

### NDSU MATrg Assessment Plan 2021- 2022

*Mission: To prepare entry-level athletic trainers to practice evidence-based medicine in a transformative health care environment.*

Goals	Outcomes	Assessment Tool & Associated Course	Benchmark	Results
1. Students will demonstrate comprehension of foundational and medical knowledge that is necessary for competence in AT practice.				
	1A. Prepare students for the knowledge required for the profession of athletic training in the domain areas set by the BOC®.	1A. BOC® Self-Assessment Pre HNES 780	1A. Used for baseline data only in order to compare to the BOC® Self- Assessment Post.	Baseline Data Used for future analysis.
	1B. Evaluate students' comprehension of the BOC® domain areas in preparation for the BOC® exam.	1B. BOC® Self-Assessment Post HNES 773	1B. 85% of students will show an increase in scores from BOC® Pre- to Post Self-Assessment.	Met – 100% of students increased scores from pre to post self assessment.
	1C. Assess students' comprehension and application of formative knowledge throughout the 5-semester program. (Students will take exam(s) each semester)	1C. "Bison Exam" HNES 794 I, II, IV, V	3A. Students must achieve a minimum score of 85% exam. Students have the opportunity to re-take the exams 6 times throughout the semester. If the student is unable to achieve a passing grade on either exam, he/she will fail	Met - All students completed and scored 85% or better on the Bison Exams.

			the associated practicum course.	
2.Students will provide high-quality, patient-centered care using evidence-based medicine.				
	2A. Facilitate the research process associated with evidence-based medicine (Locate, summarize, examine, analyze, and evaluate information for clinical-decision-making)	2A. Critically Appraised Topic HNES 773	2A. 100% of students will score 85% or higher on CAT rubric	Met - All students scored a 100% or better on the CAT rubric.
	2B. Comprehensive evaluation of student skills using standardized patients	2B. Capstone Patient Experience Project HNES 773	2B. 100% of students will score 85% or higher on Rubric	Met - 100% of students scored 85% or higher on Rubric
	2C. Engage students in the totality of care provided by an Athletic Trainer	2C. Immersive Clinical Experience HNES 794 III	2C. 100% of students will score 2 or higher on preceptor evaluation  85% of students will improve on their Self-Reflection	Not Met – 2 students received 1’s on preceptor evaluation  Met – All students improved on their self-reflection scores.
	2D. Promote collaborative relationship and interactions for optimal patient care.	2D. Interprofessional Education Reflections HNES 794 I, II, IV, V Seminar Reflections HNES 773 Reflections	100% of students will participate in interprofessional education	Met – All students participated in interprofessional seminar.
3.Students will demonstrate professional preparedness as outlined in the CAATE Core				

Competencies (2020 Professional Standards)				
	3A. Demonstrate competence to practice as an AT.	3A. BOC®, Inc. Examination HNES 773	3A. 70% of students will successfully complete the BOC® Exam on the first attempt.	Not Met – 1 of 2 students successfully completed the BOC exam on the first attempt.
	3B. Reduce time to degree and attrition rates for graduate programs	3B. Graduation NA	3B. 80 % of students will complete the program in the specified time to degree (2 years)	Not Met – 1 of 2 students completed the program in 2 years. One student was deployed while in the program.
	3C. Evaluate the quality of practicing entry-level ATs	3C. Employment NA	3C. 100% of graduates will secure employment as an AT within six months of graduation 3C. 100% of graduates will score an average of “2” or higher (considered average) on athletic training knowledge and skills as assessed by employer/supervisor	Met – 2/2 students secured employment in AT within 6 months of graduation.
	3D. Promote participation in professional development activities	3D. Professional Development NA	3D. 100% of students will participate in at least one professional development activity (student organization, present at and/or attend conference)	Met – All students participated in a professional development opportunity.
4. Faculty and preceptors will provide quality instruction by demonstrating contemporary expertise in				

routine areas of AT practice				
	4A. Analyze feedback from students at the end of each semester regarding the quality of didactic content and instruction.	4A. Student Experience Survey End of semester (all courses)	4A. 100% of faculty members will score a 4.0 or better based on NDSU PTE requirements to the categories of: “the instructor as a teacher” and “the quality of this course”	Met – 100% of faculty received 4.0 or better on student evaluations.
	4B. Illustrate the contemporary expertise of faculty	4B. Contemporary Expertise Table Yearly (end of academic year)	4B. 100% of faculty will display contemporary expertise relative to role in the MATrg program	Met – 100% of faculty display contemporary expertise.
	4C. Analyze feedback from students at the end of each semester regarding the quality of clinical content and instruction.	4C. Student Evaluations of Preceptors HNES 794 I-V	4C. 100% of preceptors will receive 80% or more “yes” responses on Teaching (11:14); Supervision (6:8); Professional behavior (11:14)	Met – 100% of preceptors received 80% or more “yes” responses on Teaching, Supervision, and Professional Behavior.
	4D. Promote continued competence, development of current knowledge and skills and enhancement of professional skills and judgment in AT practice.	4D. AT credentials Yearly (start of academic year)	4D. 100% of faculty and preceptors will meet BOC certification maintenance requirements (current BOC certification documentation) 100% of preceptors will meet state regulations for AT practice (current state required documentation)	Met – 100% of faculty and preceptors are BOC certified and credentialed in their respective states.

The NDSU MATrg Assessment Plan was approved by the Athletic Training Faculty on May 7, 2015. July 2017: Revised based on curriculum changes and feedback from University Assessment Report. July 2020: Revised Assessment Plan has been developed for 2020-21 based on new accreditation requirements. Development of the MATrg Assessment Plan was guided by the following documents:

<https://knowledgeplus.nejm.org/blog/what-is-competency-based-medical-education/>

<https://www.ncbi.nlm.nih.gov/books/NBK221519/>

<https://caate.net/wp-content/uploads/2019/02/2020-Standards-Final-2-20-2019.pdf>

Assessment Plan: The plan will reviewed annually by program faculty and curriculum will be discussed and revised based on feedback.