

**Doisy College of Health Sciences  
Saint Louis University  
Academic Program Assessment Plan**

<b>Academic Degree Program</b>	<b>Master of Athletic Training</b>
<b>Academic Department</b>	<b>Physical Therapy and Athletic Training</b>

PLO #	Program Learning Outcome (PLO)	Assessment Mapping/Tool(s)	Assessment Methods		Use of Assessment Data		
			**	Program Target	Assessment Data Collection & Initial Data Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work <sup>1</sup>	Timeline (any 12 month period is acceptable)
PLO #1	Demonstrate respect for the diversity as it relates to the practice of athletic training.	-1- <u>MAT 6960</u> AT Capstone Project Capstone  Reflection Assignments	D	-1- 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “reinforce” or higher using the corresponding assessment rubric.	Data Collection: Course Instructor  Initial Data Analysis: AT Program Director		Every academic year that ends in an <b>ODD</b> number.
PLO #2	Demonstrate effective communication strategies necessary for patient-centered care.	-1- <u>MAT 5700</u> AT Clinical Practicum I Blog Post Assignments  -2- <u>MAT 5250</u> – Musculoskeletal Assessment and Management II	D  D	-1- 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “introduce” or higher using the corresponding assessment rubric.  -2- 25% of videos of the activity in the course will be reviewed with an average of 85% achieving a ranking of	Data Collection: Course Instructor  Initial Data Analysis: AT Program Director		Every academic year that ends in an <b>EVEN</b> number.



PLO #	Program Learning Outcome (PLO)	Assessment Mapping/Tool(s)	Assessment Methods		Use of Assessment Data		
			**	Program Target	Assessment Data Collection & Initial Data Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work <sup>1</sup>	Timeline (any 12 month period is acceptable)
		Reflection		assessment rubric.			
PLO #4	Employ evidence-based clinical reasoning in the practice of athletic training.	-1- <u>MAT 5650</u> Research in Athletic Training  Critically Appraised Topic Assignment  -2- <u>MAT 6960</u> AT Capstone Project  Capstone Project	D          D	-1- 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “reinforce” or higher using the corresponding assessment rubric.  -2- 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “mastery” or higher using the corresponding assessment rubric.	Data Collection: Course Instructor  Initial Data Analysis: AT Program Director		Every academic year that ends in an EVEN number.
PLO #5	Demonstrate the ability to translate athletic training concepts into effective clinical practice.	-1- <u>MAT 5700</u> – AT Clinical Practicum I Preceptor Assessments  -2- <u>MAT 5250</u> Musculoskeletal Assessment and	D	-1- 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of “introduce” or higher using the corresponding assessment rubric.	Data Collection: Course Instructor  Initial Data Analysis: AT Program Director		Every academic year that ends in an ODD number.

MAT- Academic Program Assessment Plan and Assessment Rubrics

Reviewed alongside Univ Assess Office PLO review feedback; adjustments made as appropriate\_010518

PLO #	Program Learning Outcome (PLO)	Assessment Mapping/Tool(s)	Assessment Methods		Use of Assessment Data		
			**	Program Target	Assessment Data Collection & Initial Data Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work <sup>1</sup>	Timeline (any 12 month period is acceptable)
		Management II  Emergency Simulation Activity  -3- <u>MAT 6800</u> Seminar in AT  Emergency Simulation Activity	D	-2- 25% of videos of the activity in the course will be reviewed with an average of 85% achieving a ranking of <i>"reinforce" or higher</i> using the corresponding assessment rubric.  -3- 25% of videos of the activity in the course will be reviewed with an average of 85% achieving a ranking of <i>"mastery" or higher</i> using the corresponding assessment rubric.			

**\*\* D = Direct Measure | I = Indirect Measure**

<sup>1</sup> Program faculty will further analyze and discuss assessment data and determine action plan(s) at designated program meeting(s).

## Program Assessment Rubrics<sup>1</sup>

**IMPORTANT NOTE:** The rankings, identified by the column headings below, are of increasing complexity moving across the table from left to right. A student ranked as “reinforce” must be able to perform at the “introduce” level to be successful. Likewise, a student who ranks at the “mastery” level must be able to perform at both the “introduce” and “reinforce” levels to be successful.

<b>MASTER OF ATHLETIC TRAINING (MAT) – Program Assessment Rubrics</b>			
<b>PLO #1 - Demonstrate respect for patient diversity as it relates to the in the practice of athletic training.</b>			
<b>Unsatisfactory</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Unable to identify the importance of respect for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies importance of respect for patient diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Describes projected outcomes associated with respect for patient diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes strategies for improving respect for patient diversity.</li> </ul>
<b>PLO #2 - Demonstrate effective communication strategies necessary for patient-centered care.</b>			
<b>Unsatisfactory</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Unable to perform assignment using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assignment using the appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assignment using appropriate format and terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assignment addressing the health literacy level of the patient.</li> </ul>
<b>PLO #3 – Demonstrate Interprofessional collaboration skills that advance holistic patient-centered care.</b>			
<b>Unsatisfactory</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Unable to identify the importance of Interprofessional</li> </ul>	<ul style="list-style-type: none"> <li>Identifies importance of interprofessional collaboration in patient-centered care.</li> </ul>	<ul style="list-style-type: none"> <li>Describes outcomes associated with interprofessional</li> </ul>	<ul style="list-style-type: none"> <li>Proposes strategies for improving interprofessional</li> </ul>

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<b>MASTER OF ATHLETIC TRAINING (MAT) – Program Assessment Rubrics</b>			
collaboration in patient-centered care.		collaboration in patient-centered care.	collaboration in patient-centered care.
<b>PLO #4 - Employ evidence-based clinical reasoning in the practice of athletic training.</b>			
<b>Unsatisfactory</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Unable to perform assignment using appropriate terminology regarding evidence-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assignment using the appropriate terminology regarding evidence-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assignment differentiating between levels of evidence in clinical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Appraises best evidence and applies it to evidence-based clinical reasoning.</li> </ul>
<b>PLO #5 - Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.</b>			
<b>Unsatisfactory</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>Unable to perform assigned activity satisfactorily with assistance using appropriate methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assigned activity with assistance using appropriate methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assigned activity autonomously at using appropriate methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Leads assigned activity competently using appropriate methodology.</li> </ul>

<sup>1</sup>The PLOs and ranking descriptions are currently in draft form. These assessment components will be evaluated after each assessment cycle of data are collected and analyzed. Adjustments will be made as appropriate for clarification and to provide additional discipline context.