



Master of Athletic Training Program Outcomes

MSAT students who are in their final session, or upon graduation, are eligible to sit for the certification examination administered by the Board of Certification, Inc. The BOC is located at 1415 Harney Street, Suite 200, Omaha, NE 68102 (telephone: 402-559-0091).

Student Graduation and BOC Examination Pass Rate							
Graduation Year	Number of students who enrolled	Number of students who graduated	Number of students graduating who took the BOC exam	Number of students who passed the BOC exam on the first attempt	% of students who passed the BOC exam on the first attempt	Number of students who passed the BOC exam regardless of the number of attempts	% of students who passed the BOC exam regardless of the number of attempts
2015-2016	6	5	5	4	80%	5	100%
2016-2017	20	16	16	8	50%	12	75%
2017-2018	7*	5	5	1	20%	5	100%
2018-2019	19	14	13	10	76.9%	11	84.6%
2019-2020	7	6	6	2	33.3%	3	50%
3 year aggregate	33	25	24	13	54.2%	19	79.2%

*student death during program

Definitions: (Commission on Accreditation of Athletic Training Education)

1. **Student graduation rate:** Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% (3 years) of “normal time” for completing the program in which they are enrolled.
2. **On-time graduation rate:** Percentage of students who graduated within the “normal time” (2 years) for completing the program.
3. **Student retention rate:** Measures the percentage of students who have been admitted to the professional program who return to the institution to continue their studies in the program the following academic year.
4. **Student employment rate:** Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed

Student Graduation and Retention Rates				
Graduation Year	Number of students graduating	Student graduation rate (%) ¹	On-time graduation rate (%) ²	Student retention rate (%) ³
2015-2016	5	83%	83%	83%
2016-2017	16	80%	80%	80%
2017-2018	5*	83%*	83%*	83%*
2018-2019	14	73.7%	73.7%	73.7%
2019-2020	6	85.7%	85.7%	85.7%
3 year aggregate	25	75.8%	75.8%	75.8%

*student death during program

Student Employment Rate⁴ (within 6 months of graduation)							
Graduation Year	Number of students graduating	Number of students employed as AT	Student employment rate as AT (%)	Number of students employed as other	Student employment rate as other (%)	Number of students not employed	Student unemployment rate
2015-2016	5	3	60%	2	40%	0	20%
2016-2017	16	10	62.5%	5	31.3%	1*	6.2%
2017-2018	5	4	80%	1	20%	0	0%
2018-2019	14	9	64.3%	4	28.6%	1**	7.1%
2019-2020	6	3	50%	3	50%	0	0%
3 year aggregate	25	16	64%	8	32%	1	4%

*one graduate continued studies in another field (PA), **one graduate continued studies in clinical mental health counseling.

MSAT Program Mission Statement

In the pioneering spirit of Lewis and Clark, the Mission of Spalding University's Master of Science Degree Program in Athletic Training is to develop professionals dedicated to meeting the needs of the times through compassionate service, application of evidence-based care, and exploratory problem-solving placing high value on lifelong learning, effective communication, relationship building and teamwork.

Program Outcomes

Spalding University MSAT students will display:

1. Robust problem-solving abilities to develop and provide comprehensive patient/client-centered treatment plans.
2. Sound application of contemporary scientific evidence for patient/client injury prevention, rehabilitation, and return to activity decision-making.
3. Communication skills that improve patient/client health behaviors and healthcare provider teamwork.
4. Thorough entry-level athletic training practice capabilities.

Student Learning Objectives for each Program Outcome

Outcome #1. *Spalding University MSAT students* will display robust problem-solving abilities to develop and provide comprehensive patient/client-centered treatment plans.

- 1.1. *Spalding University MSAT students* will demonstrate classroom, laboratory, and clinical evidence of problem-solving skills through written, oral, and visual modes.
- 1.2. *Spalding University MSAT students* will use problem-solving skills in the development and application of patient/client-centered treatment plans to serve societal needs.

Outcome #2. *Spalding University MSAT students* will display sound application of contemporary scientific evidence for patient/client injury prevention, rehabilitation, and return to activity decision-making.

- 2.1. *Spalding University MSAT students* will identify, select, interpret, assimilate, and apply scientific evidence across the continuum of patient/client care.
- 2.2. *Spalding University MSAT students* will demonstrate use of scientific evidence to accomplish patient/client injury prevention, rehabilitation and return-to activity goals.

Outcome #3. *Spalding University MSAT students* will display communication skills that improve patient/client health behaviors and healthcare provider teamwork.

- 3.1. *Spalding University MSAT students* will communicate effectively with patients/clients with diverse health status, and others of widely-ranging ages, sociocultural and educational backgrounds, and activity interests.
 - 3.2. *Spalding University MSAT students* will use effective written, oral, and visual communication skills to facilitate healthcare teamwork and patient/client relationships that effect positive health behavior changes.
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Outcome #4. *Spalding University MSAT students* will display thorough entry-level athletic training practice capabilities.

4.1. *Spalding University MSAT students* will be proficient in all entry-level athletic training professional practice content areas as demonstrated through written and practical classroom and laboratory learning experiences.

4.2. *Spalding University MSAT students* will effectively implement entry-level athletic training professional practice content area skills during all clinical education learning experiences.