

Master of Science in Athletic Training
Assessment Plan

The Master of Science in Athletic Training (MS-AT) is a graduate program housed within the Department of Kinesiology and is in concert with the mission and purposes of the department and the university. As such, the mission statement of the department and the program is included here:

Mission Statement of the Department

The mission of the Department of Kinesiology is to prepare students to inform, maintain and improve the health, fitness and quality of life of themselves and the people they serve. The department is committed to educating our students and community in the science and benefits of optimal health and human performance; to developing in all students a lifelong habit of living healthfully; and to preparing students for the variety of career opportunities that utilize Kinesiology as a foundation.

Mission Statement of the Program

The mission of the **Athletic Training Program** is to challenge and fully equip students to become highly effective allied health care professionals and lifelong learners who incorporate a Christian perspective, academic excellence and professional/relational proficiency. Point Loma’s athletic training program will consist of extensive laboratory and clinical experiences designed to provide a multifaceted learning experience that incorporates current research and scholarly instruction. The desired outcome of the curriculum is to emphasize an evidence-based approach to healthcare with the integration of Christian faith to produce intellectually and spiritually sound clinicians who are service oriented and focused on providing patient-centered care. Graduates will achieve the entry-level competencies necessary to take and pass the certification examination offered by the [Board of Certification](#) (BOC).

Program Learning Outcomes

Upon completion of the Master of Science in Athletic Training (MS-AT), the successful student will be able to:

1. To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology
2. To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model
3. To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer
4. To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators
5. To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

Measures of Learning Outcomes

The following tools and the resulting data will be utilized to assess the extent to which the MS-AT learning outcomes are met.

Direct Measures:

1. Clinical preceptor/Student assessments in internship and practicum experiences (ATR 690, 691, 692, 693, 694)
2. Percentage of students who pass the National Board of certification examination
3. Results of signature writing and oral presentation assignments across the curriculum:
 - Executive summaries, case studies and critical appraisals in KIN 605, 610; ATR 690, 691, 692, 693, 694
 - Oral Evidence-Based Practice Presentation in KIN 605, 607, 608
 - Project Research Proposal in ATR 607 and ATR 608
 - MOC interviews and final portfolio in ATR 700

Indirect Measures: (Qualtrics surveys and self-created examinations)

1. Results of Alumni Survey
2. Results of MOC BOC exams in ATR 693

Program Learning Outcomes and Corresponding Means of Assessment

The table below represents how students will be assessed on the program learning outcomes of the Master of Science in Kinesiology:

Table 1. MS-AT Program Learning Outcomes Mapped to Courses					
Program Learning Outcomes I = Introduced D = Developed M = Mastered	To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology	To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model	To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer	To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators	To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.
Summer 1					
ATR 600 – Seminar in Athletic Training	--	--	I	--	--
KIN 675 – Gross Anatomy	--	D	--	--	--
Fall I					
KIN 610 – Evidence Based Practice and Concepts in Sports Medicine	I	--	--	--	--
ATR 687 – Evidence Based Orthopedic Examination of the Lower Extremity	--	--	--	--	I
ATR 687L – Evidence Based Orthopedic Examination of the Lower Extremity	--	--	--	--	I
ATR 690 – Clinical Internship I	I	I	I	I	I
Spring I					
KIN 605 – Research Methods and Statistical Techniques for Clinical Decision Making in Sports Medicine	I	--	--	D	--

ATR 688 – Evidence Based Orthopedic Examination of the Upper Extremity and Spine	--	--	--	--	I
ATR 688L – Evidence Based Orthopedic Examination of the Upper Extremity and Spine Lab	--	--	--	--	I
ATR 691 – Clinical Internship II	I	I	I	I	I
Summer II					
ATR 607 – Research Project Seminar I	D	--	--	--	--
ATR 692 – Clinical Preceptorship	D	D	D	D	D
Fall II					
ATR 608 – Research Project Seminar II	D	--	--	--	--
ATR 610 – Therapeutic Interventions	--	--	--	--	I
ATR 610L – Therapeutic Interventions Lab	--	--	--	--	D
ATR 615 – Therapeutic Agents	--	--	--	--	I
ATR 615L – Therapeutic Agents Lab	--	--	--	--	D
ATR 650 – Nutrition for Allied Health Care Professionals	--	--	--	I	--
ATR 620 – Pharmacology for Allied Health Professional	--	--	--	D	--
ATR 693 – Clinical Practicum I	M	M	M	M	M
Spring II					
ATR 611 – Advanced Functional Movement Interventions	--	--	--	--	M
ATR 660 – Psychology of Sport Injury and Rehabilitation	--	--	--	--	M
ATR 665 – Leadership and Management in Athletic Training	--	--	--	I	--
ATR 685 – General Medical Conditions and Medical Terminology	--	--	--	D	--
ATR 694 – Clinical Practicum II	M	M	M	M	M
ATR 700 - Capstone	M	--	M	M	--

Table 2. Program Learning Outcomes Mapped to Assessment Measures

	Direct Assessment Activities				Indirect Assessment Activities		
	Results of BOC Examination	Clinical Proficiency Testing	Quantitative Measurement and Assignment	Results of signature writing and oral presentation assignments across the curriculum	Results of Practicum and Internship course evaluations by students and preceptor s	Results of Alumni Survey	Exit Survey and Moc Interviews
Outcome							
To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology	--	--	x	x	x	x	X
To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model	--	X	--	--	x	X	x
To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer	x	--	--	--	--	x	
To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators	--	--	--	--	x	x	X

To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.	--	--	--	--	--	x	--
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Table 3. Learning Outcomes and Curriculum Map

Institutional Learning Outcome	PLNU Mission Component	Kinesiology Department Learning Outcome	Athletic Training Program Learning Outcome	Curriculum Map: How students master learning outcomes			Method of Assessment	Global/Absolute Measure	Criteria for Success
				Introduced	Developed <small>(and practiced with feedback)</small>	Mastered <small>(appropriate for graduation)</small>			
Learning: <i>Informed by our Christian Faith</i> Members of the PLNU community will: <ul style="list-style-type: none">display openness to new knowledge and perspectivesthink critically, analytically, and creatively andcommunicate effectively	.....minds are engaged and challenged	Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate, creatively apply and effectively communicate essential information in their discipline. (Shape)	To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology	ATR 605 KIN 610 ATR 690 ATR 691	KIN 607 KIN 608 ATR 692	ATR 693 ATR 694 ATR 700	Poster Presentation (KIN 607 or 608)	AACU Oral Rubric	70% of students will score a “3” or better
							Oral Presentation (KIN 605)	AACU Oral Rubric	70% of students will score a “3” or better
							Critical Appraisal Topic Paper (KIN 610)	CAT rubric	70% of students will score an average 80% or better summatively
							Clinical/Preceptor Evaluations (ATR 690, 691, 692, 693, 694)		70% of students will receive an average “3” or better in each category of evaluation
							Alumni Survey Exit Survey (ATR 700)		
Growing: <i>In a Christ-Centered Faith Community</i> Members of the PLNU community will: <ul style="list-style-type: none">demonstrate God-inspired development and understanding of self and otherslive gracefully within complex environmental and social contexts	.....character is modeled and formed	Students will demonstrate an appreciation for the beauty and gift of the human body—and the benefits of optimal health and physical fitness—by actively pursuing a healthy lifestyle. (Teach)	To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model	BIO 130 or Previous Anatomy course ATR 690 ATR 691	KIN 675 ATR 692	ATR 693 ATR 694	Clinical/Preceptor Evaluations (ATR 690, 691, 692, 693, 694) Clinical Proficiency Testing (ATR 690, 691, 692, 693, 694) Exit Survey Alumni Survey	National Board of Certification Exam Results 3 year aggregate of 70%	90% of students will receive “3” or better in each category of evaluation 90% of students will complete their clinical proficiency packets “with prompting or better” 80% of graduating seniors will say that this program prepared them well for a clinical position 80% of our alumni athletic training students will report clinical rotations prepared them for their current occupation
		Students will apply their emerging knowledge for the benefit of their clients, patients and the community. (Send)	To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer	ATR 690 ATR 691 ATR 600	ATR 692	ATR 693 ATR 694 ATR 700	MOC BOC Examination National Board of Certification Examination (ATR 700)	National Board of Certification Exam Results	70% of students will take and score at least a 70% or higher on the MOC BOC Examination 3 year aggregate of 70%
Serving: <i>In a Context of Christian Faith</i> Members of the PLNU community will: <ul style="list-style-type: none">engage in actions that reflect Christian discipleship in a context of communal service and collective responsibilityserve both locally and globally.	.....service becomes an expression of faith	Students will serve others in clinical, educational and/or athletic settings as they live out their vocation & calling. (Send)	To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators	ATR 690 ATR 691	ATR 665 ATR 692	ATR 693 ATR 694 ATR 700	Clinical/Preceptor Evaluations Mock Interviews		90% of students will receive “3” or better in each category of evaluation 80% of students will score a “3” or better
			To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.	KIN 675 ATR 615 ATR 687 ATR 688	ATR 685	ATR 610 ATR 611 ATR 650	Develop, create and present comprehensive treatment plan (ATR 610, 611) Injury evaluation videos (ATR 687, 688) Critical Appraisal Topic	AACU Oral Presentation Rubric AACU Critical Thinking and Written Rubric	80% of students will score a “3” or better 70% of students will score “3” or better 70% of students will score a “3” or better

Table 4. Multi-Year Assessment Plan

Multi-Year Assessment Plan 3-Year Cycle			
Program Learning Outcome	2018-19 Courses Assessed	2019-20 Courses Assessed	2020-21 Courses Assessed
To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology	KIN 610	KIN 610	ATR 605 KIN 610
To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model	ATR 690 ATR 691	ATR 690 ATR 691 ATR 692	ATR 693 ATR 694
To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer		ATR 700 BOC Pass Rates	ATR 700 BOC Pass Rates
To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators	ATR 690 ATR 691	ATR 692 ATR 700	
To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.		ATR 687L ATR 688L	Exit Survey Alumni Survey

Assessment Plan Overview

Consistent with the PLNU Assessment policy and processes, the learning outcomes of the MS-AT will be assessed each year and the results collected and analyzed by the Program Director. We will utilize a multi-year timeline to assess 1-2 learning outcomes each year (i.e., 1 LO for the core curriculum and 1 LO for each concentration per year). Data will be reviewed and discussed with faculty and appropriate steps will be taken to improve educational effectiveness of the program as needed. The results will then be documented as evidence of student learning and uploaded to the Kinesiology Assessment Wheel. This process will allow for an ongoing survey of the effectiveness of the program toward meeting our learning outcomes. Any substantive changes or alterations to the program will be agreed upon by MS-AT faculty, the Program Director for the MS-AT, the Dean of Social Sciences and Professional Studies, and/or presented to the Graduate Studies Committee and the Commission on Accreditation for Athletic Training (if needed) before they can be implemented.

The Office of Institutional Effectiveness exists to ensure that PLNU's assessment processes are effective and are complying with WASC policy for continuing accreditation. The recent and significant deepening of the University's culture of evidence is currently being led by Dr. Karen Lee, Vice Provost for Assessment and Institutional Effectiveness, who works closely with programs on our campus to ensure effective assessment processes and activities.

The faculty and curriculum of the MS-AT will be evaluated utilizing the various forms and surveys listed below. Data obtained from these tools will provide a thorough assessment of the didactic and experiential (i.e., internship, practicum, thesis/project) outcomes of the program and will serve as an indicator of the effectiveness of instruction. Each assessment cycle (3 years), the evaluation tools will be reviewed as to their effectiveness and usefulness for PLNU faculty, students and affiliated supervisors.

Assessments of Outcomes Relative to the Educational Mission and Goals:

- Assessment of student performance by course exams.
- [Assessment of MS-AT by graduating student/Exit Survey by Athletic Training Student \(Qualtrics survey\)](#)
- [Alumni Survey of MS-AT \(Qualtrics survey via Facebook/Linked In\)](#)

Assessments of Learning Effectiveness:

- Practicum course evaluation (IDEA evaluation)
- [Internship course evaluation \(IDEA evaluation\)](#)
- [Integrated student presentations: KIN 605, 607, 608, 700](#)
- Capstone project presentation ([AACU oral](#) and [written rubric](#) used by committee) ATR 608
- Key signature assignments (See assessment measurements Tables 1-3)
- [Exit Survey of Graduating Seniors \(Qualtrics survey\)](#)
- [Evaluation of student by clinical preceptor \(google forms\)](#)
- Placement and retention data (eaccred)

Assessments of Teaching Effectiveness:

Each faculty member undergoes the following assessments at time intervals based upon their academic rank:

- [IDEA™ faculty evaluation forms](#)
- [Peer evaluation by PLNU faculty colleague](#)
- [Faculty Self Evaluation and Department Chair evaluation \(submitted to Dean of the College of Natural and Social Science\)](#)

Assessments of the Quality of Clinical Instruction:

- [Evaluation of Clinical Preceptor and Clinical Site by Student \(Qualtrics survey\)](#)
- [Exit Survey of Graduating Seniors \(Qualtrics survey\)](#)

Assessment Procedures (Tables 1-4)

Evaluation of Courses and Their Professors:

Every didactic course and the professors who teach them are evaluated by students for value to their growth and development, these evaluations are placed into the learning management system of each course in the MS-AT. Additionally, students receive emails from the university which prompt them to fill out these assessment surveys. This evaluation takes place at the end of each course on a form universally used in the Department of Kinesiology. It is completed online by each student and is submitted to the Dean of the College of Natural and Social Sciences. All evaluations are then sent to the MS-AT Program Director, who meets with each professor to dialogue about effective performance and areas that can be adjusted according to the member's professional development plan.

The University wide professorial evaluation system involves the following full-profile assessments designed to keep program quality high by promoting faculty excellence:

- Evaluation by students on the *IDEA*™ formats
- Peer evaluations from faculty colleague either from Kinesiology or another department
- Self and Department Chair evaluations

Evaluation of Clinical Instructor and Experience:

Students will complete a survey administered via Qualtrics to evaluate their professional/clinical experience at the conclusion of each internship and practicum course.

Student Evaluation/Exit Survey:

In the final term of the program, students complete a summative assessment to evaluate the courses in the program and how well each of the courses prepared them to take the national board of certification examination. Additionally, students will be asked to complete a BOC preparation survey. Both surveys will be completed during ATR 700.

Alumni Evaluation:

Upon completion of the MS-AT, alumni are invited to complete an in-depth evaluation of the efficacy of the educational program toward preparation for their professional life and career.

How will the data and findings be shared with MS-AT faculty?

The findings from the outcome(s) assessment will be shared with MS-AT faculty during the first fall meeting of the following school year. The results will be reported relative to the pre-established benchmarks for the program to determine if the benchmarks are on target, too high, or too low based on student performance. These results will be used by faculty to modify their courses and curriculum in those areas where learning objectives are not reaching their benchmarks.