

College of Health Sciences
Master of Science in Athletic Training
2025 - 2026

Program Learning Outcome 1:

Demonstrate the knowledge and skills required to become a certified athletic trainer.

Program Goal(s):

Goal 1: Prepare students to successfully pass the Board of Certification (BOC) Examination.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

CAATE Standard:

Standard I.4: The program engages in continuous quality improvement to meet the CAATE-defined minimum benchmarks for student achievement measures. The program's assessment plan provides the basis to engage in continuous quality improvement to meet CAATE-defined benchmarks of student achievement measures. For each student achievement measure, programs must establish a benchmark for expected achievement at or above the listed CAATE-defined benchmark and must meet the CAATE defined benchmark.

Overall pass rate on the Board of Certification examination: $\geq 70\%$ 3-year aggregate

Criteria for Success: 70% of students will score a 62.5% on the mock Board of Certification Examination.

Signature Assignment: Mock Board of Certification Examination

Course: ATR6099

	% of students scoring 62.5% or higher
Spring 2026 (n=20)	85%
Spring 2025 (n=18)	87%
Spring 2024 (n=13)	77%
Spring 2023 (n=19)	73%

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2025-2026 academic year.

Changes to be made:

This year, we successfully developed and implemented a new BOC certification preparation course, which integrated the *AT Study Buddy* platform. The course yielded exceptional results, including some of the highest individual student scores recorded on our mock BOC exam. Furthermore, our outcomes have been outstanding, with a 100% first-time pass rate (5 out of 5 students) on the national board exams to date. Based on student feedback and performance tracking, future iterations of the course will be modified to spread out the use of the *AT Study Buddy* software more evenly across the semester to optimize retention and reduce study fatigue.

Program Learning Outcome 1:

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Program Goal(s):

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CAATE Standard:

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Overall pass rate on the Board of Certification examination: $\geq 70\%$ 3-year aggregate

Criteria for Success: 70% of students will pass the Board of Certification Examination on their first attempt.

Signature Assignment: Board of Certification Examination

Course: N/A

	% of students who passed on 1 st attempt
Spring 2026 (n=17)	76%
Spring 2025 (n=20)	55%
Spring 2024 (n=12)	83%
Spring 2023 (n=19)	84%

Interpretation and Conclusion:

This year, we successfully launched the new board exam preparation course developed by Dr. Nicole Cosby during her sabbatical, integrating the *AT Study Buddy* platform. The course has proved highly effective: students achieved some of our highest-ever scores on the mock BOC, and 13 out of 17 students have passed the national board exams so far. For the next course cycle, we plan to shift our approach by spreading out the *AT Study Buddy* software usage over a longer period to improve pacing and further maximize student outcomes.

Changes to be made:

MSAT: Assessment Data, 2025-26

Based on student feedback and performance tracking, future iterations of the course will be modified to spread out the use of the *AT Study Buddy* software more evenly across the semester to optimize retention and reduce study fatigue.

Program Learning Outcome 2:

Critically evaluate and integrate the best available evidence for clinical decision making.

Program Goal(s):

Goal 2: Produce ethical, professional, and evidence-based certified athletic trainers who provide high-quality patient-centered care.

CAATE Standard:

Standard IV.10 Provide athletic training services in a manner that uses evidence to inform practice.

Overall pass rate on the Board of Certification examination: $\geq 70\%$ 3-year aggregate

Criteria for Success: 70% of students will score 70% or higher on their critically appraised topic (CAT) rubric.

Signature Assignment: Critically Appraised Topic (CAT)

Course: KIN6010

	% of students scoring at least 70% or higher
Fall 2025 (n=23)	96%
Fall 2024 (n=20)	100%
Fall 2023 (n=13)	100%
Fall 2022 (n=19)	100%
Fall 2021 (n=19)	100%
Fall 2020 (n=20)	100%
Fall 2019 (n=8)	100%
Fall 2018 (n=7)	100%

Critical Appraisal Topic Abstract Rubric

Clinical Scenario (10pts)	A brief description of the clinical scenario leading to the clinical question.
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Clinical Question (10pts)	A focused clinical question of importance in sport rehabilitation.
Summary of Key Findings (10 pts)	A bulleted list of the key clinical findings from the search.
Clinical Bottom Line (10 pts)	The most important take-home message from the available evidence. Some statement regarding the level of available evidence and subsequent strength of recommendations is required
Strength of Recommendation (10 pts)	A brief description of the strength of evidence summarized following the critical appraisal

Critical Appraisal Topic Main Text Rubric

Search Strategy (5 points)	Describe the databases and sites searched, the search terms used, and any search limits. The search should ideally have been conducted within several months of submission for publication and should seek to obtain the best available evidence.
PICO (5 points)	Should be in list format – See sample @ JSR website
Inclusion and Exclusion Criteria (5 points)	Explicitly list all inclusion and exclusion criteria for your article inclusion
Search Results (5 points)	In narrative form, describe the results of your search
Best Evidence (10 points)	Indicate how many studies were chosen (MUST INCLUDE AT LEAST 3) for inclusion and appraisal in this CAT and provide the reasons that these studies were selected (ie, level 1 study, etc). <i>JSR strongly recommends authors use the Centre for Evidence-Based Medicine's definitions in determining level of evidence</i>
Summary of Best Evidence (50 points)	Each of the studies chosen for inclusion in the CAT should be critically appraised in a comparative table. The table might include the following headings: Study Design Participants Intervention Investigated Control Experimental Outcome Measures (Primary and Secondary) Main Findings Level of Evidence Validity Score
Conclusion (15 points)	
Implications for Practice, Education, and Future Research (25 points)	Practical discussion based on the information provided from the appraisal of current literature. Anecdotal comments regarding whether or not this intervention is commonly used clinically, cost of this intervention, etc, are appropriate.
Acknowledgements, Conflict of Interest, References (0 points)	

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2025-2026 academic year.

Changes to be made:

No changes necessary. Beginning in the Fall of 2020, the MS-AT cross-listed their section of KIN6010 with the MS-KIN and MSM-PA programs to create an interdisciplinary learning environment. This was done to promote interactions between students across multiple CHS programs. In the Fall of 2023, KIN6010 was cross-listed in the inaugural cohort of the MS-OT program. We will continue this interdisciplinary approach moving forward as it has created rich discussions among our students who are going into diverse fields of healthcare. Additionally, two new expert faculty have been added to help teach the course, one faculty member for MS-KIN and one faculty member from MS-AT.

Program Learning Outcome 3:

Deliver new evidence that is intended to change clinical practice to various healthcare communities through scholarly research presentations and symposiums.

Program Goal(s):

Goal 2: Produce ethical, professional, and evidence-based certified athletic trainers who provide high-quality patient-centered care.

CAATE Standard:

IV.2 Students must gain foundational knowledge in **statistics, research design**, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Criteria for Success: 70% of students will score in the “adequate” category or higher in all components Oral Communication Rubric Used below.

Signature Assignment: Research Proposal Oral Presentations

Course: ATR6005

	% of students scoring a 3 or higher
Spring 2026 (n=23)	100%
Spring 2025 (n=20)	100%
Spring 2024 (n=13)	100%

Interpretation and Conclusion:

All students met the criteria for success.

Changes to be made:

None

Rubric

Criteria	Ratings
States Research Problem	10 pts - Full Marks 6 pts - Adequate 3 pts - Limited 0 pts - None
Literature Review	20 pts - Thoroughly reviews current research on problem 15 pts - Adequately reviews current research on problem

Criteria	Ratings
	7 pts - Limited Review 0 pts - None
Hypothesis	10 pts - Clearly states null and research hypotheses 8 pts - Adequately states hypotheses 5 pts - Partially state hypotheses 0 pts -None
Study Aims	10 pts - Thoroughly states purposes of study 7 pts - Adequately states study's purposes 5 pts - Partial aims 0 pts - None
Participants	10 pts - Full description: subjects, sample size, power analysis, IRB, recruitment, inclusion criteria 7 pts - Adequate description of subjects 5 pts - Partial description 0 pts - None
Instrumentation	15 pts -Full description: equipment, validity, reliability, location, access 11 pts - Adequate description of instrumentation or tools 6 pts - Partial description 0 pts - None
Statistical Design and Analysis	20 pts - Clearly states statistical design, IV, DV, normality, tests, appropriateness for hypothesis testing 12 pts - Adequate analysis 5 pts - Partial analysis; statistics do not match hypothesis 0 pts - None
Organization	5 pts - Slides were well-organized, speaker was succinct and coherent, answered questions sufficiently 3 pts - To the point but somewhat unclear 0 pts - What?

Program Learning Outcome 4:

Describe the importance of collaborating with multiple healthcare professionals to improve patient care in diverse populations.

Program Goal(s):

Goal 3: Provide a variety of clinical experiences that expose students to diverse patient populations and healthcare settings.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

CAATE Standard:

Standard II.1: Interprofessional education is incorporated within the professional program.

Criteria for Success: 80% of students will score at the distinguished level on each rubric criterion within the IPE Reflection Discussion Board.

Signature Assignment: Interprofessional Education & Collaboration Discussion Board

Course: ATR6092

	% of students scoring a 3 or higher
Summer 2026 (n=24)	100%

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2025-2026 academic year.

Changes to be made:

Within the IPE Reflection Discussion Board assignment, the Interprofessional Education (IPE) Committee will revise the discussion prompts during the 2026–2027 academic year to better assess interprofessional competencies and align with program learning outcomes and accreditation standards. Additionally, the IPE Committee will explore the development and implementation of a standardized rubric aligned with the IPEC Core Competencies (Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams/Teamwork) to support consistent scoring, assessment, and longitudinal evaluation of student learning across programs.

Program Learning Outcome 4:

Describe the importance of collaborating with multiple healthcare professionals to improve patient care in diverse populations.

Program Goal(s):

Goal 3: Provide a variety of clinical experiences that expose students to diverse patient populations and healthcare settings.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

CAATE Standard:

Standard II.1: Interprofessional education is incorporated within the professional program.

Criteria for Success: 80% of students will demonstrate upper-level interprofessional practice competency, as evidenced by ratings of Very Good or Excellent on ICCAS items related to communication, collaboration, roles and responsibilities, patient-centered care, and team functioning following participation in the IPE experience.

Signature Assignment: Students complete the Interprofessional Collaborative Competency Attainment Survey (ICCAS) following the interprofessional education experience to evaluate their perceived competency in interprofessional communication, collaboration, roles and responsibilities, team functioning, conflict management, and patient-centered care when working with other healthcare professionals.

Year	ICCAS Domain	Measure	Very Good + Excellent (Pre)	Very Good + Excellent (Post)	Change
Summer 2026 (n=22)	Communication	Promote effective communication among IP team members	9	21	+12
	Communication	Actively listen to IP team members' ideas and concerns	14	22	+8
	Communication	Express ideas and concerns without being judgmental	9	20	+11
	Communication	Provide constructive feedback to IP team members	11	20	+9
	Communication	Express ideas clearly and concisely	10	18	+8
	Collaboration	Seek out IP team members to address issues	11	18	+7
	Collaboration	Work effectively with IP team members to enhance care	12	20	+8

Year	ICCAS Domain	Measure	Very Good + Excellent (Pre)	Very Good + Excellent (Post)	Change
	Collaboration	Learn with, from, and about IP team members to enhance care	11	20	+9
	Roles & Responsibilities	Identify abilities and contributions to the IP team	11	19	+8
	Roles & Responsibilities	Be accountable for contributions to the IP team	12	19	+7
	Roles & Responsibilities	Understand the abilities and contributions of IP team members	12	22	+10
	Roles & Responsibilities	Recognize how others' skills and knowledge complement my own	8	19	+11
	Patient-Centered Care	Use an IP team approach to assess the health situation	11	19	+8
	Patient-Centered Care	Use an IP team approach to provide whole-person care	12	19	+7
	Patient-Centered Care	Include the patient/family in decision-making	7	17	+10
	Team Functioning	Actively listen to the perspectives of IP team members	13	20	+7
	Team Functioning	Take into account the ideas of IP team members	13	21	+8
	Team Functioning	Address team conflict in a respectful manner	11	20	+9
	Team Functioning	Develop an effective care plan with IP team members	11	19	+8
	Team Functioning	Negotiate responsibilities within overlapping scopes of practice	11	19	+8

Interpretation and Conclusion:

The criteria for this standard was met in all areas except for patient centered care “including the patient/family in decision making”.

Changes to be made:

No changes need to be made. The IPE committee will continue to improve clinical cases and student perceptions of what it means to work within an interprofessional team.

Program Learning Outcome 4:

Describe the importance of collaborating with multiple healthcare professionals to improve patient care in diverse populations.

Program Goal(s):

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

CAATE Standard:

Standard II.1

Interprofessional education is incorporated within the professional program.

Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.

Standard IV.9

Engage in interprofessional practice with other health care providers to meet the needs of the patient.

Criteria for Success: 80% of students will earn a rating of Competent (3) or higher on the preceptor evaluation item, "Demonstrates effective collaboration with other members of the healthcare team," at the conclusion of the clinical experiences.

Signature Assignment: Final Preceptor Evaluation

Course: ATR6091, ATR6094

	% of students scoring a 3 or higher in
ATR6091 Spring 2026 (n=11)	100%
ATR6094 Spring 2026 (n=14)	92.9%

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2025-2026 academic year.

Changes to be made:

No changes to be made at this time.

Program Learning Outcome 5:

Demonstrate preparedness for their vocation and calling.

Program Goal(s):

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

Criteria for Success: 70% of students will score a 3 or higher on all questions relating to career and vocation on their exit survey.

Signature Assignment: Exit Survey

Course: N/A

	% of students averaging a 3 or higher on question 1	% of students averaging a 3 or higher on question 2
Summer 2026 (n=11)	100%	91%
Summer 2025 (n=20)	100%	95%
Summer 2024 (n=11)	100%	100%
Summer 2023 (n=10)	100%	100%

Career & Vocation Question 1

I feel confident in my ability to practice independently as a certified athletic trainer after completing the program.	1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
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Career & Vocation Question 2

How well did the athletic training program help you discover and pursue your vocation and calling?	1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree
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Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2025-2026 academic year.

Changes to be made:

No changes to be made at this time.