

## Master of Science in Athletic Training MS-AT Assessment Plan for Program Effectiveness and Continuous Improvement

The Master of Science in Athletic Training (MS-AT) is a graduate program housed within the College of Health Sciences 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 College of Health Sciences

The mission of the College of Health Sciences is to provide multidisciplinary education in health, wellness, medicine, and therapy that transforms and prepares students to serve the world as an expression of the Christian faith.

### Mission Statement of the Program

The MS-AT is designed to prepare highly knowledgeable and career-focused professionals for the dynamic and rapidly growing field of athletic training. The MS-AT will 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. The MS-AT 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. Demonstrate the knowledge and skills required to become a certified athletic trainer
2. Critically evaluate and integrate the best available evidence for clinical decision making
3. Articulate new evidence intended to change clinical practice to various healthcare communities through scholarly research presentations and symposiums
4. Acknowledge that they have gained knowledge, skills, and attitudes necessary for effective interprofessional collaboration, including communication, ethical practice, role clarification, and teamwork.
5. Demonstrate professional behaviors that reflect commitment to one's calling.

### 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 6090, 6091, 6092, 6093, 6094)
2. Percentage of students who pass the National Board of certification examination
3. Results of signature writing and oral presentation assignments across the curriculum:
  - Critical Appraisal Topic Paper in KIN 6010
  - Oral Evidence-Based Practice Presentation in ATR 6005
  - OSCE scores in ATR6090, ATR6091, ATR6093, ATR6094
  - Quiz/Exam scores across the curriculum
  - Written proposal papers in ATR6005

#### Indirect Measures:

1. Results of Alumni Survey
2. Results of Exit Survey
3. Results of MOC BOC exams in ATR 6099 (purchased exams from on the SAE platform)
4. Scores on the ISVS and IPEC in ATR6092

### 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	Demonstrate the knowledge and skills required to become a certified athletic trainer	Critically evaluate and integrate the best available evidence for clinical decision making	Articulate new evidence intended to change clinical practice to various healthcare communities through scholarly research presentations and symposiums	Acknowledge that they have gained knowledge, skills, and attitudes necessary for effective interprofessional collaboration, including communication, ethical practice, role clarification, and teamwork.	Demonstrate professional behaviors that reflect commitment to one's calling.
<b>Summer 1</b>					
ATR 6000 – Seminar in Athletic Training	I	--	--	--	I
ANA 6002 – Gross Anatomy	I	--	--	--	--
<b>Fall I</b>					
KIN 6010 – Evidence Based Practice and Concepts in Sports Medicine	--	I	--	I	--
ATR 6087 – Evidence Based Orthopedic Examination of the Lower Extremity	D	D	--	--	--
ATR 6087L – Evidence Based Orthopedic Examination of the Lower Extremity	D	--	--	--	--
ATR 6090 – Clinical Internship I	M	--	--	--	--
<b>Spring I</b>					
ATR 6005 – Research Methods and Statistical Techniques for Clinical Decision Making in	--	D	I	--	--

Sports Medicine					
ATR 6088 – Evidence Based Orthopedic Examination of the Upper Extremity and Spine	D	D	--	--	--
ATR 6088L – Evidence Based Orthopedic Examination of the Upper Extremity and Spine Lab	D	--	--	--	--
ATR 6091 – Clinical Internship II	D	--	--	--	--
<b>Summer II</b>					
ATR 6007 – Health Care Informatics	--	M	--	--	--
ATR 6020 – Pharmacology for Allied Health Professional	D	--	--	--	--
ATR 6092 – Clinical Preceptorship	--	--	--	M	D
<b>Fall II</b>					
OCC6004 – Health Equities and Disparities	--	--	M	--	--
ATR 6010 – Therapeutic Interventions	D	--	--	--	--
ATR 6010L – Therapeutic Interventions Lab	D	--	--	--	--
ATR 6015 – Therapeutic Agents	D	--	--	--	--
ATR 6015L – Therapeutic Agents Lab	D	--	--	--	--
ATR 6093 – Clinical Practicum I	M	--	--	--	--
<b>Spring II</b>					
ATR 6011 – Advanced Functional Movement Interventions	M	--	--	--	--
ATR 6065 – Leadership and Management in Athletic Training	D	--	--	--	M
ATR 6085 – General Medical Conditions and Medical Terminology	D	--	--	--	--
ATR 6094 – Clinical Practicum II	M	--	--	--	--
ATR 6099 - Capstone	M	--	--	--	M

**Table 2.** Program Learning Outcomes Mapped to Assessment Measures

	Direct Assessment Activities			Indirect Assessment Activities			
	Clinical Preceptor/Student Assessments in internship	Percentage of students who pass the Board of Certification examination	Results of signature writing and oral presentation assignments across the curriculum	Results of MOC BOC exams	Results of Alumni Survey	Exit Survey Interviews	Score on the ISVS and IPEC
<b>Outcome</b>							
Demonstrate the knowledge and skills required to become a certified athletic trainer	x	x	x	x	x	x	-
Critically evaluate and integrate the best available evidence for clinical decision making.	--	-	x	-	x	x	-
Articulate new evidence that is intended to change clinical practice to various healthcare communities through scholarly research presentations.	-	--	x	--	x	x	--
Acknowledge that they have gained knowledge, skills, and attitudes necessary for effective interprofessional collaboration, including communication, ethical practice, role clarification, and teamwork to optimize patient care.	x	--	x	-	x	x	x
Demonstrate professional behaviors that reflect commitment to one's calling.	x	--	--	-	x	x	-

**Table 4. Multi-Year Assessment Plan**

<b>Multi-Year Assessment Plan 3-Year Cycle</b>			
<b>Program Learning Outcome</b>	<b>25-26 Courses Assessed</b>	<b>26-27 Courses Assessed</b>	<b>27-28 Courses Assessed</b>
Demonstrate the knowledge and skills required to become a certified athletic trainer	ATR6099 ATR6090 OSCE ATR6093 OSCE ATR6094 OSCE	ATR6099 ATR6090 OSCE ATR6094 OSCE	ATR6099 ATR6090 OSCE ATR6094 OSCE
Critically evaluate and integrate the best available evidence for clinical decision making.	KIN6010	KIN6010	KIN6010
Articulate new evidence that is intended to change clinical practice to various healthcare communities through scholarly research presentations.	ATR6005 OCC6004	ATR6005 OCC6004	ATR6005 OCC6004
Acknowledge that they have gained knowledge, skills, and attitudes necessary for effective interprofessional collaboration, including communication, ethical practice, role clarification, and teamwork to optimize patient care.	ATR6090 ATR6091 ATR6092 ATR6093 ATR6094 ISVS/IPEC Scores	ATR6090 ATR6091 ATR6092 ATR6093 ATR6094 ISVS/IPEC Scores	ATR6090 ATR6091 ATR6092 ATR6093 ATR6094 ISVS/IPEC Scores
Demonstrate professional behaviors that reflect commitment to one's calling.	ATR6090 ATR6091 ATR6092 ATR6093 ATR6094 Exit Survey	ATR6090 ATR6091 ATR6092 ATR6093 ATR6094 Exit Survey	ATR6090 ATR6091 ATR6092 ATR6093 ATR6094 Exit Survey Alumni Survey

## Assessment Plan Overview

Consistent with PLNU assessment policies and processes, the learning outcomes of the MS-AT program are assessed annually, with results collected, analyzed, and documented by the Program Director. A multi-year assessment timeline is utilized to evaluate one to two learning outcomes each academic year (e.g., one learning outcome for the core curriculum and one learning outcome for each concentration per year). Assessment data are reviewed and discussed with MS-AT faculty, and appropriate actions are taken to improve the educational effectiveness of the program as needed.

Assessment results are documented as evidence of student learning and uploaded to the College of Health Sciences Assessment Wheel, allowing for ongoing evaluation of program effectiveness in meeting established learning outcomes. Any substantive changes or modifications to the program are reviewed and approved by MS-AT faculty, the MS-AT Program Director, the Dean of the College of Health Sciences, and, when required, the Graduate Studies Committee and the Commission on Accreditation for Athletic Training (CAATE) prior to implementation.

## University Oversight of Assessment Processes

PLNU's assessment processes are overseen by the Vice Provost of Educational Effectiveness, who is responsible for ensuring institutional compliance with WASC accreditation standards and fostering a culture of evidence-informed decision-making. The Vice Provost works collaboratively with faculty and staff across campus to promote equitable, high-quality learning experiences through the Developmental Learning Commons model. She also leads campus-wide efforts related to program review, assessment, and continuous improvement.

## Evaluation of Faculty, Curriculum, and Program Effectiveness

The faculty and curriculum of the MS-AT program are evaluated using multiple assessment tools and surveys to ensure comprehensive evaluation of didactic and experiential learning components, including coursework, internships, practicums, and thesis or project experiences. These data serve as indicators of instructional effectiveness and overall program quality. On a three-year assessment cycle, evaluation tools are reviewed for effectiveness and relevance for faculty, students, and affiliated clinical supervisors.

### Assessments of Outcomes Relative to the Educational Mission and Goals:

- Assessment of student performance through course examinations.
- MS-AT Exit Survey completed by graduating students (administered via Google Forms)
- Alumni Survey assessing program effectiveness and professional preparation (administered via Google Forms and distributed through professional networks such as LinkedIn)

### Assessments of Learning Effectiveness:

- Course evaluations using *IDEA*<sup>TM</sup> format
- Integrated student presentations (KIN 6005)
- Key signature assignments (see Assessment Measurement Tables 1–3)
- Exit Survey of Graduating Students
- Graduate placement and retention data (eAccred)

### Assessments of Teaching Effectiveness:

Faculty teaching effectiveness is evaluated at intervals based on academic rank and institutional policy.

Assessment measures include:

- [IDEA<sup>TM</sup> faculty evaluation forms](#)
- Classroom observations conducted by the Dean of the College of Health Sciences or the Associate Dean for Faculty Development
- Assessment of teaching effectiveness, scholarship and service using a self-evaluation form
- Assessment of teaching effectiveness, scholarship and service from the Dean of the College of Health Sciences OR Associate Dean for Faculty Development

### Assessments of the Quality of Clinical Instruction:

- Evaluation of clinical preceptors and clinical sites by students (administered via EXXAT)
- Clinical site evaluation by Director of Clinical Education
- Exit Survey of graduating students addressing clinical preparation and experiences (administered via Google Forms)

## **Assessment Procedures (Tables 1-4)**

### ***Evaluation of Courses and Their Professors:***

Each didactic course and its instructors are evaluated by students to assess their contribution to student growth and professional development. Course evaluations are administered at the conclusion of each course using a standardized College of Health Sciences evaluation form. These evaluations are housed within the learning management system for each MS-AT course. In addition, students receive university-generated email reminders prompting completion of the evaluation surveys.

Completed evaluations are forwarded to the MS-AT Program Director, who meets individually with each faculty member to discuss instructional effectiveness and identify areas for improvement aligned with the faculty member's professional development plan. When evaluation data indicate that additional instructional support is needed, the Program Director collaborates with the Associate Dean for Faculty Development to connect faculty with appropriate mentoring, professional development resources, and targeted instructional support.

The university-wide faculty evaluation system consists of the following comprehensive assessment components designed to maintain program quality and promote instructional excellence:

- Student evaluations using the *IDEA*<sup>™</sup> format
- Classroom observation conducted by the Dean of the College, Associate Dean for Faculty Development OR the Director of the Center for Teaching and Learning
- Faculty self-evaluations and Academic Unit Leader evaluations

### ***Evaluation of Clinical Instructor and Experience:***

Students evaluate their clinical instructors and professional/clinical experiences at the conclusion of each internship and practicum course. These evaluations are administered via EXXAT and provide feedback on the quality and effectiveness of the clinical learning environment.

### ***Student Evaluation/Exit Survey:***

During the final term of the MS-AT program, students complete a summative exit survey evaluating the overall program and the extent to which individual courses prepared them for the Board of Certification (BOC) examination. Students also complete a BOC preparation survey. Both assessments are administered during ATR 6099.

### ***Alumni Evaluation:***

Graduates of the MS-AT program are invited to complete a comprehensive alumni survey assessing the effectiveness of the program in preparing them for professional practice and career advancement. This evaluation is typically distributed on a three-year cycle following program completion.

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

Assessment data and outcomes are shared with MS-AT faculty during the first fall faculty meeting of the subsequent academic year. Results are reviewed in relation to established program benchmarks to determine whether benchmarks are being met, exceeded, or require adjustment based on student performance. Faculty use these findings to inform curricular and instructional modifications in areas where learning outcomes do not meet established benchmarks.