

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Master of Science in Athletic Training, Athletic Training Department  
Academic Year of Report: 2019/20 (covering Summer 2017 through Spring 2020)  
Date Submitted: 11/15/20  
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

**A. Mission Statement**

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

Update if not current:

**B. Student Learning Outcomes**

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

Update if not current:

**C. Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

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

Update if not current (you may have access to the Google Sheet if that is easiest, or we can make the updates):

	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 6080 – Research Methods I					E
MSAT 6085 – Research Methods II					U/A
MSAT 6090 – Research Methods III					U/A
MSAT 6100 – Advanced Emergency Care in AT			E		
MSAT 6200 – Mental and Behavioral Health in Injury and Rehabilitation				E	I
MSAT 6300 – Orthopedic Assessment and Diagnosis I		E			
MSAT 6301 – Orthopedic Assessment and Diagnosis II		E			
MSAT 6350 – General Medical Conditions & Advances in AT		E			I
MSAT 6400 - Basic Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6401 – Innovations in Therapeutic Modalities				E	
MSAT 6350 -Diagnosis and Care of General Medical Condition				E	
MSAT 6390 – Therapeutic Interventions	I			I	
MSAT 6400 – Therapeutic Modalities for Musculoskeletal Injuries				I	
MSAT 6401 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6431 – Orthopedic Taping and Bracing	E		E	E	
MSAT 6450 - Therapeutic Rehabilitation I	E			E	
MSAT 6451 – Therapeutic Rehabilitation II	E			E	
MSAT 6452 – Advanced Manual Therapy Techniques				E	
MSAT 6500 - Introduction to Graduate Athletic Training	I	I		I	I
MSAT 6600 - Administration & Management in Athletic Training					U/A
MSAT 6700 - Advanced Diagnostic Imaging for AT		I			
MSAT 6501 – Graduate Practicum I	U/A	U/A			
MSAT 6502 – Graduate Practicum II		U/A		U/A	

MSAT 6503 – Graduate Practicum III			U/A	U/A	
MSAT 6504 – Graduate Practicum IV				U/A	U/A

#### D. Program and Contact Information

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

Update if not current:

The WSU Master of Science in Athletic Training degree is designed to enable students with a bachelor's degree in an area other than athletic training to obtain eligibility for the Board of Certification (BOC) examination. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Graduates of the MSAT are eligible for the Board of Certification (BOC) examination.

The program provides students with knowledge and skills in the prevention, evaluation, treatment, and rehabilitation of musculoskeletal injuries and general medical conditions. The Master of Science in Athletic Training program (MSAT) is specifically designed to prepare students for a career in health care as a certified athletic trainer. Athletic trainers are currently employed in colleges and universities, public and private high schools, corporations, rehabilitation clinics, professional sports, the military, factories, and hospitals ([www.nata.org](http://www.nata.org) - National Athletic Trainers' Association).

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[Master of Science in Athletic Training Website](#)

E. **Assessment Plan** (please see our website for details on how to develop a [program assessment plan](#))

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

Update if not current: (this update can be via a Google Sheet if that is easiest; we can then embed the Google Sheet on your program web page, as we do with the curriculum grid)

**New: High Impact Educational Experiences in the Curriculum**

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	Department/Program use of High Impact Educational Experiences				
	<u>HIEE 1</u> Clinical Experience	<u>HIEE 2</u> Community Engaged Learning	<u>HIEE 3</u> Thesis/Research	<u>HIEE 4</u> Evidence Based Teaching Practices	<u>HIEE 5</u> Semester Long Project
MSAT 6080 – Research Methods I			X		
MSAT 6085 – Research Methods II			X		
MSAT 6090 – Research Methods III			X		
MSAT 6095 – Research Methods IV			X		
MSAT 6100 – Advanced Emergency Care in AT				X	
MSAT 6200 – Mental and Behavioral Health in Injury and Rehabilitation				X	
MSAT 6300 – Orthopedic Assessment and Diagnosis I				X	
MSAT 6301 – Orthopedic Assessment and Diagnosis II				X	
MSAT 6350 – General Medical Conditions & Advances in AT				X	
MSAT 6400 - Basic Therapeutic Modalities for Musculoskeletal Injuries				X	
MSAT 6401 – Innovations in Therapeutic Modalities				X	
MSAT 6350 -Diagnosis and Care of General Medical Condition				X	
MSAT 6390 – Therapeutic Interventions				X	
MSAT 6400 – Therapeutic Modalities for Musculoskeletal Injuries				X	

	Department/Program use of High Impact Educational Experiences				
	<u>HIEE 1</u> Clinical Experience	<u>HIEE 2</u> Community Engaged Learning	<u>HIEE 3</u> Thesis/Research	<u>HIEE 4</u> Evidence Based Teaching Practices	<u>HIEE 5</u> Semester Long Project
Courses					
MSAT 6401 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				X	
MSAT 6431 – Orthopedic Taping and Bracing				X	
MSAT 6432 – Casting and Orthotic Fabrication				X	
MSAT 6450 - Therapeutic Rehabilitation I				X	
MSAT 6451 – Therapeutic Rehabilitation II				X	
MSAT 6452 – Advanced Manual Therapy Techniques				X	
MSAT 6480 – Advanced Principles of Evidence Based Practice				X	
MSAT 6500 - Introduction to Graduate Athletic Training	X	X			
MSAT 6501 – Graduate Practicum I	X	X			
MSAT 6502 – Graduate Practicum II	X	X			
MSAT 6503 – Graduate Practicum III	X	X			
MSAT 6504 – Graduate Practicum IV	X	X			
MSAT 6600 - Administration & Management in Athletic Training					X
MSAT 6700 - Advanced Diagnostic Imaging for AT				X	
MSAT 6760 – Suturing, Joint Relocation and Advanced AT Skills				X	

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

**F. Report of assessment results since the last report:**

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for ‘acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

**A. Evidence of Learning: Courses within the Major**

**(this is a sample page for purpose of illustration only; a blank template can be found on the next page or at [this site](#))**

\*Can be a mix of [direct](#) and [indirect](#) measures, but at least one measure must be direct

**Evidence of Learning Worksheet: Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: \_\_\_\_\_ Semester taught: \_\_\_\_\_ Sections included: \_\_\_\_\_

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: 75% of students earned an 80% or better on their first attempt, but all students earned an	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

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*				
			80% or better by their second attempt.		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: 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 evaluation techniques.	Measure 1: 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 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	Measure 3: 94.11% of students earned an 80% or better on their first attempt, but all students achieved an	Measure 3: All students successfully explained principles related to evaluation techniques.



			80% or better by their second attempt.		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
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 Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
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: 94% 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: 100% 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: Due to the COVID 19 pandemic this Assignment was NOT completed	Measure 4: All students successfully demonstrated skills related to reconditioning.	Measure 4: Review in 20-21 AY year

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 88%. (See detailed exam report below)	Measure 1: The first-time pass rate exceeded the 70% required.	Measure 1: This was up from last year's 85% first-time pass rate, but is still significantly higher than the accreditation requirement. No curricular or pedagogical changes needed at this time.

## Student BOC Pass Rate

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	3 yr aggregate
Number of students graduating from program.	17	14	16	16	18	13	16	47
Number of students graduating from program who took examination.	17	14	16	15	18	13	16	47
Number of students who passed the examination on the first attempt.	17	13	16	13	18	11	14	43
Percentage of students who passed the examination on the first attempt.	100	93	100	87	100	85	88	91
Number of students who passed the examination regardless of the number of attempts.	17	14	16	15	18	13	16	47
Percentage of students who passed the examination regardless of the number of attempts.	100	100	100	100	100	100	100	100

## Student Graduation and Employment/Placement Rate

### Student Graduation Rate

Graduation rate (taken from United States Department of Education): Measures the progress of students who began their studies as full-time, first-time degree- or certificate seeking students by showing the percentage of these students who complete their degree or certificate within a 150% of "normal time" for completing the program in which they are enrolled.

Graduation rate is calculated as: the sum of students with a Graduated status divided by the total number of students in the cohort (excluding students with the status of leave of absence (medical) or deceased).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	3 yr aggregate
Number of students graduating from program.	17	14	16	16	18	13	16	47
Student Graduation Rate (%)	100	100	94	100	100	93	94	96

### Student Employment/Placement Rate

Graduate employment/placement rate: Percentage of students within 6-months of graduation that have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed.

Employment/Placement rate is calculated as: the sum of students with a Employed as an Athletic Trainer or Employed as an Athletic Trainer and in a degree or residency program then divided by the total number of students who have graduated (excluding students with a Not Employed, due to military service and Deceased).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	3 yr aggregate
Number of students Employed as AT	16	14	16	14	18	13	14	45
Student Employment/Placement Rate as AT (%)	94	100	100	88	100	100	88	96
Number of students employed as other	1	0	0	2	0	0	1	1
Student Employment/Placement Rate as other (%)	6	0	0	12	0	0	6	2
Number of students not employed	0	0	0	0	0	0	0	0
Student Not Employed Rate (%)	0	0	0	0	0	0	0	0

## 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 value the review committees’ feedback on the length of our mission statement. We are undertaking the process of revising the mission statement and developing a vision statement.
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.	The MSAT faculty acknowledge that there was a breakdown in sharing preceptor evaluation data. We have the technology and processes in place to immediately address this issue. Preceptors will receive backdated feedback along with current year data this spring and then yearly feedback moving forward.

<p>Recommendation 3 - Student Learning Outcomes and Assessment</p>	<p>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.</p>	<p>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.</p>
<p>Recommendation 4 - Academic Advising</p>	<p>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</p>	<p>The MSAT program director will continue to regularly meet with all MSAT students. Meetings and future course plans will be recorded in CatTracks for consistency and transparency</p>
<p>Recommendation 5 - Faculty</p>	<p>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</p>	<p>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.</p>
<p>Recommendation 6 - Program Support</p>	<p>Dean Simonian described the desire to get a 100% administrative position to</p>	<p>The MSAT faculty agree with the review committee and dean that we need a</p>

	<p>also provide help with advising 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>consistent full-time dedicated staff 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. Once this resource is available through the NATA website, it will be shared with our students.</p>

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	2017-18	2018-19	2019-20
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4	4	4
Full-time Tenured	2	2	2
Full-time Non-Tenured (includes tenure-track)	3	3	3
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
<b>Total Headcount Faculty</b>	<b>7</b>	<b>7</b>	<b>7</b>
Full-time Tenured	2	2	2
Full-time Non-tenured	3	3	3
Part-time	2	2	2



**Please respond to the following questions.**

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

a. **Any** first-year students taking courses in your program(s)

Being a graduate program, our students' experience is a bit different but we do have a high number of new to Weber students. The program director meets with all students during the first two weeks of class and has regular check-ins with students to ensure they are having a good experience and to address issues as they arise.

b. Students declared in your program(s), whether or not they are taking courses in your program(s)

As a graduate program whose student progress in cohorts, our students have great peer support and regular interaction with program faculty. The program director and faculty regularly check in with each student, and each student is formally evaluated at least twice per semester by their clinical preceptor.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

We review the assessment data to address any deficiencies and areas of growth. For example, several years ago, the minimum grade on graduate practicum oral/practical and written exams was a 70%. We noticed that most students significantly exceeded that and determined that it was appropriate to raise the bar to further challenge the students, so we raised the minimum score to 80%. At times, some students have been able to achieve this score on their first attempt, but we initiated programmatic changes to ensure that they're better prepared and the scores have improved significantly (see assessment data).

## 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>