



**Master of Science in Athletic Training Program
Athletic Training Program Framework**

2021-2022



Northern Illinois University
Your Future. Our Focus.

Northern Illinois University Athletic Training Program Framework

Introduction

The Master of Science in Athletic Training (MSAT) program at Northern Illinois University (NIU) has a longstanding tradition of clinical excellence. While evolving from the long tenured undergraduate program, the MSAT program has been developed through innovative curricular practices, evidence-based practice, and advanced pedagogical techniques. Being situated outside one of the largest cities in the country, allows for athletic training student engagement in diverse clinical experiences.

Core Principles

The Northern Illinois University (NIU) Athletic Training Program (ATP), NIU College of Education (COE), and the University each has a specific mission and/or vision that contributes to the core principles of the NIU ATP.

The vision of the University is as follows:

Northern Illinois University's vision is to be an engine for innovation to advance social mobility; promote personal, professional and intellectual growth; and transform the world through research, artistry, teaching and outreach.

The mission of the university is as follows:

The mission of Northern Illinois University is to empower students through educational excellence and experiential learning as we pursue knowledge, share our research and artistry, and engage communities for the benefit of the region, state, nation and world.

The pursuit of the vision and mission contributes to the following values and practices:

- Curiosity and creativity
- Equity and inclusion
- Ethics and integrity
- Service and stewardship

The vision of the College of Education is as follows:

We envision a future where all students gain a worldview that empowers them to serve, lead and prosper in our global society. We will cultivate an equity-focused, inclusive, engaging and supportive learning environment that inspires students, faculty and staff to strive for excellence. We commit to proactively meeting the changing educational and professional needs of students and their fields while advancing teaching, learning, research, practice and advocacy in our program areas.

The mission of the College of Education is as follows:

As a college committed to high-quality teaching, rigorous research and engaged service, we prepare students to lead in their chosen professions through programs of study grounded in engaged learning experiences.

In alignment with the missions and visions of both the University and the College, the mission of the NIU ATP was developed. Included in its mission are components of both the University's mission and the College's mission.

The mission of the Program is as follows:

The mission of the Athletic Training Program at Northern Illinois University is to foster the growth of innovative allied health professionals to equitably serve diverse communities. We empower students who are committed to patient-centered care and high quality health outcomes. The program accomplishes this through contemporary expertise, evidence based practice, interprofessional education, practical & professional clinical experiences, and exposure to emergent settings.

Consistent with the mission and vision of the University, College, and ATP the following core principles are evident.

1. Clinical excellence
2. Interprofessional education and practice
3. Ethical and professional practice

Strategic Planning

In conjunction with current athletic training program stakeholders, the athletic training program faculty designed the current framework to meet the needs of an entry-level athletic trainer and satisfy the goals of the AT Program. During a strategic planning retreat, the program created the mission and corresponding goals and objectives of the program. Assessments that were both meaningful and easy to collect subsequent data were prioritized. Evaluation of the strategic plan will occur annually once meaningful data is collected and analyzed by the program. Based on data collected, there may be a situation where items of the framework will need to be re-evaluated. Re-evaluation and reconfiguration may occur on an as needed basis based on outcome data. Regardless of outcome data, the NIU AT Program Framework, including mission, goals, outcomes, and the entire assessment plan, will be re-evaluated every five years. The next re-evaluation will be in during 2027-2028. Any changes would be implemented in the 2028-2029 academic year.

Goals and Expected Outcomes

Goal 1. Students will demonstrate understanding and apply all necessary foundational knowledge to improve the health and well-being of the patients they serve.

- SLO 1.1: Demonstrate professional knowledge required of an entry-level Certified Athletic Trainer.
- SLO 1.2: Demonstrate professional skills to appraise clinical situations and provide appropriate care to patients through simulations and real-life contexts necessary for an entry-level Certified Athletic Trainer.

Goal 2. Students are committed to meeting the unique healthcare needs in an environment of inclusion, respect, equity, and appreciation of differences in diverse patient populations.

- SLO 2.1: Provide patient-centered care to diverse populations.
- SLO 2.2: Demonstrate cultural competence and a global healthcare perspective.

Goal 3. Students will be proficient in evidence based practice and interprofessional healthcare to provide high quality patient-centered outcomes.

- SLO 3.1: Demonstrate the use of evidence-based practice to provide care using current best practices.

Goal 4. Students will exhibit professional behaviors required for professional practice in athletic training across a variety of healthcare settings.

- SLO 4.1: Exhibit professional behaviors necessary for athletic training professional practice.
- SLO 4.2: Engage in professional life-long learning as to become an active participant in his/her professional progress.

Goal 5. The program will recruit and retain a diverse group of students to facilitate a culturally inclusive learning environment.

- Performance Objective 5.1: Recruit a diverse group of students into the program.
- Performance Objective 5.2: Retain students from program acceptance through program completion.

Program Performance Objectives

- Performance Objective 1: Obtain job/academic placement within six months of graduation.
- Performance Objective 2: Placement of students in a variety of practice settings.

Curricular Design

The curricular design of the NIU Athletic Training Program is as follows. Student are required to have pre-requisites in Biology, Anatomy & Physiology, Physics, Chemistry, and Psychology, however, athletic training students come from a variety of educational backgrounds and additional refreshers are embedded into the program curriculum to ensure each student has a solid foundation going into the program and course curriculum. The decision to incorporate KNAT 501 – Foundations of Athletic Training was made based upon undergraduate data showing poor performance in anatomy & physiology and other core pre-requisite coursework. The program decided the athletic training student needed a more current course in some of the foundational athletic training knowledge and principles to ensure success throughout the curriculum. The program is divided into two phases, practical phase and professional phase. Year one constitutes the practical phase of the program where many of the hands-on practical skills are introduced and assessed to proficiency. This allows for ample time to hone those practical skills in their clinical experiences. Year two constitutes the professional phase of the program where to focus is further refinement of practical skills to the level of an entry-level athletic trainer, as well as incorporating research and professionalism into the equation. Clinical experiences advance a student from a novice clinician to a proficient, competent clinician able to provide autonomous patient care.

Curricular Planning and Sequencing

The athletic training program curriculum is a two-year degree with combined didactic and clinical experiences throughout the entire program. The program starts in the summer prior to their first traditional clinical experience course to allow for foundation building with KNAT 501 – Foundations of Athletic Training and emergency preparedness with KNAT 500 – Principles of Athletic Injury and Illness Management and Emergency Care. This allows a student to have the knowledge necessary to be an active participant within their first clinical experience course and a valuable piece of a clinical site’s emergency action plan. The second semester of the program incorporates content from domains 2 and 4 which make up a large portion of the BOC Practice Analysis (7th edition), 24.3% and 27.4% respectively. Introducing these courses early allows the student the opportunity an additional three semesters to perform skills on a real patient population. KNAT 502/503 – Clinical Physical Examination and Diagnosis in Athletic Training I covers all extremity evaluation, whereas KNAT 520/521 – Integrated Therapeutic Interventions in Athletic Training I covers therapeutic interventions primarily used within the early phases of healing. Clinical experiences are prescriptive in nature to allow for a diverse clinical experience during the first year of the program. Interprofessional education experiences are skills based. The third semester of the program rounds out content from domains 2 and 4 with KNAT 504/505 – Clinical Physical Examination and Diagnosis in Athletic Training II covering holistic evaluation and general medical conditions and KNAT 522/523 – Integrated Therapeutic Interventions in Athletic Training II covering therapeutic interventions used in the later phases of healing. Interprofessional education experiences are communication based. During semester three, students are also introduced to the BOC self-assessment examination and will take it twice during the semester to become familiar with the test and use scores as a baseline of academic progress.

The second year of the program is the professional phase of the program focusing on the refinement of practical skills learned during the practical phase, as well as, increasing clinical reasoning in the clinical setting. Professional skills are assessed in the following coursework: KNAT 519 - Athletic Training Clinical Administration, KNAT 550 - Research Methods and Evidence Based Practice in Athletic Training, KNAT 515 - Special Topics and Culminating Experience in Athletic Training, KNAT 650 - Directed Research and Applied Evidence Based Practice in Athletic Training, and KNAT 560 - Professional Preparation in Athletic Training. Classes are a combination of synchronous and asynchronous and clinical experiences during year two are immersive in nature. Clinical experiences during the professional phase of the program align with a student’s professional career goals. Interprofessional education experiences occur with the first year students, but are more administrative and have a focus on leadership.

Master of Athletic Training Curriculum		
Course Number	Course Title	Credit Hours
Summer Year One		
KNAT 500	Principles of Athletic Injury and Illness Management and Emergency Care	3
KNAT 501	Foundations of Athletic Training	3
	Total Credits	6

Fall Year One		
KNAT 502	Clinical Physical Examination and Diagnosis in Athletic Training I	3
KNAT 503	Clinical Physical Examination and Diagnosis Lab I	3
KNAT 520	Integrated Therapeutic Interventions in Athletic Training I	3
KNAT 521	Integrated Therapeutic Interventions in Athletic Training Lab I	3
KNAT 551	Athletic Training Clinical Experience I	3
	Total Credits	15
Spring Year One		
KNAT 504	Clinical Physical Examination and Diagnosis in Athletic Training II	3
KNAT 505	Clinical Physical Examination and Diagnosis Lab II	3
KNAT 522	Integrated Therapeutic Interventions in Athletic Training II	3
KNAT 523	Integrated Therapeutic Interventions in Athletic Training Lab II	3
KNAT 552	Athletic Training Clinical Experience II	3
	Total Credits	15
Fall Year Two		
KNAT 519	Athletic Training Clinical Administration	3
KNAT 550	Research Methods and Evidence Based Practice in Athletic Training	3
KNAT 553	Immersive Athletic Training Clinical Experience I	4
	Total Credits	10
Spring Year Two		
KNAT 515	Special Topics and Culminating Experience in Athletic Training	3
KNAT 650	Directed Research and Applied Evidence Based Practice in Athletic Training	3
KNAT 560	Professional Preparation in Athletic Training	1
KNAT 556	Immersive Athletic Training Clinical Experience II	4
	Total Credits	11
	Program Total Credits	57

Assessment Plan

The assessment plan for the Master of Science in Athletic Training Program was designed by the core AT faculty in conjunction with program stakeholders and university personnel. This assessment plan was

developed from the program's mission to determine goals and corresponding outcomes to measure student learning, quality of instruction, quality of clinical education, and overall program effectiveness. This assessment plan is reflective on the university and college's visions and missions, as well as, the program's core principles. The full assessment plan consisting of goals, student learning outcomes, and assessment tools and criterion are outlined below.

Goal 1. Students will demonstrate understanding and apply all necessary foundational knowledge to improve the health and well-being of the patients they serve.

- **SLO 1.1: Demonstrate professional knowledge required of an entry-level Certified Athletic Trainer.**
 - **SLO Description:** There are five key domains of professional knowledge that are important for students to master prior to graduation:
 - Injury/Illness Prevention and Wellness Protection
 - Clinical Evaluation and Diagnosis
 - Immediate and Emergency Care
 - Treatment and Rehabilitation
 - Organizational and Professional Health and Well-being
 - **Indicator/Tool:** Board of Certification® (BOC) Exam Reports.
Indicator Description: Scores from this exam will be used to assess student attainment of all 5 domains of professional knowledge. The BOC Exam Reports are sent to the program on an annual basis. The passing score for each domain on the BOC exam is designated at 500 points. More information about the BOC Exam can be found at: <http://www.bocatac.org/educators/exam-development-scoring>.
Criterion Description:
 - At least 90% of students graduating from program will take the BOC examination annually.
 - At least 80% of students will successfully pass the BOC examination on their first attempt.
 - Three-year aggregate 1st time pass rate on BOC exam for students will be 70%.
 - The Commission on Accreditation of Athletic Training (CAATE) requires a minimum of a 70% 3-year aggregate 1st time pass rate on the BOC exam in order for the program to maintain good-standing with CAATE Accreditation.
 - 90% of students will pass the BOC examination regardless of number of attempts.
 - The total mean scores across all students sitting for the exam within a given year will be meet or exceed 500 on each of the domains within the BOC exam.
- **SLO 1.2: Demonstrate professional skills to appraise clinical situations and provide appropriate care to patients through simulations and real-life contexts necessary for an entry-level Certified Athletic Trainer.**
 - **SLO Description:** There are five key domains of professional application that are important for students to master prior to graduation:
 - Injury/Illness Prevention and Wellness Protection

- Clinical Evaluation and Diagnosis
 - Immediate and Emergency Care
 - Treatment and Rehabilitation
 - Organizational and Professional Health and Well-being
- **Indicator/Tool:** ATrack Standard Assessment
Indicator Description: Clinical skills are evaluated in a real-patient context when possible for the ATrack Standard Assessment by the assigned Athletic Training Program member. Students are evaluated on three levels (below expectation, meets expectation, exceeds expectation) for each competency standard. A copy of the instrument used to assess the standards is provided.

Criterion Description:
 - All students shall achieve a 2 (meets expectation) on all athletic training competency standards.

Goal 2. Students are committed to meeting the unique healthcare needs in an environment of inclusion, respect, equity, and appreciation of differences in diverse patient populations.

- **SLO 2.1: Provide patient-centered care to diverse populations.**
 - **SLO Description:** Students from the program will demonstrate patient-centered care as will be assessed using the behaviors which are identified as “Primacy of the Patient” in the *Foundational Behaviors of Professional Practice* in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>).
 - **Indicator/Tool:** Immersive Clinical Experience Evaluations.
Indicator Description: Scores from the final immersive clinical experience evaluation from KNAT 556 will be used to assess *Foundational Behaviors of Professional Practice* as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>). The Immersive Clinical Experience Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the professional phase of the program (year 2). Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation. The “Primacy of the Patient” category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.
 - **Criterion Description:**
 - The average student self-evaluation scores for the element “Primacy of the Patient” will meet or exceed 3.5.
 - The average student scores for the element “Primacy of the Patient” will meet or exceed 3.5.
 - **Indicator/Tool:** Employer Satisfaction Survey.
Indicator Description: The Employer Survey was created by the program for the

purpose of assessing the graduate's skills and abilities after they exit the program. This survey is distributed to employers within one year of the student's graduation. The contact information for employers will be identified by graduates on their respective alumni surveys. Survey items are assessed using a five-point Likert scale. A copy of this instrument is provided as evidence.

- **Criterion Description:**
 - The average scores from Employer satisfaction of employee, intern, resident on "Primacy of Patient" items will meet or exceed 3.5.
- **SLO 2.2: Demonstrate cultural competence and a global healthcare perspective.**
 - **SLO Description:** Students from the program will demonstrate culturally competent care which will be assessed using the behaviors which are identified as "Cultural Competence" in the *Foundational Behaviors of Professional Practice* in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>).
 - **Indicator/Tool:** Immersive Clinical Experience Evaluations.
Indicator Description: Scores from the final immersive clinical experience evaluation from KNAT 556 will be used to assess *Foundational Behaviors of Professional Practice* as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>). The Immersive Clinical Experience Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the professional phase of the program (year 2). Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation. The "Cultural Competence" category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.
 - **Criterion Description:**
 - The average student self-evaluation scores for the element "Cultural Competence" will meet or exceed 3.5.
 - The average student scores for the element "Cultural Competence" will meet or exceed 3.5.
 - **Indicator/Tool:** Employer Satisfaction Survey.
Indicator Description: The Employer Survey was created by the program for the purpose of assessing the graduate's skills and abilities after they exit the program. This survey is distributed to employers within one year of the student's graduation. The contact information for employers will be identified by graduates on their respective alumni surveys. Survey items are assessed using a five-point Likert scale. A copy of this instrument is provided as evidence.
 - **Criterion Description:**
 - The average scores from Employer satisfaction of employee, intern, resident on "Cultural Competence" items will meet or exceed 3.5.

Goal 3. Students will be proficient in evidence based practice and interprofessional healthcare to provide high quality patient-centered outcomes.

- **SLO 3.1: Demonstrate the use of evidence-based practice to provide care using current best practices.**
 - **SLO Description:** Students from the program will demonstrate the use of evidence-based practice in providing care by utilizing current research and best practices.
 - **Indicator/Tool:** Research Artifact Rubric.
Indicator Description: The Research Artifact Rubric is utilized in the course KNAT 650 Directed Research and Applied Evidence Based Practice in Athletic Training which is the final research course that students take prior to completion of the program and graduation from NIU. The focus of this paper is to utilize evidence-based practice to create a research artifact (e.g. poster presentation, thesis, critically appraised topic, etc.) which is relevant to the clinical practice of a Certified Athletic Trainer. A copy of this rubric instrument is provided as evidence.
 - **Criterion Description:**
 - The average class score on the Research Artifact Rubric will meet or exceed 85%.
 - **Indicator/Tool:** Capstone Case Study Project Rubric.
Indicator Description: The Capstone Case Study Project Rubric is utilized in the course KNAT 556 Immersive Athletic Training Clinical Experience II which is the final clinical experience course that students take prior to completion of the program and graduation from NIU. The focus of this project and presentation is to reflect on an actual clinical case they have has experience with, and to appraise the individual and their injury using an evidence-based practice framework. A copy of this rubric instrument is provided as evidence.
 - **Assessment Methods:**
 - The average class score on the Capstone Case Study Project will meet or exceed 85%.

Goal 4. Students will exhibit professional behaviors required for professional practice in athletic training across a variety of healthcare settings.

- **SLO 4.1: Exhibit professional behaviors necessary for athletic training professional practice.**
 - **SLO Description:** The MS in Athletic Training relies upon the guidelines provided by the Commission on Accreditation of Athletic Training (CAATE) to help define the necessary professional behaviors for athletic training professionals. These guidelines can be found at: <https://caate.net/wp-content/uploads/2019/08/2020-Standards-Final-7-15-2019.pdf>. Professional behavior is defined by CAATE and the program into the following components:
 - Student Learning and Clinical Expectations
 - Primacy of the Patient

- Team Approach to Practice
- Legal Practice
- Ethical Practice
- Cultural Competence
- Professionalism

- **Indicator/Tool:** Immersive Athletic Training Clinical Experience Evaluations.
Indicator Description: Scores from the final clinical experience evaluation from KNAT 553 and KNAT 556 are used to assess student professional behavior. Clinical evaluations of students are completed by their assigned Preceptor (i.e. clinical supervisor), and the student completes a self-evaluation. Each category of professional behavior is assessed by both the preceptor and the student on a five-point Likert scale. A copy of this instrument is provided as evidence.

Criterion Description:

- The average student evaluation scores of the Immersive Clinical Experience Evaluations will meet or exceed 3.5.
- The average self-evaluation scores for the Immersive Clinical Experience Evaluations will meet or exceed 3.5.

- **Indicator/Tool:** Employer Satisfaction Survey.
Indicator Description: The Employer Survey was created by the program for the purpose of assessing the graduate's skills and abilities after they exit the program. This survey is distributed to employers within one year of the student's graduation. The contact information for employers will be identified by graduates on their respective alumni surveys. Survey items are assessed using a five-point Likert scale. A copy of this instrument is provided as evidence.

- **Criterion Description:**
 - The average scores from Employer satisfaction of employee, intern, resident will meet or exceed 3.5.

- **SLO 4.2: Engage in professional life-long learning as to become an active participant in his/her professional progress.**

- **SLO Description:** Students in their final semester in the program will demonstrate engagement in life-long learning through a reflective writing assignment and SMART goals.
- **Indicator/Tool:** Lifelong Learning Value Rubric.
Indicator Description: The Lifelong Learning Value Rubric is utilized in the course KNAT 556 Immersive Athletic Training Clinical Experience II which is the final clinical experience course that students take prior to completion of the program and graduation from NIU. This reflective writing assignment will ask students to reflect on life-long learning including current strengths and weaknesses, and how they plan to improve weaknesses. This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. A copy of this rubric instrument is provided as evidence.

- **Criterion Description:**
 - The average class score on the Lifelong Learning Rubric will meet or exceed 3.5.

In addition to the aforementioned student learning outcomes, the program has program specific outcomes, or performance objectives to aid in the assessment of the overall effectiveness of the program. Programmatic goal 5 outlines a program specific goal that aligns with the institutional missions. Included in the assessment plan are additional performance objectives that help further assess program effectiveness.

Goal 5. The program will recruit and retain a diverse group of students to facilitate a culturally inclusive learning environment.

- **Performance Objective 5.1: Recruit a diverse group of students into the program.**
 - **PO Description:** The program will recruit a diverse group of students within the MS in Athletic Training Program.
 - **KPI/Tool:** Student Information Sheets, program admissions data, and student data from NIU will be used to track data such as contacts made with perspective students, number of program applicants, and actual number of students admitted to the program. These systems of collecting data will determine the following:
 - Number of recruiting events attended annually
 - Number of contacts made regarding interest in the program (fill out perspective student info form, send e-mail inquiry, first advising appointment etc.)
 - Number of program applicants
 - Numbers of students admitted to the program (by sex, race/ethnicity, marital status, and type of student)
- **Performance Objective 5.2: Retain students from program acceptance through program completion.**
 - **PO Description:** The program will retain a diverse group of students within the MS in Athletic Training Program.
 - **KPI/Tool:** Program admissions data and student data will be used to track the number of students remaining in the program through graduation. This data will be utilized to determine the following:
 - Program retention rate
 - Program graduation rate

Program Performance Objectives:

- **Performance Objective 1: Obtain job/academic placement within six months of graduation.**
 - **PO Description:** Students will either successfully find jobs (including professional internships) within the healthcare industry, or pursue advanced degrees, within six

months of graduation from the program.

- **KPI/Tool:** The alumni survey is an instrument developed by the program for the purpose of learning job/academic placement following graduation. A copy of the alumni survey is provided for evidence. This survey will be used to gather data to determine the following:
 - Number of graduates who have obtained athletic training and other healthcare credentials, with the expectation that 100% of the students will have received these credentials.
 - Number of credentialed graduates employed in athletic training (separated by job setting), with the expectation that 75% of the students will be employed.
 - Number of graduates pursuing advanced degrees (separated by degree), with the expectation that 5% of the students will be seeking advanced degrees.
 - Number of graduates in professional internships and residency (separated by job setting or specialty), with the expectation that 20% will be in one of these positions.

- **Performance Objective 2: Placement of students in a variety of practice settings.**
 - **PO Description:** Students will be placed in a variety of practice settings in local, national, and international contexts while in their clinical experience and internship courses. Practice settings are defined as traditional or emerging by the National Athletic Trainers' Association. Traditional settings include: secondary, college, and professional sport settings, and emerging settings include: performing arts, public safety, physician practice, military, and occupational health (<http://www.nata.org/about/athletic-training/job-settings>).

 - **KPI/Tool:** Clinical rotation placement records, immersive placement records, and study abroad enrollment records are all records which are kept by the program specifically by the Coordinator of Clinical Education. This data will be used to determine the following:
 - Percent of all clinical and internship sites are in Emerging Clinical Settings (non- traditional), with the expectation that a minimum of 10% will be emerging settings.
 - Percent of internship sites which are outside of the local area (Chicagoland), with the expectation that a minimum of 10% will be outside of the local area.
 - Number of study abroad experiences, with the expectation that there will be a study abroad experiences offered annually.

An outline of the goals, outcomes, and measureable objectives can be found below. This representation of goals, outcomes, and measureable objectives is derived from the university's method of assessing programs during their mid-cycle, and full assessment of programs.

Mission - The mission of the Athletic Training Program at Northern Illinois University is to foster the growth of innovative allied health professionals to equitably serve diverse communities. We empower students who are committed to patient-centered care and high quality health outcomes. The program accomplishes this through contemporary expertise, evidence based practice, interprofessional education, practical & professional clinical experiences, and exposure to emergent settings.

Goals

Goal 1: Students will demonstrate understanding and apply all necessary foundational knowledge to improve the health and well-being of the patients they serve.	Goal 2: Students are committed to meeting the unique healthcare needs in an environment of inclusion, respect, equity, and appreciation of differences in diverse patient populations.	Goal 3: Students will be proficient in evidence based practice and interprofessional healthcare to provide high quality patient-centered outcomes.	Goal 4: Students will exhibit professional behaviors required for professional practice in athletic training across a variety of healthcare settings.	Goal 5: The program will recruit and retain a diverse group of students to facilitate a culturally inclusive learning environment.
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Outcomes

SLO 1.1: Demonstrate professional knowledge required of an entry-level Certified Athletic Trainer.	SLO 2.1: Provide patient-centered care to diverse populations.	SLO 3.1: Demonstrate the use of evidence-based practice to provide care using current best practices.	SLO 4.1: Exhibit professional behaviors necessary for athletic training professional practice.	PO 5.1: Recruit a diverse group of students into the program.
SLO 1.2: Demonstrate professional skills to appraise clinical situations and provide appropriate care to patients through simulations and real-life contexts necessary for an entry-level Certified Athletic Trainer.	SLO 2.2: Demonstrate cultural competence and a global healthcare perspective.		SLO 4.2: Engage in professional in life-long learning as to become an active participant in his/her professional progress.	PO 5.2: Retain students from program acceptance through program completion.

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
BOC Examination	Scores from this exam will be used to assess student attainment of all 5 domains of professional knowledge. The BOC Exam Reports are sent to the program on an annual basis. The passing score for each domain on the BOC exam is designated at 500 points. More information about the BOC Exam can be found at: http://www.bocatc.org/educators/exam-development-scoring .	The student level target is passing the BOC during the first attempt at a rate equivalent to the national average. This average is provided by the BOC on their website.	80% of students will successfully pass the BOC examination on their first attempt. 90% of students will pass the BOC examination regardless of number of attempts.	During the student's final semester enrolled in the program.	Program Director	1.1
ATrack Standard Assessment	Clinical skills are evaluated in a real-patient context when possible for the ATrack Standard Assessment by the assigned Athletic Training Program member. Students are evaluated on three levels (below expectation, meets expectation, exceeds expectation) for each competency standard.	Students will score a 2/3 (meets expectations) on each standard assessment.	The average student performance will be 2/3 overall on their standard assessments.	Each clinical experience.	Faculty and/or preceptor will enter score on ATrack, clinical coordinator will extract.	1.2

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Immersive Clinical Experience Evaluations	<p>Scores from the final immersive clinical experience evaluation will be used to assess Foundational Behaviors of Professional Practice as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf).</p> <p>The Immersive Clinical Experience Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the professional phase of the program (year 2). Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation.</p>	Students will meet or exceed a score of 3.5/5.	Average student performance will be 3.5/5 overall.	Immersive Clinical Experience	Preceptor will enter score on ATrack, clinical coordinator will extract	2.1, 2.2, 4.1

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Employer Satisfaction Survey	The Employer Survey was created by the program for the purpose of assessing the graduate's skills and abilities after they exit the program. This survey is distributed to employers within one year of the student's graduation. The contact information for employers will be identified by graduates on their respective alumni surveys. Survey items are assessed using a five-point Likert scale. A copy of this instrument is provided as evidence.	Students will meet or exceed a score of 3.5/5.	Average student performance will be 3.5/5 overall.	Within one year of student's graduation	Program Director	2.1, 2.2, 4.1
Research Artifact Rubric	The Research Artifact Rubric is utilized in the course KNAT 650 Directed Research and Applied Evidence Based Practice in Athletic Training which is the final research course that students take prior to completion of the program and graduation from NIU. The focus of this paper is to utilize evidence-based practice to create a research artifact (e.g. poster presentation, thesis, critically appraised topic, etc.) which is relevant to the clinical practice of a Certified Athletic Trainer.	Students will meet or exceed a score of 85%.	90% of all students will meet or exceed a score of 85%.	Completion of KNAT 650	KNAT 650 Faculty	3.1

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Capstone Case Study Project	The Capstone Case Study Project Rubric is utilized in the course KNAT 556 Immersive Athletic Training Clinical Experience II which is the final clinical experience course that students take prior to completion of the program and graduation from NIU. The focus of this project and presentation is to reflect on an actual clinical case they have has experience with, and to appraise the individual and their injury using an evidence-based practice framework.	Students will meet or exceed a score of 85%.	90% of all students will meet or exceed a score of 85%.	Completion of KNAT 556	KNAT 556 Faculty	3.1

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs Covered
Lifelong Learning Value Rubric	The Lifelong Learning Value Rubric is utilized in the course KNAT 556 Immersive Athletic Training Clinical Experience II which is the final clinical experience course that students take prior to completion of the program and graduation from NIU. This reflective writing assignment will ask students to reflect on life-long learning including current strengths and weaknesses, and how they plan to improve weaknesses. This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection.	Students will meet or exceed a score of 3.5/5.	Average student performance will be 3.5/5 overall.	Completion of KNAT 556	KNAT 556 Faculty	4.2
Alumni Survey	The alumni survey is an instrument developed by the program for the purpose of learning job/academic placement following graduation.	Students will meet or exceed a score of 3.5/5.	Average student performance will be 3.5/5 overall.	Within 6 months following graduation	Program Director	PO1
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						