Departmental/Program Assessment Plan
Program Learning Goals, Student Learning Objectives, and Outcome Measures

Program level assessment of student learning determines whether students have acquired the specific skills, knowledge, and competencies associated with their program of study. An effective assessment plan allows faculty to evaluate whether students are meeting learning goals, yields data on the impact of curriculum and how it is taught, and guides decisions on how to improve student achievement.

Use this template to help document and review program goals, learning objectives, learning opportunities, assessment measures, and plans for data collection and analysis. Further guidance is available on PrideNet Academics>Institutional Research>Program Assessment

School	PEPSL
Department	ESAT
Program/Concentration	PPAT
Program Coordinator for this program	Jessica Barrett
Department Chair/s	Liz Mullin
Date updated/submitted	May 2023

SHORT and LONG-RANGE TIMELINE. Faculty should form task groups to work on each part and work on assessment should be ongoing through the year. Objectives may be reviewed on a rotating cycle; not every goal must be assessed every year. The timeframe for assessing each objective should be developed to allow us to prepare for our next NECHE self-study. All departments must submit program goals and corresponding student learning outcomes as part of their report to their deans, due annually on June 15. Assessment plans for collecting data and closing the loop may be preliminary, but should define a plan for completion of these activities.

1. Data are collected at the end of May, each academic year to capture data pertaining to courses and specific assignments within courses
    a. Courses and specific assignments noted below
2. Findings are shared with ATRN Faculty in May/June of each year
3. Faculty review findings and make recommendations for improvement/changes as needed which are then implemented.
4. Assessment Plan is included in Program Assessment Report for the College in the following **June of each year.**

Part I (Program Learning Goals and Objectives)	**Lead people:** Jessica Barrett and Mary Barnum All athletic training faculty and graduate teaching fellows are involved, at some level, in developing the program outcomes and goals. A full review and revision of the plan occurs when the program is undergoing a self-study for accreditation, when the accrediting body publishes new educational standards and when changes are made to the curriculum. Additional changes may occur based on trends identified when examining our yearly program assessment findings.
Part II (Mapping and Assessment)	**Lead people:** Jessica Barrett and Mary Barnum All athletic training faculty and graduate teaching fellows are involved, at some level, in developing the curriculum map and assessment. A full review and revision of the curriculum map occurs when the program is undergoing a self-study for accreditation, when the accrediting body publishes new educational standards and when changes are made to the curriculum. Additional changes may occur based on trends identified when examining our yearly program assessment findings.

Checklist of Assessment Process:

__ Assign leads to Part I and Part II (August)
__ Meet with Dean to determine calendar of activity (September)
__ Determine which goals were being assessed this cycle (September)
__ Review program learning goals with department members (September/October)
__ Review student learning objectives with department members (October)
__ Review curriculum mapping process and responsibilities with department members (October/November)
__ Gather assessment data (December through May)
__ Assess outcome(s) for the year (May)
__ Discuss results of assessment with department members and Dean (June)
__ Develop an action plan for continuous improvement (June)
__ Attach to this report, assessment measures used for objectives, including both formative and summative, as well as how they were assessed (June 15)

Part I PROGRAM LEARNING GOALS AND OBJECTIVES

a) **PROGRAM LEARNING GOALS:** (minimum of 3-4 goals recommended) Program goals describe broad learning objectives and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.).

b) **STUDENT LEARNING OBJECTIVES:** (minimum of 2-4 outcomes per goal recommended) Goals are too general to guide assessment and planning; therefore Student Learning Objectives (SLOs) are developed to make goals measurable. SLOs are clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve, and can reliably demonstrate at the end of the program. Effective SLOs are measurable and reflect broader program goals. A distinct set of SLOs should be created.

For consideration: TEACHING METHOD: For each Goal, consider one or two teaching methods you use to ensure that they create a learning environment that will support the SLOs. For example, if students are to "identify" or "name", an appropriate method for that objective should be included after the stated Program Learning Goal. You do not need to include this description in the form.

Program Learning Goals (3-4 minimum)	Student Learning Objectives (2-4 minimum per goal)	Next analysis year for each objective
1. Recognize and differentiate the subdisciplines within exercise science and understand trends and issues within each.	a. Students will demonstrate knowledge of trends and issues with the following subdisciplines: Exercise physiology, Kinesiology, Strength & Conditioning, Nutrition, Sport/Exercise Psychology	Year 1
2. Independently select, administer, interpret and design fitness-related testing and exercise protocols for healthy individuals.	a. Students demonstrate competency in selecting, administering and interpreting appropriate fitness tests for healthy population b. Students demonstrate ability to design and implement exercise programs for healthy populations.	Year 2
3. Understand common and significant diseases, illnesses, and disabling conditions, as well as the impact of these conditions on communities, patients and their families.	a. Students will be able to describe the epidemiology of common and significant diseases, illnesses, and conditions. b. Students will describe the principles of evidence-based practice as well as to characterize the importance of the different components involved in this practice such as cultural competence and the social determinants of health.	Year 2
4. Gain the professional and leadership skills necessary to prepare for success in the graduate-level athletic training program and	a. Students will exhibit a sufficient understanding of the basic core principles of qualitative and quantitative research studies and the ability to effectively access and use key resources and databases for scholarly works referenced in healthcare practice.	Year 3

to engender enthusiasm for their future career.	b. Students will demonstrate acceptable and appropriate foundational and professional behaviors expected in the delivery of quality healthcare. c. Students will successfully advance to the professional-phase of the athletic training program.	

Part II Mapping and Assessment

2. LEARNING OPPORTUNITIES.

Use a "curriculum map" (see below) to illustrate which courses and requirements help students meet the intended objectives. Initially, identify the courses in which each of the SLOs are covered in the curriculum; this can be indicated with an X. If possible, it may be helpful to identify the extent to which the SLO is covered in each course. Ideally, the program will introduce students to each outcome early in the program (indicated by an "I" on the curriculum map). The outcomes are then reinforced and students practice throughout the program ("R"). Near the end of the program, students can demonstrate mastery ("M") and the program collects evidence of that learning ("A"). *Tip: When possible and appropriate, include the type of assignment/activity associated with the learning outcome.* **You may add additional columns or rows if needed**.

Curriculum Map

STUDENT LEARNING OBJECTIVES (Minimum of 6)

Courses/Requirements	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
AEXS 101	I							
AEXS 284		I	I				I	
AEXS 270	A							
AEXS 313/315	A	I	I					I
AEXS 319/321	A	I	I					I
AEXS 350			R			R	A / R	
AEXS 360/362		A / M						
AEXS 380			A / M					
AEXS 401	A		A / M					
HSCI 201						A / R		
HSCI 240				A / R		I		R
HSCI 260				A / R		I		
HSCI 420				M		A		R
NUSC 261	A			I				

PPAT 100	I	I		I	I	I	I	I
PPAT 200		I					R	R
PPAT 300				R		A / M		A / M
PUBH 130				I		A / R		I

(* Required activities or experiences not associated with a particular course. Examples: national licensure exam; presentation at department symposium; service learning; comprehensive exam; dissertation; exit interview). Use Key:

I = introduced
R = reinforced/practiced
M = mastery at the senior level or graduate level
A = evidence collected and analyzed

4. **ASSESSMENT METHODOLOGY**: Systematic measurement of the extent to which student learning outcomes are being achieved, making use of direct measures and sound reasoning. Not every goal and learning outcome needs to be assessed every year. Departments are required to formulate a plan for collecting and analyzing data. The plan will be implemented in 2022-23.
   a) **Assessment/Criterion** Each department will select and develop **assessment** methods that are appropriate to departmental goals and objectives. These methods should balance direct and indirect measures, and align with learning outcomes. Examples of **direct** measures include specific aspects or elements of standardized exams, capstone projects, essays and/or presentations scored by a rubric. Indirect measures include specific items or questions from self-report surveys and interviews. Describe the assessment measure and categorize each as direct and indirect. Indicate the **criterion** for success (e.g. 75 % of students scoring greater than a score of X on the rubric for the capstone project).
   b) **Results** Departments will develop a plan for collecting and reporting high quality outcomes data to assess the extent to which students are meeting outcomes. Data will be collected on a regular basis as determined by Springfield College and accrediting organizations, where required. Data results will be summarized in the chart. Extended reports may be attached as an addendum.
   c.) **Action** Departments will develop a plan for data analysis. Data will be analyzed to determine if the current plan is achieving desired students outcomes and to inform action plans designed to improve outcomes. You may add additional tables for more outcomes if needed.

Program Goal 1:	Recognize and differentiate the subdisciplines within exercise science and understand trends and issues within each.
Student Learning Objective #1:	Students will demonstrate knowledge of trends and issues with the following subdisciplines: Exercise physiology, Kinesiology, Strength & Conditioning, Nutrition, Sport/Exercise Psychology.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	*(direct)* 100% of students will earn a grade of B- or better in the following courses: • AEXS 270: Exercise Psychology • AEXS 313/315: Exercise Physiology • AEXS 319 /321: Kinesiology • AEXS 401: Management of Health/Fitness Programs • NUSC 261: Introduction to Nutrition

Results:	**AEXS 270: Exercise Psychology** In Fall 2022, 16 of 16 PPAT students earned a grade of B- or higher. In Spring 2023, 11 of 12 PPAT students earned a grade of B- or higher. **AEXS 313/315: Exercise Physiology** In Fall 2022, 9 of 14 PPAT students earned a grade of B- or higher. In Spring 2023, 1 of 1 PPAT students earned a grade of B- or higher. **AEXS 319 /321: Kinesiology** In Fall 2022, 2 of 2 PPAT students earned a grade of B- or higher. In Spring 2023, 7 of 7 PPAT students earned a grade of B- or higher. **AEXS 401: Management of Health/Fitness Programs** In Spring 2023, 19 of 19 PPAT students earned a grade of B- or higher. **NUSC 261: Introduction to Nutrition** In Fall 2022, 7 of 8 PPAT students earned a grade of B- or higher. In Spring 2023, 8 of 8 PPAT students earned a grade of B- or higher.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in these courses. Due to scheduling challenges, students are not all following the same course timeline sequence. This year marks the conclusion of the first 3-year phase for our program. Students appear to be having the most trouble in Exercise Physiology. We will work with AEXS 313 instructors to identify a formative assessment to add to our plan that may enhance the students ability to meet the program goal in that course.

Program Goal 2:	Independently select, administer, interpret and design fitness-related testing and exercise protocols for healthy individuals.
Student Learning Objective #2:	Students demonstrate competency in selecting, administering and interpreting appropriate fitness tests for healthy population
Formative Assessment/Criterion Note D/I (Direct/Indirect)	80% of students will achieve a score of 80% or higher on case study reports (AEXS 360)
Results:	Did not obtain scores
Action:	Need to work with AEXS Program Director to develop a system to collect grades from faculty.
Summative Assessment/Criterion Note D/I (Direct/Indirect)	*(direct)* 100% of students will earn a grade of B- or better in AEXS 360/ 362 Exercise Testing and Prescription
Results:	**AEXS 360/362** In Fall 2022, 18 of 18 PPAT students earned a grade of B- or higher. In Spring 2023, 1 of 1 PPAT students earned a grade of B- or higher.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in this course and the addition of the formative assessment. Due to scheduling challenges, students are not all following the same course timeline sequence. This year marks the conclusion of the first 3-year phase for our program. There appears to be no immediate actions needed to this goal as students are meeting the goal at this time.

Program Goal 2:	Independently select, administer, interpret and design fitness-related testing and exercise protocols for healthy individuals.
Student Learning Outcome #3:	Students demonstrate ability to design and implement exercise programs for healthy populations.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development, will work with instructors of AEXS 380 and 401 to determine appropriate assessment options.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	*(direct)* 100% of students will earn a grade of B- or better in the following courses: • AEXS 380 Foundations of Training for Health and Performance • AEXS 401 Management of Health/Fitness Programs
Results:	**AEXS 380** In Fall 2022, 3 of 3 PPAT students earned a grade of B- or higher. In Spring 2023, 16 of 16 PPAT students earned a grade of B- or higher. **AEXS 401: Management of Health/Fitness Programs** In Spring 2023, 19 of 19 PPAT students earned a grade of B- or higher.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in this course and the addition of the formative assessment. Due to scheduling challenges, students are not all following the same course timeline sequence. This year marks the conclusion of the first 3-year phase for our program. There appears to be no immediate actions needed to this goal as students are meeting the goal at this time.

Program Goal 3:	Understand common and significant diseases, illnesses, and disabling conditions, as well as the impact of these conditions on communities, patients and their families.
Student Learning Outcome #4:	Students will be able to describe the epidemiology of common and significant diseases, illnesses, and conditions.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development, will work with instructors of HSCI 260 and 240 to determine appropriate assessment options.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	*(direct)* 100% of students will earn a grade of B- or better in the following courses: • HSCI 260 Human Disease and Chronic Illness • HSCI 240 Principles of Epidemiology
Results:	**HSCI 260 Human Disease and Chronic Illness** In Fall 2022, 16 of 16 PPAT students earned a grade of B- or higher. In Spring 2023, 5 of 5 PPAT students earned a grade of B- or higher. **HSCI 240 Principles of Epidemiology** In Fall 2022, 17 of 17 PPAT students earned a grade of B- or higher. In Spring 2023, 3 of 3 PPAT students earned a grade of B- or higher.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in this course and the addition of the formative assessment. Due to scheduling challenges, students are not all following the same course timeline sequence. This year marks the conclusion of the first 3-year phase for our program. There appears to be no immediate actions needed to this goal as students are meeting the goal at this time.

Program Goal 3:	Understand common and significant diseases, illnesses, and disabling conditions, as well as the impact of these conditions on communities, patients and their families.
Student Learning Outcome #5:	Students will describe the principles of evidence-based practice as well as to characterize the importance of the different components involved in this practice such as cultural competence and the social determinants of health.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	*(direct)* 100% of students will earn a score of at least 4 out of 5 on Self-Reflective journals PPAT 300: Seminar Capstone
Results:	19 of 19 students earned a score of at least 4 out of 5 on Self-Reflective journals PPAT 300: Seminar Capstone
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in this course. This year marks the first year students have taken PPAT 300 so it is premature to determine if action is needed.
Summative Assessment/Criterion Note D/I (Direct/Indirect)	*(direct)* 100% of students will earn a grade of B- or better in the following courses: • PUBH 130 Intro to Public Health • HSCI 201: Intro to Healthcare Ethics • PPAT 300: Seminar Capstone • HSCI 420 Evidence Based Health Care

Results:	**PUBH 130 Intro to Public Health** In Fall 2022, 2 of 3 PPAT students earned a grade of B- or higher. In Spring 2023, 4 of 5 PPAT students earned a grade of B- or higher. **HSCI 201: Intro to Healthcare Ethics** In Fall 2022, 11 of 11 PPAT students earned a grade of B- or higher. In Spring 2023, 13 of 13 PPAT students earned a grade of B- or higher. **PPAT 300: Seminar Capstone** In Spring 2023, 19 of 19 PPAT students earned a grade of B- or higher. **HSCI 420 Evidence Based Health Care** In Spring 2023, 16 of 19 PPAT students earned a grade of B- or higher.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in these courses and seeking the addition of the formative assessment. Due to scheduling challenges, students are not all following the same course timeline sequence. This year marks the conclusion of the first 3-year phase for our program. There appears to be some challenges students are facing within PUBH 130 and HSCI 420. We will continue to monitor these trends to determine if further action is needed.

Program Goal 4:	Gain the professional and leadership skills necessary to prepare for success in the graduate-level athletic training program and to engender enthusiasm for their future career.
Student Learning Outcome #6:	Students will exhibit a sufficient understanding of the basic core principles of qualitative and quantitative research studies and the ability to effectively access and use key resources and databases for scholarly works referenced in healthcare practice.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion *Note D/I (Direct/Indirect)*	*(direct)* 100% of students will earn a grade of B or better on the CAT poster assignment in PPAT 300: Seminar (Core Capstone).
Results:	19 of 19 students earned a grade of B or better on the CAT poster assignment in PPAT 300: Seminar (Core Capstone).
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in these courses and seeking the addition of the formative assessment. Due to scheduling challenges, students are not all following the same course timeline sequence. This year marks the conclusion of the first 3-year phase for our program. We will continue to monitor these trends to determine if further action is needed.

Program Goal 4:	Gain the professional and leadership skills necessary to prepare for success in the graduate-level athletic training program and to engender enthusiasm for their future career.
Student Learning Outcome #7:	Students will demonstrate acceptable and appropriate foundational and professional behaviors expected in the delivery of quality healthcare.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion Note D/I (Direct/Indirect)	*(direct)* 100% of students will earn a grade of B- or higher on the Supervisor Evaluation in AEXS 350: Internship.
Results:	6 of 6 students earned a grade of B- or higher on the Supervisor Evaluation in AEXS 350: Internship during the Fall 2022 semester. 13 of 13 students earned a grade of B- or higher on the Supervisor Evaluation in AEXS 350: Internship during the Spring 2023 semester.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have participated in this courses and seeking the addition of the formative assessment. This year marks the conclusion of the first 3-year phase for our program. We will continue to monitor these trends to determine if further action is needed.

Program Goal 4:	Gain the professional and leadership skills necessary to prepare for success in the graduate-level athletic training program and to engender enthusiasm for their future career.
Student Learning Outcome #8:	Students will successfully advance to the professional-phase of the athletic training program.
Formative Assessment/Criterion *Note D/I (Direct/Indirect)*	In development.
Results:	In development.
Action:	In development.
Summative Assessment/Criterion Note D/I (Direct/Indirect)	*(indirect)* 100% of eligible students will gain faculty endorsement for matriculation to the professional-phase.
Results:	19 of 19 eligible students gained faculty endorsement for matriculation to the professional-phase.
Action:	No action steps have been developed yet due the small sample size of PPAT students who have completed the pre-professional phase and due to seeking the addition of the formative assessment. We will continue to monitor these trends to determine if further action is needed.

Tips for completing template:
- The program may need up to one year to develop or revise the program's mission/goals and intended SLOs, but once the mission, goals, and outcomes are established, they will not frequently change.
- Aim for a minimum of 3-4 program goals, and 2-4 objectives per goal. Each concentration should have distinct SLOs.
- When writing the student learning objectives, rely on verbs to describe what the students should be able to do, not what the faculty members will "cover."
- Be sure to align the goals, outcomes, measures, and actions to improve learning objectives.
- A good strategy is to first assess an objective for which the department/program has evidence already available (e.g., choose to assess students' writing ability first because students already write reports in a required course and a rubric to evaluate writing already exists).
- Divide the workload: have different teams (2-3 faculty members per team) responsible for taking the lead in each assessment activity.
- Remember, you do not need to assess all goals or objectives every year.

Appendices:
Please attach sample assessment tools to this report. These may include assignment prompts and associated rubrics, surveys sent to students as indirect assessments, or other tools used to gather direct or indirect evidence of student learning.

NECHE Series E Form: (Will be needed for June 2025)
NECHE requires that we complete the following form for all programs to ensure that we are meeting the needs of the students. Please use the information from above to provide a representative picture of the assessment efforts for your program or department. By completing this form, you are providing us with information that will be critical at our 5 and 10 year intervals for our NECHE review. More importantly, by filling this out, it provides the department with a quick snapshot of assessment efforts and allows for an easy dashboard of information to help inform discussions about assessment at the institution.

(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate:

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination):

(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee):

(4) What changes have been made as a result of using the data/evidence?

(5) Date of most recent program review (for general education and each degree program):