treated all students, including me, with respect. Students are able to respond on a scale: Always; Usually; Sometimes; Rarely; Other (please explain below); Prefer not to answer

**Measure Category:** Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students in each course will answer with a level of Always or Usually.

**Measure:** Following the senior year, students complete an exit survey. The students were asked to share their level of agreeance with the following statement: In my courses, I felt respected by my instructors. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective instruction.

* + 1. Instructors will help students make connections between the goals/objectives of the course and the work required.

**Measure:** The Student Reflection on Instruction (SRI) asks all students, who are enrolled in a course, to provide feedback on various questions about the quality of instruction. For this outcome, the two statements are: There is a clear connection between the goals of the course and the work I did during class time (e.g., lecture, lab, studio, class discussion, workshop) and There is a clear connection between the goals of the course and the assignments outside of class (e.g., readings, homework, papers, practice, problem sets, assignments). Students are able to respond on a scale: Always; Usually; Sometimes; Rarely; Other (please explain below); Prefer not to answer

**Measure Category:** Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students in each course will answer with a level of Always or Usually.

**Measure:** Following the senior year, students complete an exit survey. The students were asked to share their level of agreeance with the following statement: In my courses, I felt my instructors helped me make connections between the goals/objectives of the courses and the work for the courses. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective instruction.

* + 1. Instructors will provide feedback that helps students meet the course objectives.

**Measure:** The Student Reflection on Instruction (SRI) asks all students, who are enrolled in a course, to provide feedback on various questions about the quality of instruction. For this outcome, the statement is: The feedback that I received in this course helped me learn and improve during the semester. Students are able to respond on a scale: Always; Usually; Sometimes; Rarely; Other (please explain below); Prefer not to answer

**Measure Category:** Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students in each course will answer with a level of Always or Usually.

**Measure:** Following the senior year, students complete an exit survey. The students were asked to share their level of agreeance with the following statement: In my courses, my instructors provided feedback that helped me work towards my goals within the ATP and its courses. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective instruction.

* + 1. Instructors are prepared through education and/or experience to teach on the subject matter required for the course.

**Measure:** The acceptability of an instructor to teach an ATP course will be the decision of the Provost of the college, in consultation with the Department Chair and the ATP director. A CV review and interview process will measure the achievement of this outcome.

**Measure Category:** Hiring Process Rubric via Confirmation email from the Provost Office (DIRECT MEASURE)

**Desired Results:** 100% of instructors will be deemed appropriate for teaching the subject matter at hiring.

**Measure:** The acceptability of an instructor to teach an ATP course will be the decision of the Provost of the college, in consultation with the Department Chair and the ATP director. The review process for faculty will vary based on the status of the faculty – tenured (Associate or Full professor), pre-tenure (assistant professor), non-tenure track (continuing instructor, senior continuing instructor, visiting professor, visiting instructor), or adjust (instructor). The Provost Office and the Faculty Manual delineate the various routes for assessment of teaching that is carried out by the department. During this review, the instructor is provided with ample feedback from the Provost office, peers in the department, the personnel committee, or external reviewers based on the review process.

**Measure Category:** Review Process Rubrics and Guidelines via Confirmation email from the Provost Office (DIRECT MEASURE)

**Desired Results:** 100% of instructors will be deemed appropriate for teaching the subject matter during official review via the provost office and department.

* + 1. Instructors will work with program administration to ensure educational standards are being met within the course.

**Measure:** Core-faculty, adjunct faculty, and preceptors will be made aware of the CAATE standards required in their courses or clinical education experiences and will provide evidence of how their course or clinical educational experience are meeting the appropriate CAATE standards. This will happen during various meetings throughout the academic year, but especially during planning of course and clinical education experiences. For preceptors, this will be during initial planning meetings and annual preceptor training. For faculty, this will be during initial planning meetings with the ATP director and through completion of matrix or other evaluative forms mapping standards to course content and assessments.

**Measure Category:** Meeting attendance and completion of planning spreadsheets (DIRECT MEASURE)

**Desired Results:** 100% of core-faculty, adjunct faculty, and preceptors will participate in these meetings and provide feedback requested by the ATP director.

## Assessment Plan for Quality of Instruction

### Timeline

* 1. Each Quality of Instruction outcome is assessed each year, with the understanding that if the faculty or preceptors have not changed within the year or if the CAATE standards have not changed, several of the measures may not need to be updated every year.
  2. In early June, following the academic year, the ATP director, or other program administrator representative, gathers the assessment data and places it in the assessment plan chart. This might only be delayed for outcome 4 when BOC exam results may not be available for all students depending on exam date.
  3. After the assessment data is gathered, all ATP faculty members, at a minimum, are invited to a meeting to discuss the results and make suggestions for any changes to curriculum that would promote improved results in the next year. If appropriate to the discussion topic, additional stakeholders such as preceptors and administrators will be invited as well. This meeting shall take place before the next academic year’s courses and clinical experiences for any changes recommended to be implemented in the next year.
  4. Changes to curriculum will be tracked over the next academic year and added to the ATP assessment chart.
  5. Following the collection of the next year’s data (the start of the next cycle), the results of the changes will be discussed along with any new information found from the current assessment cycle.

### Participants

* 1. All core-faculty and adjunct faculty will be asked to submit aggregate data from the Student Reflection on Instruction (SRI) to the ATP director, or other representative of the ATP administration. The SRI is recommended as the student evaluation of teaching at Gustavus Adolphus College. Currently, each faculty member can utilize their own form of classroom instruction assessment and tenured faculty are not required to complete any student evaluation of teaching. It will be encouraged that if teaching in the ATP, that the instructors utilize the SRI (but it cannot be dictated). In addition, sharing of student evaluation data can only be voluntary, but highly encouraged. This potential inconsistency will hopefully be countered with buy-in from the faculty and by also asking questions on the exit survey, which is the property of the ATP, and not the individual faculty.
  2. The Provost and Department Chair are responsible, in consultation with the ATP director, to ensure acceptability of the instructors for the subject matter and level of education.

# Program Effectiveness

The ATP, through its work throughout the assessment plan, works to ensure that the program is effective in meeting its goals and producing certified athletic trainers who are ready for autonomous practice. The program works to meet 3 outcomes to ensure program effectiveness.

The outcomes are measured using direct measures such as BOC exam pass rates, preceptor evaluations, retention rates, employment rates, and graduation rates. Indirectly, all seniors are surveyed about their experience in the athletic training program. This survey is taken following the completion of senior coursework and prior to graduation.

## Program Effectiveness Outcomes and Measures

* + 1. The Athletic Training Program will prepare students for autonomous practice and certification as an Athletic Trainer upon graduation from the program.

**Measure:** During the last semester or upon graduation from the program, students will complete the BOC Exam. The BOC exam is required for certification of athletic training students and practice in the field (along with state regulation policies). The examination encompasses the professional knowledge, skills, and abilities required for practice in the profession of athletic training in the domains of athletic training as defined by the BOC.

**Measure Category:**  Test (DIRECT MEASURE)

**Desired Results:** GAC graduates will obtain first-time pass rates on the exam at a 70% as reported by the BOC to the program.

**Measure:** Throughout the first and second year of the ATP and tied to course work in HES 203, HES 303, HES 307, HES 311, and HES 320, students complete competencies in all the major skills of the curriculum. These competencies are assessed by the faculty and/or preceptors and used to determine readiness to incorporate skills into clinical practice during clinical experiences. The assessments occur on a scale of 1 to 5. It is required that in order to move on in the curriculum, a score of 3 or higher is achieved on every competency. Students must continue to retest with remediation until that level is achieved.

Content Area Evaluation Criteria:

1 – does not perform or explain skill correctly

2 – performs skill correctly but does not explain correctly OR explains skill correctly but does not perform correctly

3 – performs and explains skill correctly, but requires a large correction

4 – performs and explains skill correctly, but requires a small correction

5 – performs and explains skill correctly

**Measure Category:**  Practical Skill Assessment (DIRECT MEASURE)

**Desired Results:** 100% of students will receive a 3 or higher on the assessment.

**Measure:** During the senior year (HES 312, 318, 353), students complete the Proficiency Assessments (PAs) based on the 2020 CAATE Curricular Content Standards. The PAs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. Preceptors evaluate the student’s knowledge and skills and reflection on the process. A scale is used for assessment:

Deficient: Unable to perform skills, decision-making, and processes without significant intervention of the preceptor in this area, recommend the student contact the ATP faculty to consider remediation in this area;

Not Proficient: skills, decision-making, and processes are present but currently not strong enough to be considered ready for independent practice upon graduation in this area, recommend student review and continue practicing with simulation and patient encounters in this area and then asked to be reevaluated with another experience;

Proficient: skills, decision-making, and processes are currently accurate and efficient and student should be considered ready for independent practice upon graduation in this area with minimal continued practice and review.

Students who do not achieve an overall rating of Proficient are required to retest with remediation until the outcome is achieved in order to advance in the curriculum.

**Measure Category:**  Performance Rubric Rating (DIRECT MEASURE)

**Desired Results:** 100% of students will receive an overall rating of Proficient for all 20 PAs.

**Measure:** At the end of clinical educational experiences (exception being surgical/medical observational and clinical short-term experience), each student is assessed by their preceptor on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the assessment of the senior students’ work towards quality and autonomous practice upon graduation. A scale is used for assessment: 1/Poor 2/Needs Improvement 3/Average 4/Good 5/Excellent. In addition, the preceptor is asked to provide written free response to the prompt: “How can the student take the next step towards being ready for autonomous practice upon graduation?”

**Measure Category:**  Preceptor Assessment (DIRECT MEASURE)

**Desired Results:** 90% of evaluations of the senior students will be at the 4 or 5 level.

**Measure:** At the end of clinical educational experiences, each student completes a self-evaluation on various skills, qualities, and Foundational Behaviors of Professional Practice. This outcome is measured by the self-assessment of the senior students’ work towards quality and autonomous practice upon graduation. A scale is used for assessment: 1/Poor 2/Needs Improvement 3/Average 4/Good 5/Excellent. In addition, the student is asked to provide written free response to the prompt: “Previously, your preceptors have given you some steps to work on to move yourself towards quality and autonomous practice upon graduation. How have you incorporated this advice and how do you feel you are working towards the goal of autonomous practice upon graduation?”

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students’ self-evaluation will show improvement in their scores, with a goal that 100% of students will end the senior year with a 4 or 5 score.

**Measure:** Students will report all patient encounters during their clinical experiences. This log will the student level of engagement with the patient during each encounter. The options are “mainly observing,” “active participant with a lot of direction from preceptor,” “active participant with some direction from preceptor,” “active participant and main decision maker with preceptor support.”

**Measure Category:**  Patient Encounter Form (DIRECT MEASURE)

**Desired Results:** Over 80% of patient encounters reported by senior students will be reported as experiences where the student was an “active participant and main decision maker with preceptor support.”

**Measure:** Following the senior year, students complete an exit survey. Three questions assess the students’ perception that the ATP prepared them to be a certified athletic trainer. 1) I feel that the ATP prepared me for the BOC exam 2) I feel that the ATP prepared me to be an entry level athletic trainer. 3) I attained a level of skill and education needed to attain entry-level certification in Athletic Training. A scale is used for degree of agreement: 1:Strongly Disagree 2:Disagree 3:Neither Agree nor Disagree 4:Agree 5:Strongly Agree

**Measure Category:**  Survey (INDIRECT MEASURE)

**Desired Results:** 90% of students will agree or strongly agree. Qualitative statements will reflect areas of effective learning.

* + 1. The Athletic Training Program will progress students successfully through the program and graduation requirements.

**Measure:** The program will track retention of students between years in the program.

**Measure Category:**  Retention Rate (DIRECT MEASURE)

**Desired Results:** The program will have 90% retention rate from the sophomore year to the junior year. The program will have 90% retention rate from the junior year to the senior year.

**Measure:** The program will track on-time graduation of students from the program.

**Measure Category:**  Graduation Rate (DIRECT MEASURE)

**Desired Results:** The program will have 90% on-time graduation rates for students from entry into the program to commencement.

* + 1. The Athletic Training Program will prepare students for successful job placements as certified athletic trainers or further education.

**Measure:** The program will track placement of graduates within six months following graduation.

**Measure Category:**  Placement Rates (via survey) (DIRECT MEASURE)

**Desired Results:** 75% of graduates will be placed as athletic trainers or in further education within six months post-graduation.

## Program Effectiveness Assessment Plan

### Timeline

* 1. Each Program Effectiveness outcome is assessed each year.
  2. In early June, following the academic year, one or more of the ATP administrators/faculty gather the assessment data and place it in the assessment plan chart. This might only be delayed for Outcome 1 when BOC exam results may not be available for all students depending on exam date.
  3. After the assessment data is gathered, all ATP faculty members, at a minimum, are invited to a meeting to discuss the results and make suggestions for any changes to curriculum that would promote improved results in the next year. If appropriate to the discussion topic, additional stakeholders such as preceptors and administrators will be invited as well. This meeting shall take place before the next academic year’s courses and clinical experiences in order for any changes recommended to be implemented in the next year.
  4. Changes to curriculum, clinical education, or policies will be tracked over the next academic year and added to the ATP assessment chart.
  5. Following the collection of the next year’s data (the start of the next cycle), the results of the changes will be discussed along with any new information found from the current assessment cycle.

### Participants

* 1. The ATP director, or other ATP administration representative, will be responsible for collecting the data, in conjunction with institutional administration.
  2. All core-faculty, adjunct faculty, and preceptors of the ATP, along with appropriate administrators of the institution, will be informed of the results of the assessment cycle, as appropriate for their areas of instruction. This will be in group or individual feedback meetings, depending on the nature of the assessment data.
  3. All core-faculty, adjunct faculty, and preceptors of the ATP, along with appropriate administrators of the institution, will be invited to brainstorm and determine any changes required due to the results of the assessment cycle. This will be in group or individual feedback meetings, depending on the nature of the assessment data.
  4. When it is deemed appropriate, the Department Chair and the Provost office will be looped in on assessment data. This will be done when the action plan is outside the scope of authority of the ATP administration and director.