

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Master of Athletic Training
Academic Year of Report: 2021 and 22 (covering Summer 2020 through Spring 2022)
Date Submitted: 11/15/22
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made.

Program Page link: https://www.weber.edu/ie/Results/Athletic_TrainingM.html

A. Mission Statement

 Information is current; no changes required.

Update if not current:

Following our 2020 program review our Mission and Vision statement have be updated:

Mission

The mission of the Weber State University Master of Science in Athletic Training (MSAT) program is to prepare students to be proficient, autonomous, and research-based clinicians by fostering strong personal connections within an inclusive, growth-minded environment.

Vision

The Weber State University MSAT program will be an internationally-recognized leader in athletic training education, preparing forward-thinking graduates who make impactful contributions to healthcare in their communities while advancing the profession.

Overarching Goals

The MSAT curriculum is designed to:

- Prepare the student to meet the curricular content necessary to be eligible to sit for the Board of Certification (BOC) examination.
- Students will interact with and be equipped to treat a diverse patient population with a variety of health care conditions as a valued member of the health care team.
- Students will be prepared to transition to practice.
- Provide a research experience for the students to produce graduates that can both conduct research as well as be educated consumers of published research.
- Provide an individualized clinical plan for each student based on:

- the student's personal and professional interests
- providing the students with a variety of experiences and preceptors
- the accreditation clinical education standards
- Every student will have the opportunity to earn advanced certifications within/while in the program.
- Students will have opportunities to learn skills above and beyond the required curricular content. e.g. Suturing, IVs, Instrument Assisted Soft Tissue mobilization, force plates, EMG, isokinetic dynamometer, BodPod/in-body.
- Prepare students to seek entrance into doctoral programs such as athletic training, sports psychology, kinesiology, and exercise physiology.

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

X **Information is current; no changes required.**

Update if not current:

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oiie@weber.edu if you wish to have access)

X **Information is current; no changes required.**

Update if not current

D. Program and Contact Information

Information is current; no changes required.

Update if not current:

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required.

Update if not current:

F. Student Achievement

F.B: For Graduate Programs Only: Of the students that were enrolled in your program last year, what percentage of students failed to persist? Here are instructions on how to access this information:

- 1) Log into the eWeber portal
- 2) Search for, and select the app, "Report Gallery"
- 3) Agree to the FERPA warning
- 4) In the Report Gallery search for Program Review Graduate - you can enter that text into the search bar or you can scroll down the list of dashboards until you find it.
- 5) Once you select the Program Review dashboard, select your program in the filter box labeled 'Program Review Unit' directly below the Weber State University logo at the top of the page.
- 6) Then select the tab labeled "Time to Grad " at the top of the page. Scroll down to "Has not Graduated by Currently Enrolled"
- 7) You may use a screenshot of the information as a part of your report

Please discuss what initiatives the department is doing to address the numbers shown. If you require assistance or have questions, please email oi@weber.edu.

This data was not available at the time of reporting.

G: Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

- 1) Course-based assessment
 - a. This is the format we have traditionally suggested programs use for assessment. The familiar 'evidence of learning worksheets' are included in the template and can also be accessed from the IE website. The critical pieces to include are:
 - i. learning outcomes addressed in the course,
 - ii. method(s) of measurement used,
 - iii. threshold for 'acceptable – that is, the target performance,
 - iv. actual results of the assessment,
 - v. interpretation/reflection on findings,
 - vi. the course of action to be taken based upon the interpretation,

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vii. how that action will be evaluated.

2) Outcome-based assessment

- a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (oie@weber.edu)
- b. Reporting options include:
 - i. A traditional evidence-of-learning [worksheet](#) with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
 - ii. A report that is more [narrative-based](#).
 - iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
 - iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

- 3) General Education course assessment needs to continue to be reported at the course level using either the [traditional template](#) or a more [narrative-based format](#). See the [Checklist and Template](#) page for area-specific worksheets as well.

Note: if you cannot download templates directly from this document, please visit our [template page](#) for downloads.

G.B Evidence of Learning Worksheet: 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 promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.	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 (taping, bracing, splinting, protective equipment).	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 80% or better on the exam	Measure 3: 100% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 3: All students successfully explained principles related to patient education for risk management.	Measure 3: We have gained on this goal for the past three years (38%, 67%, 75%). All students earned an 80% or better following their second attempt. Faculty will continue to review the course and exams.
	Measure 4: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 100% of students earned an 80% or better on their first attempt.	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 systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 78% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to evaluation techniques.	Measure 1: We have gained on this goal for the past four years (38%, 67%, 75% 78%). All students earned an 80% or better following their second attempt. Faculty will continue to review the course and exams.
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better on their first attempt.	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 80% or better on the exam	Measure 3: 94.11% of students earned an 80% or better on their first attempt, but all students achieved an 80% or better by their second attempt.	Measure 3: All students successfully explained principles related to evaluation techniques.	Measure 3: No curricular or pedagogical changes needed at this time. This was an improvement over the 92% from last year who met this goal.
	Measure 4: MSAT 6502 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 100% of students earned an 80% or better on their first attempt on the exam.	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
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Students will...	Direct and Indirect Measures*				
Learning Outcome 3: Students will integrate best practices in immediate and emergency care for optimal outcomes.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 75% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to care of the injured.	Measure 1: This was an improvement over last year when 67% of students earned the minimum on their first attempt. (38% met the goal the previous year.) All students earned an 80% or better following their second attempt. Faculty will continue to review the course and exams.
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better on their first attempt.	Measure 2: All students successfully demonstrated skills related to evaluation techniques.	Measure 2: 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 4: Students will rehabilitate and recondition injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques.	Measure 1: MSAT 6503 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 100% of students earned an 80% or better on their first attempt. All students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to reconditioning.	Measure 1: This was a significant improvement over last year when only 92% of students met this goal. 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 80% or better on the exam	Measure 2: 100% of students earned an 80% 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 80% or better on the exam	Measure 3: 83% of students earned an 80% or better on their first attempt.	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 80% or better on the exam	Measure 4: 100% of students will earned an 80% or better on the exam	Measure 4: All students successfully demonstrated skills related to reconditioning.	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 5: Students will integrate best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.	Measure 1: MSAT 6600 – Comprehensive Final Written Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 100% of students earned an 80% 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 complete facility project.	Measure 2: 100% of students earned an 80% or better.	Measure 2: All students successfully applied their knowledge of organizational and professional practices in a comprehensive facility project.	Measure 2: No curricular or pedagogical changes needed at this time
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 statistics are available through the accreditation website each year)	Measure 1: The first time BOC exam pass rate for the students will meet or exceed 70% (required for accreditation).	Measure 1: The first-time pass rate for the MSAT program was 85%. (See detailed exam report below)	Measure 1: The first-time pass rate exceeded the 70% required.	Measure 1: This rate held steady which was a significant achievement during COVID when the national pass rate fell. 85% first-time pass rate is still significantly higher than the accreditation requirement. No curricular or pedagogical changes needed at this time.

BOC Pass Rate

Once a BOC ID is matched to each student in a cohort, and the student has taken the BOC exam, this table will populate from data directly from the BOC. The aggregate pass rate is calculated by the number of graduates taking the exam divided by the number of graduates who pass the exam. Important note: The first time pass rate and total pass rate may be different than what was previously received by programs from the BOC in the Institution Pass Report. The BOC pass rate on previous reports from the BOC was calculated without regard to student cohort and was based on the BOC exam year (April-February of each year). BOC pass rate data posted on the program's website MUST match the data on this table.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	3 yr aggregate
Number of students graduating from program.	17	14	16	16	18	13	16	8	12	36
Number of students graduating from program who took examination.	17	14	16	15	18	13	16	6	12	34
Number of students who passed the examination on the first attempt.	17	13	16	13	18	11	14	6	9	29
Percentage of students who passed the examination on the first attempt.	100	93	100	87	100	85	88	100	75	85
Number of students who passed the examination regardless of the number of attempts.	17	14	16	15	18	13	16	6	12	34
Percentage of students who passed the examination regardless of the number of attempts.	100	100	100	100	100	100	100	100	100	100

Program Graduation Rate

Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of “normal time” for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	3 yr aggregate
Number of students graduating from program.	17	14	16	16	18	13	16	8	12	36
Student Completion Rate (%)	100	100	94	100	100	93	94	100	100	97

Graduate Placement Rate

Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the 53 number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	3 yr aggregate
Number of students Employed as AT	16	14	16	14	18	13	14	5	12	31
Student Employment/Placement Rate as AT (%)	94	100	100	88	100	100	88	62	100	86
Number of students employed as other	1	0	0	2	0	0	1	1	0	2
Student Employment/Placement Rate as other (%)	6	0	0	12	0	0	6	12	0	6
Number of students not employed	0	0	0	0	0	0	0	2	0	2
Student Not Employed Rate (%)	0	0	0	0	0	0	0	25	0	6

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

Appendix A

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

Date of Program Review: Oct. 2020	Recommendation	Progress Description
Recommendation 1 – Mission Statement	As per average mission statement lengths, it is long. There are goals expressed that may be difficult to measure (i.e. ethical judgment, achieve satisfying careers, and make positive contributions to their communities, lifelong learning). A mission statement should be focused on deliverables within the program, and not post-graduate experiences (i.e., job satisfaction, lifelong learning).	The MSAT faculty have revised and updated the Mission and Vision Statements based on this feedback
Recommendation 2 – Curriculum	Preceptors routinely provide student feedback, both formally written and informally to the students while at their sites. When speaking with preceptors they reported a lack of routine feedback from the program on their performance with students. This could be in the form of verbal discussion with the Coordinator of Clinical Education when she visits the site and/or written feedback the students provide at the end of their clinical rotations. This would benefit the program by helping the preceptors to better understand how they are doing in their position, as well as help them improve in areas they may not realize they are lacking.	Preceptors have been receiving regular feedback since this review.

Recommendation 3 - Student Learning Outcomes and Assessment	It is suggested that the faculty retreats continue so all faculty can continue to have input into the curriculum SLOs and assessment. This provides cohesiveness of the faculty and will provide the program impetus for change, as necessary, for continued excellence demonstrated on the BOC exam by the students.	The MSAT faculty will continue to have regularly scheduled retreats to ensure that all faculty have continued input into curriculum changes, SLOs, and program assessment.
Recommendation 4 - Academic Advising	Based on communication with students, it may be helpful to communicate how the program advises students through the program of study with regards to coursework performance and successful progression in the program. Also, there is no mention of how the program director documents advising; the program should be encouraged to use the university platforms in CatTracks for consistency and transparency with students	The MSAT program director will continue to regularly meet with all MSAT students. Meetings are now recorded in CatTracks for consistency and transparency
Recommendation 5 - Faculty	If the desire of the program is to grow in numbers, there will be need for another faculty line to help support at both the undergraduate and graduate levels. This is demonstrated by most faculty members already teaching overload to meet the needs of the program	The MSAT faculty agree with the review committee's assessment. If there is a demand and a desire to increase the cohort size, an additional faculty line will be required. The Department Chair will continue to monitor faculty workloads to ensure they are consistent with faculty choices and WSU PPM guidelines.
Recommendation 6 - Program Support	Dean Simonian described the desire to get a 100% administrative position to also provide help with advising	The MSAT faculty agree with the review committee and dean that we need a consistent full-time dedicated staff

	<p>students. Upon speaking to the faculty, this should be a priority. The ¾ position they currently have is not consistent because it is filled by a student. By having a full-time dedicated position, there would be several areas this person could help with, including: a) Admissions help with the increased number of international students in the program; b) Advising for the Athletic Therapy program; c) Recruitment for both the undergraduate and graduate programs; and d) Enrollment management for the graduate program.</p>	<p>position to assist with a) International Admissions b) Advising; c) Recruitment; and d) Enrollment management. We recently received funding to move our administrative specialist position to Full Time to assist with these efforts, which will begin on July 1, 2021.</p>
<p>Recommendation 7 - Relationship with External Communities</p>	<p>Since immersions are a CAATE Standard, making sure the students are aware of the resources available through the NATA for seeking immersive sights will provide extra opportunities for the students. For future reviews, we recommend a list of clinical sites be included in the review documents.</p>	<p>The faculty value and understand the importance of our existing clinical partners as well as the importance of the new NATA resources to provide more clinical immersion opportunities for our students. The program has moved to a new clinical management software EXXAT, this software provides students an simpler interface to review all clinical sites information.</p>

Commented [MD1]: Margareta now FT and assisting..

Additional narrative:

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	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4	4	4
Full-time Tenured	2	2	3
Full-time Non-Tenured (includes tenure-track)	3	3	2
Part-time and adjunct	2	2	2
With Master's Degrees	3	3	3
Full-time Tenured	0	0	0
Full-time Non-Tenured	1	1	1
Part-time and adjunct	2	2	2
With Bachelor's Degrees	0	0	0
Full-time Tenured	0	0	0
Full-time Non-tenured	0	0	0
Part-time and adjunct	0	0	0
Other	0	0	0
Full-time Tenured	0	0	0
Full-time Non-tenured	0	0	0
Part-time	0	0	0
Total Headcount Faculty	7	7	7
Full-time Tenured	2	2	3
Full-time Non-tenured	3	3	2
Part-time	2	2	2

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

Our previous biennial report, occurred concurrently with our 5 year program review and the roll out of new accreditation standards all while navigating COVID. Reflecting, we believe have a done a great job addresses the point identified in our program review. The curriculum changes that were made during the same timeframe have done a great job at incorporating our newly required content. As we move into a new phase of assessment and prepare for our reaccreditation in 2025, we believe the MSAT program is well positioned in the now crowded field of instate competition but we plan to continue to stive to improve both the curriculum and program outcomes through new assessment data.

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
 - a. What are you seeing?
 - b. What concerns you?
 - c. What additional data could be beneficial?

MSAT course data is not available in the DFWI dashboard, data was requested but not available.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

The MSAT program is currently mapping our updated external accreditation standards to our curriculum , this will be the final report utilizing this assessment strategy. Our new assessment strategy will align content with professional preparation standards (see new scale below). Assessment will be linked to content throughout the program and each standard will be multiple times throughout the program using this.

LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>There are significant deficiencies in knowledge and skill. <i>Exhibits behaviors of an athletic student that are not within the spectrum of developing competence.</i></p>	<p>Operates at a novice level of knowledge and skill. <i>Exhibits behaviors of an early learner.</i></p>	<p>Operates at an advanced beginner level of knowledge and skill. <i>Exhibits behaviors of an athletic training student who is advancing and demonstrating improvements in performance.</i></p>	<p>Operates at a competent level of knowledge and skill. <i>Exhibits behaviors of an athletic training student who is ready for unsupervised practice.</i></p>	<p>Operates at a proficient level of knowledge and skill. <i>Exhibits behaviors of a certified athletic trainer that is consistent with an advanced practice clinician.</i></p>

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>