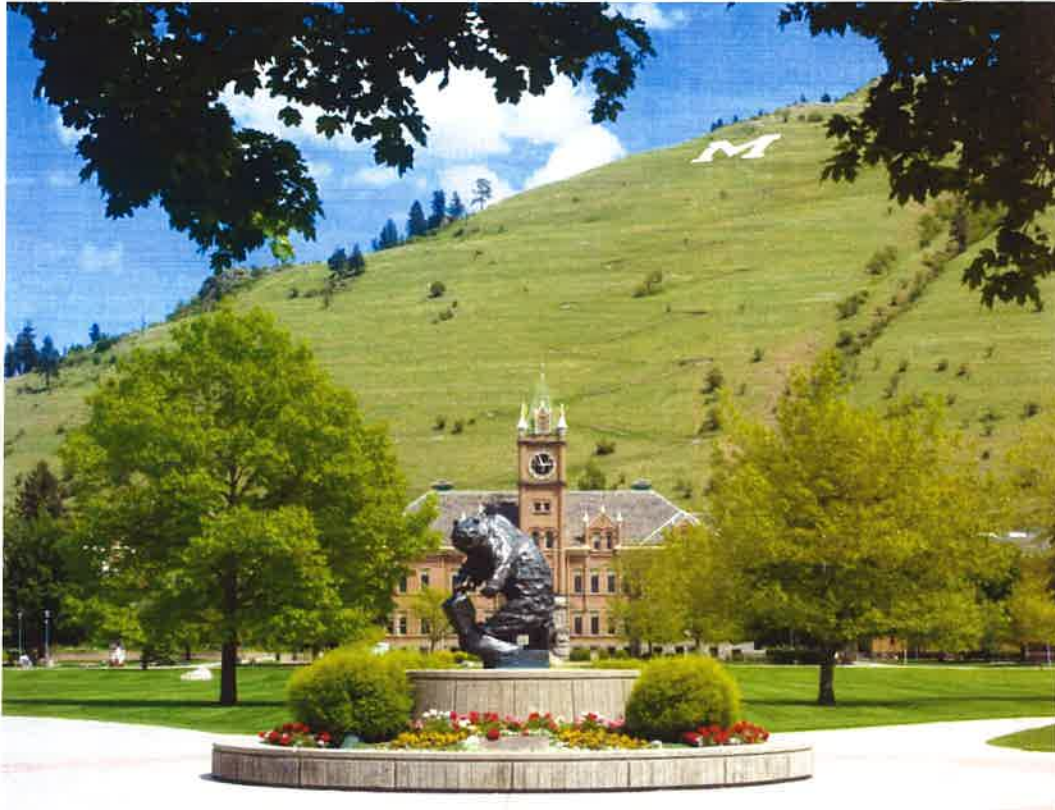


UM Masters in Athletic Training



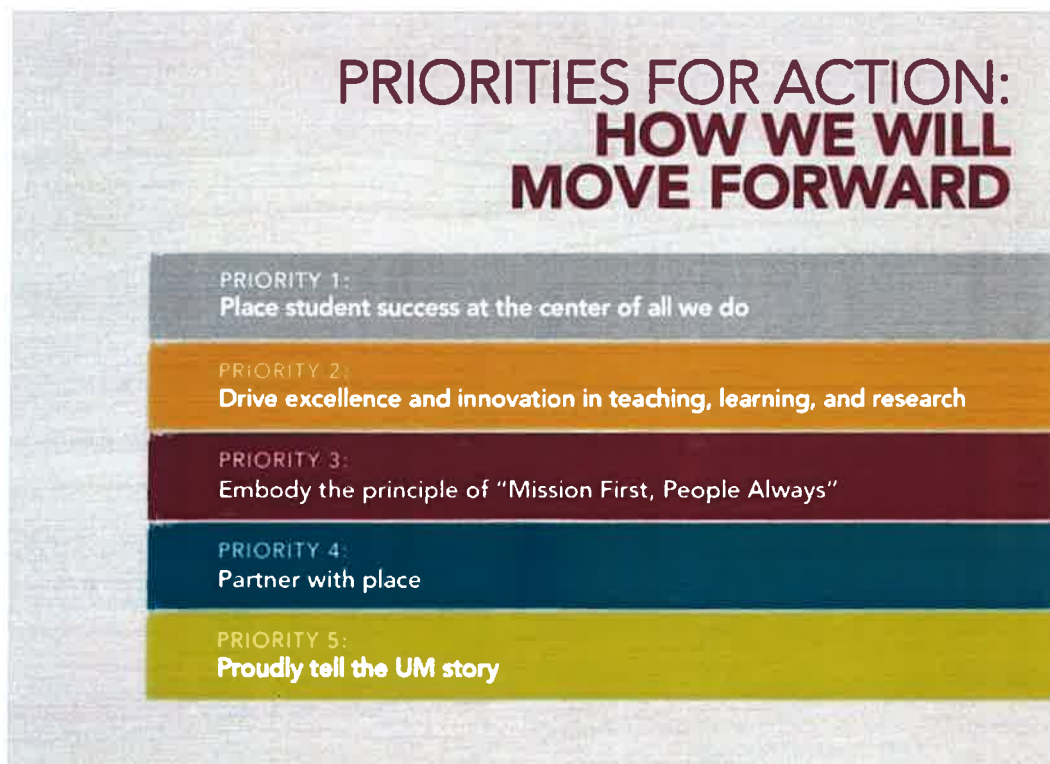
Assessment Plan Summary Report 2020-2021

UMATP Assessment Plan Key Findings 20-21

Strengths Identified

- Investment in students (UM PFA #1, 3)
- 100% of our graduates felt prepared for interprofessional practice in healthcare (largely attributed to AHEC Scholars program) (UM PFA#4)
- 100% pass rate on Board Examination (UM PFA#1)
- Weekly email updates to students and monthly student check in (walk and talk) (UM PFA #1, 2, 3)
- Curriculum organization allows for reinforcement of key concepts and skills to adequately prepare students for clinical practice (UM PFA #2)
- Student success continues on a local, regional and national level (scholarships and awards) (UM PFA#1, 2, 3)
- Majority of benchmarks met in the current assessment plan (UM PFA #2)

UM Priorities for Action



Recommendations to Strengthen Program

- Look for more opportunities to integrate administrative, general medical and rehabilitation experiences for students to practice and apply skills.
 - **Action Step:** Restructure practicum courses to implement more scenarios and/or simulations to engage students in these activities. Spending more time in these classes on these topics would be of benefit.

- Explore additional IPE events to engage students outside of AHEC scholars.
 - **Action Step:** Consider requiring participation in one IPE event each semester for all students outside of AHEC scholars requirements.
- Explore additional NO/NS rotations into rural Montana communities in an effort to expand clinical opportunities with a variety of medical conditions.
 - **Action Step:** Approach WWAMI to explore opportunities for a collaborate partnership with MAT student placements with family medical residents in rural communities.
- Convert patient encounter forms from paper to digital format to improve ease of utilization for the students, preceptors, and program administrators.
 - **Action Step:** Utilize ATrack to digitize these forms and create a more effective and efficient way of completing patient encounter forms in the program.
- Improve consistency in clinical skills evaluation of students (i.e. patient encounter forms, OSCEs, etc) between program faculty and preceptors.
 - **Action Step:** Address this at the preceptor training/ strategic planning meeting with the preceptors in June.

Progress on Recommendations from 20-21

- Focus on ways to include more transition to practice opportunities for students in their second year
 - **Action Plan:** ATEP 550 and 551 --bring in speakers to address transition to practice concerns (what the books don't teach you!)
 - **Progress:** We implemented monthly transition to practice webinars with speakers from different practice settings; however, they were poorly attended because they were not required. We will embed these specifically into practicum/seminar classes during class time which will facilitate student participation.
- Ensure that there is consistency across the curriculum between instructors (MMT, Special tests)
 - **Action Plan:** Summer 2020 will hold a meeting with AT faculty to identify lists of all special tests to be taught, review techniques for MMT, special tests, etc
 - **Progress:** We met over the summer on a couple occasions to improve consistency in teaching. We do believe we made significant progress in this area.
- Ensure that course content taught is clinically relevant- there has been consistent concern the past few years about how the evaluation, general medical and rehabilitation courses have been taught
 - **Action Plan:** Changing instructors in the upcoming year; revisiting curricular assignments to create more integration into clinical practice
 - **Progress:** None of the feedback received from students this year stated that course content was irrelevant to clinical practice. We believe a change in instructor and updating of curriculum addressed this issue.
- Online courses are not favored by students, especially with general medical assessment; pharmacology needs to look at more ways to engage students online

- **Action Plan:** General medical assessment is moving to a hybrid model to address student concerns; pharmacology will have a new instructor and can bring new ideas to course delivery and engagement
- **Progress:** General medical assessment worked well meeting in a blended format; however, more time needs to be allotted for lab (meet 2 hours rather than 1 hour). This is already planned and scheduled for Fall 2021).
- Program Director needs to have more check-ins with each student
 - **Action Plan:** PD will require monthly check in's with each student
 - **Progress:** PD held monthly meetings with students (walk and talk). The feedback from students was overwhelmingly positive and the PD will continue to do these in the future.
- Create more opportunity for interaction with first year students and Dr. Murphy
 - **Action Plan:** Pilot test journal club
 - **Progress:** Journal club was embedded into ATEP 599 course and went well. With curriculum changes coming, there will be more opportunities to integrate in the research series both fall and spring.
- Improve communication strategies from ATP to preceptors, specific to the current classroom content in an attempt to increase purposeful conversation between students and CP's.
 - **Action Plan:** Send out monthly email w/info on classroom subjects, include hour reminders, end of rotation reminders, etc.
 - **Progress:** This fell to the wayside a bit with emails on classroom subjects. This will be a continued goal going into next year.
- Clearly and consistently, communicate expectations for clinical rotations to students early in the program. (i.e. Hour req's, proper communication with CP's, cell phone usage, Timeliness, etc)
 - **Action Plan:** Provide preceptors w/ one-page document detailing expectations of them in rotations.
 - **Progress:** This was completed and sent out prior to the beginning of the academic year.
- Overall scores for preceptors went up this year: could improve upon providing an active and stimulating learning environment.
 - **Action Plan:** Discuss clinical expectations with students prior to beginning rotations (1st years in July, 2nd years during bootcamp).
 - **Progress:** This was completed and discussed with students in person and via email prior to the beginning of the clinical rotations.
- Areas of improvement for students were consistently self-initiating practice, initiating eval of a patient and performing said eval and identifying problems and providing a solution.
 - **Action Plan:** Implement some form of the "skill checks" to be completed with preceptors in an effort to spark conversations and increase self-practice from students.
 - **Progress:** Rather than adding the skill checks into the requirements, utilizing the patient encounter forms did a fair job at accomplishing this goal. This can continue to be improved up on in the future.

- Integrating NO/NS into other rotations in order to allow for more hours during those weeks.
 - **Action Plan:** NO/NS rotations will occur concurrently with assigned rotations in Fall 2020 in the mornings while routine assigned clinical rotations occur in the afternoon
 - **Progress:** This occurred this year due to COVID-19 restrictions and resulted in the completion of this goal. This way of implementing NO/NS rotations will continue going forward.

UMATP
Program Assessment Data Analysis Summary
 AY 2020-2021

BOC Exam Results

AY 2017-2018- 100% first time pass rate

AY 2018-2019- 93% first time pass rate

AY 2019-2020- 69% first time pass rate (lowest pass rate in 15 years)

AY 2020-2021- 100% first time pass rate

Graduate Exit Survey

Completed by the 6 graduating students

Open ended survey

Highlights

- **Courses enjoyed the most:** Practicum courses, sport psych
- **Courses enjoyed the least:** Educational Research, sport nutrition
- **Strengths of the ATP**
 - Staff and faculty investment in students
 - Program structure supports learning and reinforcing concepts and skills
- **Weakness of the ATP**
 - Ensure preceptor buy in to working with students
 - Consistency in curriculum- techniques being taught
 - Lab space is old and needs updated
 - RATC environment needs to be more positive experience for students
- **BOC preparedness- Most prepared and why?**
 - Emergency response, evaluations, rehab and modalities
 - Repetition in practicum courses led to them feeling prepared
 - Also most commonly used in clinical experiences
- **BOC preparedness- Least prepared and why?**
 - General medical, org & ad and pharmacology- not used a lot in clinical rotations and lots of new ideas/skills

General Thoughts/Conclusions:

- All students felt prepared for entry into the AT profession
- All students felt prepared to work in interdisciplinary teams

Alumni Survey (9 responses)

- Employment setting- college/univ. high schools, clinic/outreach, professional sports
- 9/9 would choose UM AT if they started their AT education over again
- Top reasons for selecting UM- reputation of program, regional location
- Most students (8/9) rated quality of program, teaching and clinical experiences good to very good
- Students felt least prepared in organization and administration, rehab, and counseling patients; all other areas rated higher
- Qualitative feedback suggests more hands on experiences with rehab plan development and some of the administrative tasks tied to the AT job including communication with coaching staff

Program Director Evaluation

Completed by 15 ATP students

Quantitative Highlights (Likert scale used 1-5):

- Scores on average ranged from 4.53 to 4.93
- Overall average across all categories 95%

Strengths of Program Director:

- Care for students, availability to students, high expectations of students
- Flexible learning/teaching style
- Good communication to students- weekly emails with updates appreciated, monthly check ins

Weaknesses of Program Director:

- Increase constructive feedback to students during meetings (too nice)
- More class time (ie teach students each semester)
- Ensuring consistent communication with faculty

How can PD assist the ATP:

- Improve student preparation for OSCE and simulations
- Continue to be available to students

Coordinator of Clinical Education Evaluation (Willert)

Completed by 15 ATP students

Quantitative Highlights (Likert scale used 1-5):

- Scores on average ranged from 4.13 to 4.67
- Overall average across all categories 90%

Strengths of AT Faculty CCE:

- Positive attitude
- Good listener and available to students
- Considers student needs and balances rotation assignments accordingly

Weaknesses of AT Faculty CCE:

- Responsiveness to email, texts
- Organization- delayed feedback on assignments, posting assignments
- Improve communication

How Can CCE Assist the ATP:

- Continue to listen to student needs for student placements
- Improve organization in classroom and consider different teaching strategies

AT Faculty Evaluation (Murphy)

Completed by 12 ATP Students

Quantitative Highlights (Likert scale used 1-5):

- Scores on average ranged from 4.08 to 4.67
- Overall average across all categories 88%

Strengths of AT Faculty (Murphy):

- Knowledgeable
- Enthusiastic and approachable
- Invested in student success

Weaknesses of AT Faculty (Murphy):

- Increase communication in online classes
- Timeliness of feedback in class

How can AT Faculty (Murphy) assist the ATP:

- Check in more with students outside of class time
- Increase exposure working with first year MAT students

AT TA Evaluation (Latos)

Completed by 12 ATP students

Quantitative Highlights (Likert scale used 1-5):

- Scores on average ranged from 3.67 to 4.75
- Overall average across all categories 83%

Strengths of TA (Latos):

- Willing to help students
- Kind and caring towards students
- Knowledgeable

Weaknesses of AT Faculty (Latos):

- Not always present on campus limiting interactions with students and availability to them

How can AT Faculty (Latos) assist the ATP:

- Increase presence around the students

All course evaluations were moved online this year due to COVID19, drastically reducing the response rate on course evaluations

Classroom Evaluations Summary – Moody

Ratings for ATEP 546 (2 students) were very good to excellent (most scores were either 5.5 or 6.0 out of possible 6.0); Ratings for ATEP 566 (6 students) were very good to excellent (5.67-6.0 scores out of possible 6.0); Ratings for ATEP 578 (2 students) were very good to excellent (most scores were either 5.5 or 6.0 out of possible 6.0). Ratings for ATEP 572 (5 students) were good to excellent (5.4-5.8 out of possible 6.0) **Strengths:** Case studies in general medical; fish bowl in therapeutic modalities, hands on practice and application of skills; labs and plan of care; **Areas to improve upon:** just continue to provide more opportunities to practice; more time to practice hands on with exercises and rehab sessions.

Classroom Evaluations Summary – Willert

Ratings for ATEP 551 (2 students) were very good to excellent (5.5-6.0 scores out of possible 6.0); ATEP 541 (6 students) were fair to excellent (4.4-5.8). **Strengths:** Good preparation for BOC exam; good practical review of skills **Areas to improve upon:** Not do packets during class time; more focus on upper injury pathology in spring practicum.

Classroom Evaluations Summary – Murphy

Ratings for ATEP 599 (2 students) ranged from good to excellent (4.0-5.5 scores out of possible 6.0) ATEP 580 (4 students) ranged from good to excellent (5.5-6.0 scores out of possible 6.0) **Strengths:** work at own pace in online class; good communication

Classroom Evaluations Summary – Capp

Ratings generally were very good to excellent for ATEP 550 (2 students) (scores were 5.5-6.0 out of possible 6.0); Ratings generally were good to excellent for ATP 569 (6 students) (5.0-5.5 scores out of possible 6.0) 93% average rating **Strengths:** Good review of anatomy; **Areas to improve upon:** full 2 hours in cadaver lab (this was adjusted due to COVID restrictions/lab capacity this year)

Preceptor Evaluation of Coordinator of Clinical Education

Key Findings/Recommendations

- Accessible to preceptors
- Provide written expectations for preceptors for rotations.
- Provide list of skills that student should work on during rotation.

- Communicate assignment deadlines or topics from class to allow for discussion during slow times
- Improve timely responsiveness to emails/follow up

Long Term Strategic Planning 2020-2021

Measurable AT Program Objective	Method of Measurement	Individual Responsible	Goals Linked to Learning Outcomes	Interpretation of Findings (did/did not meet the goal)	Action Plan/Use of Results
The ATP will diversify its recruitment initiatives The ATP will.....	Measure 1: Develop 2+3 or 3+2 articulations with other institutions (PD) Measure 2: Develop robust marketing campaign	All	Develop 3 1. Identify additional markets and mediums to recruit students- target WICHE states 2. Advertise in Pacific Northwest; set up agreements for reserved seating in program 3. Collaborate within the university to expand impact of marketing campaign	Did not meet	Need time to address
				Partially met	Continue to work with advisory board
				Did not meet	Dedicate time to focus on this
The ATP will explore and develop collaborative graduate education opportunities	Measure 1: Discuss and develop dual PT/AT degree Measure 2: Develop funding opportunities to support graduate students	Program Director Shane Murphy & Val Moody	Develop 1-2 funding mechanisms to support students (external funding)	Did not meet	Develop video in early fall for this
				Completed and saw increase in applicant pool	Continue to use and expand use of tools within ATCAS
				Val- did not meet Shane – Partially met	Val- did not have time to focus on this; need to explore next year Shane – external applications were not funded, needs to continue to be explored next year
The ATP will develop collaborative opportunities with Strength and Conditioning staff	Measure 1: Establish working research relationship with S&C staff.	Shane Murphy	1. Disseminate pilot project to NATA 2. Maintain AT students and SC relationships to assist with data collection and research design. 3. Explore collaborative literature review with SC, other collaborations with VB/XC, SC, ATs	Did not meet	Submitted, not accepted; however, collaboration work submitted at NWATA and MTATA
				Met	Establish CBAT Internship
				Partially Met	Collaboration with SC established and expanded, but not a literature

						review (original research).
The ATP will develop plans for celebrating 50 year anniversary of AT program	Measure 1: Establish anniversary event	Program Director	Identify speakers/award winners for 2021 event (Katie Grove, Luke Bahnmaler, etc)	Met	Organizing 50 year event	
	Measure 2: Explore development opportunities for AT wing	Program Director	Work with COH Development Officer to establish recruitment of donors	Renovation plans and fundraising campaign initiated		
The ATP will develop/reestablish relationships with additional clinical sites for expanded clinical immersion experiences	Measure 1: Establish enough clinical immersion sites to accommodate demand with cohort growth.	Clinical Coordinator	Ensure clinical immersion site options are sufficient for increased demand with curriculum change.	Met	This occurs on an annual basis. Will re-evaluate each year.	

Assessment Area	Program Expected Outcome (PEO)	Method of Measurement (Direct/Indirect)	Goals Linked to PEO	Person(s) Responsible	Interpretations of Findings (goal met/not met)	Action Plan (resources needed, timeframe & strategy)
Quality of Clinical Education; Program Effectiveness	1. Graduates will be prepared for an entry-level position in athletic training in a variety of settings with a wide range of athletic populations	Measure 1: BOC Exam 1 st Time Pass Rate	The first time pass rate will meet or exceed the national average	Program Director	100% of students passed the board exam on first attempt	Continue to integrate practice BOC exams
		Measure 2: Graduate Exit Survey	100% of graduates will feel prepared for an entry-level position	Program Director	100% of graduates reported feeling ready	No change needed at this time
		Measure 3: Clinical Education Placements	100% of students will gain clinical education in every category upon graduation (individual, team sports, male, female, non-sport, equipment intensive, across life span, varying SES, non-sport/ortho)	Coordinator of Clinical Education	100% of students gained experience in each of these areas.	Alterations were made this year due to COVID-19, specifically with the NO/NS rotations. A return to "normal" experiences next year is anticipated.
		Measure 4: Alumni Survey	100% of alumni 1 year out from graduation felt prepared for their current entry-level position	Program Director	100% of graduates reported feeling ready	Considering the pandemic shut everything down, this was a nice surprise!
		Measure 5: Preceptor evaluation of student	100% of students will receive an average score of 80% or higher on evaluations	Coordinator of Clinical Education	100% of students achieved this mark.	No change needed at this time.
Quality of Instruction; Student Learning Outcomes	2. Graduates of the Athletic Training Program will be able to demonstrate specific knowledge in the field of athletic training as demonstrated by passing the Board of Certification Examination	Measure 1: BOC Exam 1 st Time Pass Rate	The first time pass rate will meet or exceed the national average	Program Director	100% of students passed the board exam on first attempt	

Quality of Instruction; Student Learning Outcomes	Outcome 2b. Students will implement evaluation techniques, formulate clinical diagnosis, and devise appropriate treatment plan	Measure 1: ATEP 534 Final exam (written/practical)	90% of students will earn a 80% or better on the exam	Course Instructor (Moody)	89% of students earned 80% or greater	No action necessary; improved scores from previous year
		Measure 2: ATEP 540 Final practical exam	80% of students will earn a 80% or better on the exam	Course Instructor (Willert)	89% of students earned 80% or greater. One student has not taken exam.	No action necessary
		Measure 3: ATEP 541 Final practical exam	90% of students will earn a 80% or better on the exam	Course Instructor (Willert)	100% of students earned 80% or greater.	No action necessary
		Measure 4: ATEP 550 Final practical exam	90% of students will earn an 80% or better on the exam	Course Instructor (Capp)	83% of students earned greater than 80%	Implemented BOC practice exam this year; monitor performance
		Measure 5: ATEP 551 Capstone examination	90% of students will earn a 70% or better on the exam	Course Instructor (Willert)	100% of students earned greater than 70%	No action necessary.
		Measure 1: ATEP 542 practical exams	80% of students will earn an 80% or better on the evaluator portion of each of the exams	Course Instructor (Moody)	Practical 1: 7/9 78% Practical 2: 8/9 89% Practical 3: 8/9 89%	No action necessary
		Measure 2: ATEP 544 Practical exams	80% of students will earn an 80% or better on the evaluator portion of each of the exams	Course Instructor (Willert)	Practical 1: 9/9 100% Practical 2: 9/9 100% Practical 3: 8/9 89% One student has not taken exam.	No action necessary
		Measure 3: ATEP 546 Practical exams	90% of students will earn an 80% or better on the final practical	Course Instructor (Moody)	Practical 1: 6/6 100% Practical 2: 3/6 50%	Some limitations for exams due to COVID; revisit next year
		Measure 4: ATEP 546 Case Reviews	90% of students will earn an 80% or better on the project	Course Instructor (Moody)	CR 1: 100% met goal CR 2: 100% met goal CR 3: 100% met goal CR 4: 67% met goal CR 5: 100% met goal CR 6: 100% met goal	Revisit case review #4 to improve clarity of case presentation
		Measure 5: ATEP 572 Plans of Care	90% of students will earn an 80% or better on each plan of care	Course Instructor (Moody)	Student average across all POCs was 91%	Different assignment this year, re-evaluate this metric

		Measure 6: ATEP 551 Capstone examination	90% of students will earn a 70% or better on the exam	Course Instructor (Willert)	100% of students earned greater than 70%,	No action necessary.
Quality of Instruction; Student Learning Outcomes	Outcome 2c. Students will implement appropriate measures to provide immediate care of injured participants	Measure 1: ATEP 534 Written final exam	90% of students will earn a 80% or better on the exam	Course Instructor (Moody)	89% of students earned 80% or greater	Improved from last year; no action necessary
		Measure 2: ATEP 534 Practical exam	90% of students will earn a 80% or better on the exam	Course Instructor (Moody)	89% of students earned 80% or greater	Improved from last year; no action necessary
		Measure 3: ATEP 534 Emergency Management Paper	90% of students will earn a 80% or better on the paper	Course Instructor (Moody)	100% of students earned 80% or greater	No action necessary
		Measure 4: ATEP 540 Final practical exam	80% of students will earn a 80% or better on the exam	Course Instructor (Willert)	89% of students earned 80% or greater. One student has not taken	No action necessary
		Measure 5: ATEP 541 Final practical exam	90% of students will earn a 80% or better on the exam	Course Instructor (Willert)	100% of students earned 80% or greater.	No action necessary.
		Measure 6: ATEP 550 Final practical exam	90% of students will earn a 80% or better on the exam	Course Instructor (Capp)	83% of students earned greater than 80%	No action necessary.
		Measure 7: ATEP 551 Capstone examination	90% of students will earn a 70% or better on the exam	Course Instructor (Willert)	100% of students earned greater than 70%,	No action necessary.
		Measure 1: ATEP 566 Written examination	90% of students will earn a 80% or better on the exam	Course Instructor (Moody)	Midterm: 8/9 89% Final: 8/9 89%	Improved from last year; will change next year due to curricular changes
		Measure 2: ATEP 566 Practical examination	90% of students will earn a 80% or better on the exam	Course Instructor (Moody)	Midterm: 8/9 89% Final: 7/9 78%	Improved from last year; will change next year due to curricular changes
		Measure 3: ATEP 572 Plans of Care	90% of students will earn a 80% or better on each plan of care	Course Instructor (Moody)	Student average across all POCs was 91%	
Measure 4: ATEP 572 Practical examinations	90% of students will earn a 80% or better on each of the exams	Course Instructor (Moody)	100% earned 80% or better on each practical exam			
Quality of Instruction; Student Learning Outcomes	Outcome 2d. Students will reconition participants for optimal function and performance					

Quality of Instruction; Student Learning Outcomes	Outcome 2e. Students will understand and adhere to professional practice guidelines to ensure individual and organizational well-being	Measure 1: ATEP 578 Concept checks	90% of students will earn a 80% or better on each of the concept checks	Course Instructor (Moody)	100% of students earned 80% or greater	No change at this time	
			100% of students enrolled in AHEC Scholars will complete the program		6/6 students enrolled in AHEC Scholars completed the program		
Quality of Clinical Education; Student Learning Outcomes	3. Graduates will be prepared to work in interdisciplinary teams.	Measure 1: Completion of the AHEC Scholars Program	100% of students will complete NO/NS rotations)	Program Director/ Coordinator of Clinical Education	100% of students completed the NO/NS rotation.	No change needed.	
			100% of students will feel prepared to work in interdisciplinary teams		100% of students felt prepared to work on interdisciplinary teams		
			Measure 2: Completion of non-orthopedic/non-sport clinical rotation				
Program Effectiveness	4. Graduates of the Athletic Training Program will find ready employment in the field	Measure 1: Program Graduation Rate	100% of students who complete their first year in the program will graduate	Program Director	100% of students finished their first year, graduated from program	No change	
			Measure 2: Graduate Placement Rate		100% of students seeking employment in the AT field will find a job upon graduation		100% of students gained employment in AT setting
			Measure 3: Program Retention Rate		100% of students who complete their first course in the program will remain in the program until graduation		100% of students remain in program; one student will repeat first year
Quality of Instruction; Student Learning Outcomes	5. Graduates of the Athletic Training Program will be able to critically appraise relevant research related to the AT profession	Measure 1: ATEP 566 Mythbuster Project	90% of students will earn a 80% or better on the project	Course Instructor (Moody)	100% met this goal	Will revise next year due to curricular changes	
			Measure 2: ATEP 572 Rehabilitative Plans of Care		90% of students will earn a 80% or better on the plans of care		Student average across all POCS was 91%

		Measure 3: ATEP 542 Research Paper	90% of students will earn a 80% or better on the final paper	Course Instructor (Moody)	100% met this goal	Feedback on drafts improved results of this paper
		Measure 4: ATEP 544 Research Paper	90% of students will earn a 80% or better on the final paper	Course Instructor (Willert)	100% met this goal	Requiring rough draft submission helped improve results
		Measure 5: ATEP 599 Research Capstone or 699 Thesis	100% of students will complete a Research Capstone	Course Instructor Fall: Murphy	100% of students completed project	No change at this time

Note: All specific course goals are intended to be met before remediation

Other Measures of Program Effectiveness

Assessment Area	Program Expected Outcome (PEO)	Method of Measurement (Direct/Indirect)	Goals Linked to PEO	Person(s) Responsible	Interpretations of Findings (goal met/not met)	Action Plan (resources needed, timeframe & strategy)
Program Effectiveness	1. Athletic Training Faculty are effective in facilitating the delivery of program	Measure 1: Faculty Self Evaluations (yearly)	Faculty will demonstrate contribution to overall program effectiveness	AT core faculty//Program Director	Met	Continue to re-evaluate where program needs are and continue to discuss as a team
		Measure 2: Student evaluation of AT Faculty	Each faculty member will receive an average score of 80% or higher on evaluations	Program Director	Met- ratings ranged from 83% to 95% average	No change
		Measure 3: Student evaluation of Program Director	Program Director will receive an average score of 80% or higher on evaluations	Program Director	Met – PD ratings averaged 95%	Continue to invest in students and communicate well
		Measure 4: Student evaluation of Coordinator of Clinical Education	Coordinator of Clinical Education will receive an average score of 80% or higher on evaluations	Program Director	Met- CCE scored 90% average rating	
		Measure 5: Course evaluations	Faculty will receive an average score of 70% or higher on evaluations	Program Director	Met	Course evaluations moved electronically because of pandemic-low response rate
Program Effectiveness	2. Clinical sites meet the needs of the program	Measure 1: Student evaluation of preceptor/clinical site	Each clinical site will receive an average score of 80% or higher on evaluations	Coordinator of Clinical Education	100% of sites received an average score of 80% or higher.	No changes necessary.
		Measure 2: Faculty evaluation of clinical site (PD/CCE)	Each clinical site will receive an average score of 80% or higher on evaluations	Coordinator of Clinical Education	100% of sites received an average score of 80% or higher.	No changes necessary.

UM ATP
Clinical Education Assessment Data Analysis Summary
AY 2020-21

Clinical Sites

Summary of All Clinical Sites:

Faculty evaluation of clinical site highlights:

- Overall scores ranged from 3.96-4.46 (out of 5)
 - Students having access to sanitation materials and the ability to clean hands regularly was scored highly.
 - Having access to blood borne pathogen barriers was also scored highly.

Areas for improvement:

- Improved communication strategies, particularly in regards to current classroom content should be explored by the ATP to all clinical preceptors and clinical sites.

University of Montana Rhinehart Athletic Training Center (RATC) Evaluations:

Faculty evaluation of clinical site highlights:

- Overall scores ranged from 3.57-4.57 (out of 5)
 - Adequate supervision, Blood borne pathogen barriers availability and sanitation precautions were rated highest.
 - The lowest rated section was the clinical setting providing students with opportunity to see many injuries and situations.
 - Overall scores decreased slightly this year compared to AY 19-20.

Areas for improvement:

- Preceptors and AT students should establish effective communication strategies early in clinical experience, and clearly communicate goals and opportunities during the first week of the clinical experience.
- Preceptors should work to explore ways to increase hands on opportunities for students.

High School Evaluations (Hellgate, Sentinel, Big Sky,)

Faculty evaluation of clinical sites highlights:

- Overall scores ranged from 4.33-4.67. (out of 5)
 - Clinical preceptors at Hellgate, Sentinel, and Big Sky continue to set the standard for promoting constructive discussion with students, and for interacting with them in a professional manner. All clinical preceptors provide excellent supervision, but encourage autonomy, critical thinking, and problem-solving from students. These preceptors also reinforce information from the classroom better than any other site.

- Overall scores increased in comparison to AY 19-20.

Areas for improvement:

- Continue to find beneficial ways to fill “down time” with students.
- Continue to reinforce clinical site requirements with all clinical preceptors, and prompt communication with the ATP faculty on changes.

High School Outreach Evaluations (Missoula Bone & Joint)

Faculty evaluation of clinical sites highlights:

- Overall scores for Florence-Stevi, Frenchtown, and Loyola were averaged at a 4 (out of 5).
 - Each of these sites did a great job of doing their best to make their site a safe place for our students to work during the midst of the COVID-19 Pandemic.
 - They each continue to provide our students with meaningful and fulfilling clinical experience.

Areas for improvement:

- Preceptors should be encouraged to set, and communicate, high expectations of each AT student. Holding the student accountable for high achievement will facilitate even greater student satisfaction.
- Clinical preceptors should use caution when discussing the “internal” debates and challenges within MBJ’s outreach program. Students occasionally felt it detracted from their experience when they heard negative things being discussed.

Missoula Jr. Bruins/MAYHA

Faculty evaluation of clinical sites highlights:

- Overall scores averaged a 4 (out of 5)
 - Equipment, supplies, and space at this site were very limited. The opportunities to see a variety of injuries, conditions, and to have varied learning experiences was also limited, due to the COVID-19 Pandemic.
 - Overall, although limited this year, the students were able to gain some acute injury experience when at the rink this year.

Areas for improvement:

- Continued improvement on structured down time for students while on rotation.
- Continue to work to provide constructive feedback regularly, not only during evaluations.

Non-Orthopedic/Non-Sport Clinical Site Evaluations (UM RATC physician visits/COVID Testing)

Faculty evaluation of clinical sites highlights:

- Overall scores ranged from 3-5 (out of 5)

- Each student was assigned to 4 one week rotations, alternating between the COVID-19 testing in the RATC and the physician visits with Dr. Fritz. This allowed each student to gain roughly 15-20 hours of NO/NS experience.
- This years restrictions certainly did not allow for our students to gain what would be considered a “normal” experience in previous years. Although their feedback was generally positive.

Areas for improvement:

- Next year we will be continuing our integration of the NO/NS rotations into the student’s other rotation timelines. This allows for a greater amount of hours for each of the students overall.

Clinical Preceptor (CP) Evaluations

Evaluations completed by all ATP students

Average of all CP’s was 4.03 or better (out of 5) in each evaluated area

University of Montana RATC CP Evaluations:

- Overall scores in each area specific to CP’s range from 2.6 – 5
- Areas of strength
 - Ethical and legal practice
 - Preceptors provided an adequate amount of time to complete tasks
 - Respect for diverse backgrounds and experiences
- Areas needing attention
 - Preceptors demonstrating enthusiasm for their role as a preceptor
 - Effective organization of clinical experiences
 - Providing an active, stimulating environment appropriate for learning
 - Providing a variety of learning experiences/opportunities
 - Preceptor effectively organized your clinical education experience

High School CP Evaluations (Hellgate, Sentinel, Big Sky):

- Overall scores in each area specific to CP’s range from 3.71 – 5 (out of 5)
- Areas of strength
 - Enthusiasm about being a preceptor was rated highest overall
 - Encouraged on-going practice of learned skills
 - Effective and positive communication between preceptor and student
 - CP’s encouraged students to contact them, and was readily available to answer any questions
 - Communication of high standards which were challenging but appropriate
 - Promotion of active learning
 - Professional interaction with AT students
- Areas needing attention
 - Effectively plan and organize the clinical experiences for each student

- Clearly outline expectations appropriate to student and preceptor needs
- There was adequate space in the clinical environment for the treatment of athletes/patients.

High School Outreach CP Evaluations (Missoula Bone & Joint):

- Overall scores in each area specific to CP's ranged from 1.5-5(out of 5)
- Areas of strength
 - Ethical and legal practice
 - Respect for diverse backgrounds
 - Effective and positive communication
 - Respect for diverse talents and ways of learning
- Areas needing attention
 - Outlining expectations, planning and organizing clinical experience to meet student goals
 - Clinical education experience was planned to meet your specific clinical goals.

Missoula Jr. Bruins/MAYHA CP Evaluations:

- Overall scores in each area specific to CP range from 2-5 (out of 5)
- Areas of strength
 - CP provided an active, stimulating environment. He encouraged on-going practice of skills and integrated classroom concepts into clinical experiences.
 - CP communicated high expectations that were challenging but appropriate to the student.
 - CP was available for students, and encouraged students to contact him and ask questions frequently
 - CP improved considerably in providing prompt feedback.
- Areas needing attention
 - Clinical education experience provided you with a variety of learning experiences/opportunities.
 - Small AT space noted, building limitations do not allow for much growth

Non-Orthopedic/Non-Sport CP Evaluations:

- Overall scores in each area range from 3-5 (out of 5)
- Areas of strength
 - CP's readily answered questions and interacted with the students professionally.
 - Professional and ethical practice by CP's
 - Exposure to non-orthopedic conditions reinforced knowledge from their courses.
- Areas needing attention

- Establish a more beneficial experience for students to get hands on experience with NO/NS conditions. *we were very limited this year due to COVID-19 restrictions.

AT Student Evaluations
Evaluated by Clinical Preceptors

Class of 2021 – Second Year Masters

- Average of scores across all categories was 92%
- Scored 8.71 (out of 10) or higher in all categories
 - Areas of strength (above 9.3)
 - Overall work ethic/initiative
 - Includes patient in decision making process
 - Maintains patient confidentiality
 - Demonstrates ability to work well with diverse populations
 - Demonstrates honesty and integrity
 - Exhibits compassion and empathy
 - Maintains rapport with others
 - Understands and follows directions
 - Offers positive encouragement to others
 - Areas for improvement (at or below 9)
 - Organized/Manages time efficiently
 - Recognizes sources of conflict that can impact the patient's health; Advocates for needs of patient
 - Understands the connection between continuing education and improvement of athletic training practice
 - Reviews clinical expectations and goals with Preceptor in a timely manner
 - Self initiates practice of skills
 - Seeks out/ reads AT literature, NATA position statements and/or additional related resources
 - Monitors own progress and seeks out feedback from mentors
 - Seeks assistance from Preceptor with proficiency development in timely and appropriate manner

Class of 2022 – First Year Masters

- Average of scores across all categories was 86%
- Scored 8.1 (out of 10) or higher in all categories
 - Areas of strength (at or above 8.75)
 - Positive attitude
 - Maintains appropriate personal appearance
 - Reliable/ Dependable
 - Overall work ethic/initiative
 - Maintains patient confidentiality

- Overall motivation to learn
- Areas for improvement (below 8.55)
 - Works Efficiently
 - Organized/Manages time efficiently
 - Recognizes sources of conflict that can impact the patient's health; Advocates for needs of patient
 - Understands the connection between continuing education and improvement of athletic training practice.
 - Demonstrates effective verbal communication
 - Utilizes appropriate body language
 - Reviews clinical expectations and goals with preceptor in a timely manner
 - Verifies solutions to problems; accepts more than one answer
 - Identifies problems and formulates questions appropriately
 - Self-initiates practice of skills
 - Seeks out/ reads AT literature, NATA position statements and/or additional related resources
 - Identifies problems and provides a solution
 - Seeks assistance from Preceptor with proficiency development in timely and appropriate manner