

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Science in Athletic Training Program, Athletic Training and Nutrition (ATN) Department
(note: This program was in the Department of Health Promotion and Human Performance (HPPH) until July 1, 2015, when it then moved to the ATN Dept.)

Academic Year of Report: 2014/15

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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Curriculum Map

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Core Didactic Courses in MSAT Program					
AT 2300 – Emergency Response (pre-requisite)			E		
MSAT 6080 – Research Methods I					E
MSAT 6085 – Research Methods II					E
MSAT 6090 – Research Methods III					E
MSAT 6200 – Psychology of Sport, Injury, & Rehabilitation				E	I
MSAT 6300 – Orthopedic Assessment – Lower Extremity		E			
MSAT 6301 – Orthopedic Assessment – Upper Extremity		E			
MSAT 6350 – General Medical Conditions & Advances in AT		E			I
MSAT 6400 - Basic Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6401 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6431 - Orthopedic Taping, Wrapping, & Bracing	E		E	E	
MSAT 6450 - Basic Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6451 – Advanced Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6500 - Introduction to Graduate Athletic Training	I	I		I	I

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Core Didactic Courses in MSAT Program					
MSAT 6600 - Administration & Management in Athletic Training					E/M
MSAT 6700 - Advanced Diagnostic Imaging for AT		I			
MSAT 6810 - Evidence-Based Evaluation & Treatment of the Sacroiliac Joint and Spine		M			

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness Protection	Clinical Evaluation & Diagnosis	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Clinical Courses in MSAT Program					
MSAT 6501 – Graduate Practicum I	M	M	M		
MSAT 6502 – Graduate Practicum II		M		M	
MSAT 6503 – Graduate Practicum III				M	
MSAT 6504 – Graduate Practicum IV				M	M

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan: (please update)

Weber State University Master of Science in Athletic Training Education Program Master Assessment Plan

The WSU Master of Science in Athletic Training Education Program (MSAT) uses several assessment tools to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our recent graduates and alumni. We also track our students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate.

Evaluation of courses/teaching

1. HPHP Course evaluation (for courses taught in the Department of HPHP) – This is completed by each student towards the end of each academic course.
2. Peer evaluations are conducted on all full-time faculty by other faculty in the department.
3. All full-time faculty must assemble a teaching portfolio for their second and fifth year tenure reviews as well as during the promotion process.
4. All of these documents are maintained by the Department Chair via access to chitester.

Evaluation of learning outcomes

1. Each year, an annual outcomes report is submitted to Office for Institutional Effectiveness documenting our learning outcomes and student performance.
 - a. In each graduate practicum course (MSAT 6501, 6502, 6503, 6504), students:
 - i. Must score a minimum of 70% on all oral/practical and written examinations.

- ii. Must satisfactorily complete every unit in their respective clinical course packet.
 - b. Other outcomes in this report include BOC pass rates and successful completion of key projects and exams in the MSAT program (see below)
 - i. MSAT 6500 – Written Final Exam (comprehensive)
 - ii. MSAT 6431 – Oral/Practical Final Exam (comprehensive)
 - iii. MSAT 6600 – Written Final Exam (comprehensive), AT Facility Project
2. Every five years, an internal program review is conducted including a self-study, site visit, response reports, and a presentation to the Graduate Council.

Evaluation of clinical education experiences

Maintained in the students' files in the Program Director's Office:

1. When students are approximately halfway through each clinical rotation, they are required to meet with their Preceptor to discuss their performance to that point. Students are asked to discuss strengths as well as weaknesses and recommendations for improvement. These mid-rotation conversations are then documented by the student, signed by the Preceptor, and submitted with their clinical course packet.
2. Final Clinical Rotation Evaluation (Preceptor's evaluation of the student) - completed by each student's Preceptor at the end of each clinical rotation.

Maintained electronically by the Clinical Education Coordinator:

1. The following forms are completed by each student at the end of each clinical rotation:
 - a. Athletic Training Preceptor Evaluation
 - b. Athletic Training Clinical Facility Evaluation
2. The Clinical Education Coordinator visits and evaluates each clinical site at least once per year.

Overall program evaluation

1. Approximately one year following graduation, we send each graduate the Graduate Athletic Training Alumni Survey to complete
2. We track our graduate placement data, indicating where our graduates were placed in jobs or graduate school.
3. We report our students' pass rate on the BOC certification examination, including the three year aggregate data for first-time pass rates and overall pass rates.
4. We track our graduation/attrition rate.

Data analysis and discussion

Once a year, the Program Director and the Clinical Education Coordinator run the statistics on each of these assessment tools to identify trends. The AT faculty meet to review the statistics and trends to see where we can make improvements to the MSAT. With these trends in mind, we develop and implement strategies to address areas of concern. We also look to see if previous changes have had the intended impact. In addition, the AT faculty meet weekly to address any immediate concerns or issues as they arise.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 1: Students will educate participants and manage risk for safe performance and function.	Measure 1: MSAT 6500 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to patient education for risk management.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6431 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: All students successfully demonstrated skills related to patient education for risk management.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6501 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: All students successfully explained principles related to patient education for risk management.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: All students successfully demonstrated skills related to patient education for risk management.	Measure 4: No curricular or pedagogical changes needed at this time

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 2: Students will implement standard evaluation techniques and formulate a clinical impression for the determination of a course of action.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to evaluation techniques.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: All students successfully demonstrated skills related to evaluation techniques.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6502 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: All students successfully explained principles related to evaluation techniques.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6502 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: All students successfully demonstrated skills related to evaluation techniques.	Measure 4: No curricular or pedagogical changes needed at this time

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 3: Students will employ standard care procedures and communicate outcomes for efficient and appropriate care of the injured.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to care of the injured.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: All students successfully demonstrated skills related to care of the injured.	Measure 2: No curricular or pedagogical changes needed at this time

Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 4: Students will recondition participants for optimal performance and function.	Measure 1: MSAT 6503 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to reconditioning.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6503 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: All students successfully demonstrated skills related to reconditioning.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6504 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 70% or better on the exam	Measure 3: 100% of students earned a 70% or better.	Measure 3: All students successfully explained principles related to reconditioning.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6504 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 70% or better on the exam	Measure 4: 100% of students earned a 70% or better.	Measure 4: All students successfully demonstrated skills related to reconditioning.	Measure 4: No curricular or pedagogical changes needed at this time

Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 5: Students will understand and adhere to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.	Measure 1: MSAT 6600 – Comprehensive Final Written Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to organizational and professional practices.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6600 – Facility Project	Measure 2: 90% of students will earn an 80% or better on their	Measure 2: 100% of students earned an 80% or better.	Measure 2: All students successfully applied their knowledge of	Measure 2: No curricular or pedagogical changes needed at this time

		complete facility project.		organizational and professional practices in a comprehensive facility project.	
Learning Outcome 6: Students will successfully pass the Board of Certification (BOC) Athletic Training exam.	Measure 1: First time pass-rate on the BOC exam (Exam reports sent directly to the program from the BOC each year)	Measure 1: The first time BOC exam pass rate for the students will meet or exceed the national average.	Measure 1: The first-time pass rate for the MSAT program was 93% compared to the national average of 80.65%. (See detailed exam report below)	Measure 1: The first-time pass rate exceeded the national average. All students passed the BOC exam by their second attempt.	Measure 1: No curricular or pedagogical changes needed at this time.

Board of Certification (BOC) Exam Pass Rates:

	2012-13	2013-14	2014-15	3 year aggregate
Number of students graduating from MSAT program	13	17	14	44
Number of students graduating from MSAT program who took the BOC exam	13	17	14	44
Number of students who passed the examination on the first attempt	12	17	13	42
Percentage of students who passed the examination on the first attempt	92.31%	100%	93%	95%
Number of students who passed the examination regardless of the number of attempts	13	17	14	44
Percentage of students who passed the examination regardless of the number of attempts	100%	100%	100%	100%

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Each graduating student will have gained clinical experience with football or ice hockey, men's teams, women's team, team sports, individual sports, high school sports, an out-patient rehabilitation clinic, and a general medical clinic.	Measure 1: Student clinical experience logs document that each category has been met by each student.	Measure 1: 100% of students will gain clinical experience in every category.	Measure 1: 100% of graduates gained clinical experience in every category.	Measure 1: All students have gained a well-rounded clinical experience to prepare them to work with a variety of patient populations.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: Each clinical instructor will evaluate each student and verify their attendance and hours at the clinical rotation site.	Measure 2: 100% of students will be evaluated satisfactorily (80% minimum evaluation score) by their preceptors.	Measure 2: 98% of students were evaluated by satisfactorily by their preceptors. Two students received evaluations that were below an 80% score.	Measure 2: Most students performed at least satisfactorily on each of their clinical rotations.	Measure 2: Each student who received a low score met with the PD who discussed an individual plan for improvement.
Learning Outcome 2: Each graduating student will have completed a minimum of 50 service learning hours.	Measure 1: Service learning hours logs (signed by their clinical supervisor) and reflections will verify these hours.	Measure 1: At least 90% of students will have completed a minimum of 50 service learning hours.	Measure 1: 100% of students completed a minimum of 50 service learning hours.	Measure 1: All students have performed a variety of athletic training service in the community.	Measure 1: No curricular or pedagogical changes needed at this time
Learning Outcome 3: Each graduating student will have completed a master's thesis research project.	Measure 1: Completion of final thesis paper, poster, and oral defense.	Measure 1: AT least 90% of students will have completed the full master's thesis research project by the end of the spring semester.	Measure 1: 100% of students completed their full master's thesis research project by the end of the spring semester.	Measure 1: All students successfully completed their full master's thesis by the conclusion of the program.	Measure 1: No curricular or pedagogical changes needed at this time. However, more detail and structure was added, including a less centralized approach.

c. Evidence of Learning: General Education Courses

(duplicate this page as needed or delete if department does not offer GE courses)

N/A – No general education courses are offered in this program.

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final grades for all classes in Section F including final written and/or final oral/practical exam scores, and facility project (spreadsheets from Canvas)	1-6	End of each semester	Electronic copies stored on Program Director’s computer
BOC Exam Report	6	Program Director can extract this data from the CAATE (accreditation) website after each testing cycle.	Electronically on Program Director’s computer and on CAATE website. Posted on MSAT website.
Clinical hours logs	High Impact #1	End of each semester	Program Director’s File Cabinet in office, in each student’s file.
Clinical evaluations	High Impact #1	End of each semester	Program Director’s File Cabinet in office, in each student’s file.
Service Learning hours logs	High Impact #2	End of each semester	Program Director’s File Cabinet in office, in each student’s file.
Thesis projects	High Impact #3	End of each spring semester	Electronically in Box cloud storage

Summary Information (as needed)

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: Spring 2014	Recommendation	Progress Description
Recommendation 1	Hire an athletic training laboratory coordinator.	A part-time ATN Lab Coordinator was hired and began work in August 2015.
Recommendation 2	Streamline clinical evaluations	The students' self-evaluation was eliminated. The preceptor and clinical site evaluations were combined into a single evaluation. We have also begun to review the remaining clinical evaluation forms.
Recommendation 3	Preceptor Training	The Review Team recommended a formalized, annual preceptor training. The Clinical Education Coordinator (CEC) did hold a preceptor training in the summer of 2014, but has been doing individualized trainings since then for new preceptors.
Recommendation 4	Establish a formal external committee	The AT faculty formed an external advisory committee, which met once in the fall semester (Dec. 2014) and once following the spring semester (May 2015). The committee includes all of the AT faculty in addition to preceptors from various settings including on-campus, off-campus, college, high school, clinic, and a physician.

<p>Recommendation 5</p>	<p>Focus on graduate students' needs</p>	<p>The first identified need was the creation of a dedicated space for the graduate students to congregate, study, collaborate, and practice their burgeoning skills in athletic training. However, with the addition of new faculty and staff lines in both the ATN and HPHP departments, no suitable space could be identified. The new ATN Lab Coordinator will hold several open labs per week for students to practice their skills and group study rooms are available in the library.</p>
		<p>The second need identified by the Review Team was to seek funds for students to conduct and disseminate their research agendas. The Office of Undergraduate Research was able to set aside limited funds for graduate students to travel to present their research at conferences, but was not able to make any funds available for conducting the research. The program director also worked with the Dean of the College of Education to increase the tuition differential level of the MSAT program, which created funding for both graduate student research projects and travel money to present this research at conferences. Funds became available for use during the Fall 2015 semester.</p>
		<p>The third need identified for MSAT students was to allow them to create their own research agendas rather than always being tied to one of the professor's agendas. While this may be</p>

		<p>ideal for graduate students, it would significantly increase the workload of the MSAT faculty. Students do have the freedom to choose which faculty member they work on their thesis with and each faculty member has different areas of research focus. In addition, most faculty have more than one area of research interest/expertise and two faculty outside of the program regularly advise thesis students, opening up additional areas of research. While the faculty recognize that the graduate students cannot conduct research in every content area of athletic training, they do have a significant variety of areas to choose from including concussions, sport psychology, education/pedagogy, ankle instability, kinesiotaping, strength training and conditioning, proprioception, injury epidemiology, and therapeutic modalities. In addition, a 5th FT AT faculty member was added and other faculty were included as thesis chairs to provide more options for thesis topics.</p>
<p>Recommendation 6</p>	<p>Dedicated secretarial support</p>	<p>The program was supported by both full-time secretaries (one on a 10-month contract and the second on an 11-month contract) in the department. However, one secretary's contract was extended from 10 months to 11 months (as of July 1, 2014), with the additional month being dedicated to the MSAT program to assist with administrative tasks. On July 1, 2015, the HPHP Dept. split into</p>

		two smaller departments. The MSAT program is now in the ATN Dept., which has a dedicated, 11-month administrative specialist.
		In the fall of 2014, the MSAT program began using the new Athletic Training Centralized Application Service (ATCAS) to collect MSAT program applications. This reduced the workload on the program director of tracking which transcripts have been received, calculating overall and final 60 credit GPAs for each student, and managing letters of recommendation.

Additional narrative: The MSAT Program also submitted a self-study for reaccreditation by the Commission on Accreditation of Athletic Training Education (CAATE) in June 2014. The CAATE conducted a three-day site visit during the fall 2014 semester. The program received zero citations and was awarded a 10-year re-accreditation.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	8
Full-time Tenured	2
Full-time Non-Tenured (includes tenure-track)	5
Part-time (FT in another dept. at WSU)	1
With Master's Degrees	2
Full-time Tenured	0
Full-time Non-Tenured	0
Part-time	2
With Bachelor's Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	10
Full-time Tenured	3
Full-time Non-tenured	5
Part-time	2

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

We found that for several years, almost all of our students were earning the minimum 70% on their final exams in the graduate practicum courses. In fact, almost all were earning an 80% or better on these exams. For the 2015-16 academic year, we have increased the minimum standard in all graduate practicum courses. Students in MSAT 6501, 6502, 6503, and 6504 will now have to earn an 80% or better (instead of a 70% or better) on both their final comprehensive written and oral/practical exams in order to pass the course. Students who do not earn an 80% will have one opportunity to retake the exam. We feel that our students are ready for this increased level of rigor and will meet the challenge.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

Our program utilizes a "learning over time" model in which students review content from previous courses in the graduate practicum courses (MSAT 6501, 02, 03, and 04). In these practicum courses, we do not introduce new content and do not re-teach previous content, unless needed in certain areas. Students practice their skills in class through peer assessments and the course instructor will evaluate skills as needed and as time allows. At the end of the semester, all students must complete and pass both a comprehensive written and oral/practical exam covering all of the content reviewed in that course (typically 2-4 previous courses). The students have informally reported over the years that reviewing the content again in a later semester helped them to better comprehend the material and master the skills. The practicum courses have also helped the faculty to identify which content areas the students are weakest in, which allows us to evaluate the effectiveness of our other courses. We have used the information gathered from this to make curriculum changes and instructor changes when needed.