

Athletic Training MSAT

G1: Contemporary Practice

Goal Description:

Equip athletic training students for contemporary practice in an evolving health care system through academic, clinical, and professional excellence.

Providing Department: Athletic Training MSAT

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

SLO1: Demonstrate academic excellence that demonstrates readiness for contemporary practice in AT.

Learning Objective Description:

MSAT students will demonstrate academic excellence and preparation for contemporary practice as demonstrated through the following measures:

- **BOC practice exam scores**
- **BOC exam first-time pass rates and overall pass rates**
- **Athletic Training Milestones**

Attached Files

 [at_milestones.pdf](#)

RELATED ITEM LEVEL 2

Indicator 1: for SLO 1 BOC Practice Exams

Indicator Description:

Board of Certification (BOC) Practice Exams are taken by students in their 2nd year within the MSAT program in ATTR 5350 Immersive Clinical Experience (Fall, Year 2) and ATTR 5240 Clinical Experiences in AT IV (Spring, Year 2). These exams are developed and provided by the BOC. Practice Exams provide scores by domain across five domains.

The BOC exam and practice exams evaluate student knowledge on the following domains:

1. **Injury and Illness Prevention and Wellness Promotion:** Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.
2. **Examination, Assessment, and Diagnosis:** Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.
3. **Immediate and Emergency Care:** Integrating best practices in immediate and emergency care for optimal outcomes.
4. **Therapeutic Intervention:** Rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques.
5. **Healthcare Administration and Professional Responsibility:** Integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.

https://bocatc.org/system/document_versions/versions/24/original/boc-pa7-content-outline-20170612.pdf?1497279231

Criterion Description:

This indicator will be assessed in ATTR 5350 Immersive Clinical Experience (Fall, Year 2) and ATTR 5240 Clinical Experiences in AT IV (Spring, Year 2). The program aspires to have 90% of MSAT students will attain scores of 75 or higher in the five domains during a minimum of one of the BOC practice exam attempts in this course.

Findings Description:

The program did not meet this goal in the 2022-2023 reporting cycle with the two initial students in the MSAT cohort 1. The following mean scores were obtained across four practice exams for each of the two students in cohort 1.

Student 1 met or exceeded the 75% criterion in domain 5 (exam 2), domain 3 (exam 1, 3, 4), and domain 1 (exam 2, 3, 4). This student did not meet the 75% criterion in domains 2 or 4.

Student 2 met or exceeded the 75% criterion in domain 2 (exam 3) and domain 1 (exams 1 and 3). This student did not meet the 75% criterion in domains 3, 4, and 5.

Attached Files

 [BOC Practice Exam and Exam data full Cohort 1.pdf](#)

RELATED ITEM LEVEL 3

Action - SLO 1 BOC Practice Exams

Action Description:

1. The program needs to collect domain specific data on cohort 1 student performance on the actual BOC examination to see if the criterion or goal need to be adjusted. Once cohort 1 student BOC exam reports are available, we will be able to examine the specific scores by domain. Additionally, the program needs to examine the timing of practice exams relative to coursework as MSAT students are enrolled in relevant course work both during and after completing the practice exams. However, the MSAT program faculty need to address low scores specifically in domains 2, 4, and 5.
2. Related to domain 4, Therapeutic Interventions specifically, we have hired a new full-time tenure-track faculty member who will be teaching ATTR 5331 and ATTR 5131 Therapeutic Interventions II and Therapeutic Interventions II Lab. Previously, we have had an adjunct professor teaching one or both of these courses. We hypothesize that this change in faculty will have a positive impact on BOC practice exam scores and actual BOC exam results related to domain 4. This should impact scores for cohort 3 and beyond.
3. The MSAT faculty have begun to implement a scaffolded assignment where students develop Professional Development Plans across the clinical course sequence. Students use data from practice exams along with other data points to reflect on their strengths and weaknesses. A component of this plan is that each student will prepare a BOC exam study plan during ATTR 5350 Immersive Clinical Experiences. The faculty have additionally determined that students will be required to have individual meetings with faculty to review and approve their BOC exam study plan.
4. Last, the faculty will spend the next academic cycle creating BOC prep modules that can be delivered electronically to students across the clinical course progression (ATTR 5210, ATTR 5220, ATTR 5230, ATTR 5350, ATTR 5240) starting with ATTR 5210 Clinical Experiences in AT I. The faculty will spend the next year planning and building the components and requirements for these modules. This will likely require that all students

purchase exam preparatory materials including a study guidebook and purchasing on-line content that delivers virtual simulations.

RELATED ITEM LEVEL 2

Indicator 2: For SLO 1 - BOC Exam Scores

Indicator Description:

Board of Certification® (BOC) Exam Scores as reported in the e-Accred portal from the Commission on Accreditation of Athletic Training Education (CAATE).

Scores from this exam will be used to assess student attainment across all five domains of professional knowledge. The BOC Exam Reports are available to program from the Commission on Accreditation of Athletic Training Education (CAATE). Pass rates must be made available to the public and the program must have a three-year aggregate first time pass rate of 70% to stay in compliance with CAATE Standard #5. More information about the BOC Exam can be found at: <http://www.bocatc.org/educators/exam-development-scoring>.

Criterion Description:

- A minimum of 70% of MSAT students will successfully pass the BOC examination on their first attempt.
- The three-year aggregate 1st time pass rate on BOC exam for students will be 70% or higher.
- Ninety percent of students will pass the BOC examination regardless of the number of attempts.

Findings Description:

The MSAT program does not have any findings to report in this reporting cycle. Cohort 1 students are sitting for the BOC examination in the July/August 2023 test window. Results will be included in the program's 2023-2024 report.

RELATED ITEM LEVEL 3

Action - SLO 1 BOC Exam Scores

Action Description:

No action is needed at this time for SLO 1 BOC Exam Scores as the program does not yet have initial data from cohort 1.

RELATED ITEM LEVEL 2

Indicator 3: For SLO 2: AT Milestones

Indicator Description:

The AT Milestones are "based on extensive work of the Accreditation Council for Graduate Medical Education (ACGME) who developed Milestones as "competency-based developmental outcomes" (<https://www.atmilestones.com/>). AT Milestones include six general competencies:

1. Patient Care and Procedural Skills
2. Medical Knowledge
3. Practice-Based Learning and Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-Based Practice

The AT Milestones project is attached.

The program has identified a timeline for assessment of AT Milestones based on the curricular progression of the program. AT Milestones will be assessed in Year 1, Year 2, and at the conclusion of the MSAT program. Milestones are assessed by teams of AT faculty and preceptors who have worked directly with the student being evaluated.

Attached Files

 [at_milestones.pdf](#)

Criterion Description:

100% of MSAT students will reach Level 3 - "Ready for Unsupervised Practice" Year 1 and Year 2 Milestones in the MSAT program assessment plan.

The following AT Milestones will be assessed at the end of year 1: PC-1, PC-2, PC-4, PBLI-1, ICS-1, ICS-3, PROF-4, ORTHO-1, ORTHO-2, PEDS-1

RELATED ITEM LEVEL 3

Action - SLO 2 AT Milestones

Action Description:

Cohort 1 students met all AT Milestone benchmarks as outlined in the assessment plan. No action plan is needed for this item.

RELATED ITEM LEVEL 1

SLO2: Demonstrates readiness for Clinical Practice though proficiency in clinical skills.

Learning Objective Description:

Student readiness to practice clinically will be assessed via the following tools:

- Graduate Integrated Proficiency (GRIPs) Evaluations

RELATED ITEM LEVEL 2

Indicator 4: For SLO2: GRIPS

Indicator Description:

Graduate Integrated Proficiencies are evaluated by clinical preceptors at each clinical level within the MSAT program. First Year MSAT Students will have proficiencies evaluated in ATTR 5210 and ATTR 5220. Second Year MSAT Students will have proficiencies evaluated in ATTR 5230, ATTR 5350, and ATTR 5240. GRIPS are specific to each course.

Criterion Description:

Students must obtain a score of proficient or exceed proficient on all GRIPs in the MSAT program.

Findings Description:

All students in cohort 1 and 2 met the criterion of receiving a grade of proficient or exceeds proficiency on all GRIPs during the 2022-2023 academic year.

RELATED ITEM LEVEL 3

Action - SLO 2 GRIPS

Action Description:

The criterion for SLO2: GRIPs was met and does not require programmatic action at this time.

RELATED ITEM LEVEL 1

SLO3: Exhibit professional behaviors necessary for practice.

Learning Objective Description:

Professional conduct will be assessed by the following:

- Preceptor Evaluations of Students

RELATED ITEM LEVEL 2

Indicator 5: For SLO 3: Preceptor Evaluation of Students

Indicator Description:

End-of-term Preceptor Evaluations of Students contain professionalism items on a Likert scale.

Criterion Description:

Mean evaluation scores for students meet or exceed 3.5 for all professionalism items.

Findings Description:

The program's criterion needs to be revised for the next assessment cycle. The survey instrument that the program utilizes (ATrack) utilizes a Likert scale for each item. However, the items are weighted and calculated to a total percentage that is utilized to inform the student's course grade. The criterion for this objective needs to be edited to be "Mean evaluation scores for students meet or exceed 75% for all professionalism items".

Summer 2022: data not available

Fall 2022: data not available

Spring 2023: Preceptor Evaluation of student scores for students in cohort 1 and 2 ranged from 80% - 100%. The goal was met.

RELATED ITEM LEVEL 3

Action - SLO 3 Preceptor Evaluation of Students

Action Description:

Data was not provided for two of the three terms. Faculty need to ensure that data for each term is collected for students across the MSAT program. The metrics for this indicator criterion need to be revised to meet the metrics available on the tool (percent rather than mean Likert score).

G2: Professional Development

Goal Description:

Value professional development of faculty, staff, and students to inspire life-long learning that aligns with personal and professional goals.

Providing Department: Athletic Training MSAT

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SLO4: Students will prepare personalized professional development plans during their final semester to guide their endeavors as a young professional AT.

Learning Objective Description:

Students will create a professional development plan that is specific to their individual career goals that is aimed at guiding them as a young professional in their professional development endeavors. This project will be assigned and evaluated in ATTR 5340 Administration of Athletic Training (Spring Year 2).

RELATED ITEM LEVEL 2

Indicator 6: For SLO 4: Professional Development Plan

Indicator Description:

Students will complete a Professional Development plan as part of ATTR 5340 Administration of AT. The rubric used to score this assignment includes life-long learning principles (adapted from the VALUE Rubric on life-long learning).

Criterion Description:

100% of the students score 75% or higher on their Professional Development Plan Assignment.

Findings Description:

All cohort 1 students enrolled in ATTR 5340 completed the professional development plan assignment with a grade of 75% or higher.

Attached Files

 [SLO4 spring 2023.pdf](#)

RELATED ITEM LEVEL 3

Action - SLO 4 Professional Development Plan

Action Description:

The criterion for SLO 4, Professional Development Plan, was met at the level of 75% or higher for all students in cohort during ATTR 5240 Clinical Experiences in AT IV. No action plan is needed for SLO 4 in this reporting cycle.

RELATED ITEM LEVEL 1

PO1: Faculty will obtain continuing education within their area of expertise that will influence their role in teaching and research mentorship of students.

Performance Objective Description:

Core faculty are required to demonstrate contemporary expertise in their assigned teaching areas (CAATE Standard 42). All faculty teaching within the MSAT program will demonstrate continuing education within their identified areas of expertise that align specifically to their teaching areas. Faculty will report these continuing education endeavors to the program on an annual basis.

Attached Files

 [Std-37-39-42-45-Contemporary-Expertise-Table.xlsx](#)

RELATED ITEM LEVEL 2

KPI Indicator 7: PO1 Faculty Professional Development

KPI Description:

Core faculty are required to demonstrate contemporary expertise in their assigned teaching areas (CAATE Standard 42). All faculty teaching within the MSAT program will demonstrate continuing education within their identified areas of expertise that align specifically to their teaching areas. Faculty will report these continuing education endeavors to the program on an annual basis.

Target Description:

Each faculty must report a minimum of two continuing education activities within their areas of contemporary expertise directly associated with teaching areas annually.

Results Description:

All faculty reported a minimum of two CE activities within their respective areas of contemporary expertise associated with teaching.

Attached Files

 [Williams-Contemporary-Expertise-Table-4.xlsx](#)

 [MIH Std-37-39-42-45-Contemporary-Expertise-Table-4.xlsx](#)

 [Std-37-39-42-45-Contemporary-Expertise-Table-4.xlsx](#)

RELATED ITEM LEVEL 3

Action - Faculty Professional Development

Action Description:

The KPI related to PO 1 Faculty Professional Development was met. No action plan is needed.

RELATED ITEM LEVEL 1

PO2: The program will encourage and facilitate continuing education opportunities for support staff to learn more about the AT profession and the CAATE accreditation process.

Performance Objective Description:

Support staff will engage in annual continuing education specific to the profession of athletic training and CAATE accreditation.

RELATED ITEM LEVEL 2

KPI for PO2: Support Staff Professional Development

KPI Description:

Indicator Description: The program will send professional development opportunities to Dr. Hudson and Ms. Merchant related to CAATE accreditation or related compliance aspects via e-mail and encourage staff to engage in these activities as part of the SHSU requirement for staff development.

Target Description:

The program will make available one continuing education activity annually to support staff which is related to CAATE accreditation and/or compliance.

Results Description:

Unfortunately, we lost our AT Lab Coordinator during this reporting cycle. We were not able to successfully implement CE activity for Ms. Merchant related to CAATE accreditation. The KPI for PO 2 was not met during this cycle.

RELATED ITEM LEVEL 3

Action - PO 2 Support Staff Professional Development

Action Description:

Dr. Williams will be responsible for meeting with Ms. Merchant a minimum of one time per month and assist with the CE related to accreditation. The CAATE has started doing more on-line meetings that Ms. Merchant can attend. We will retain this goal for the next cycle.

G3: Interprofessional Education and Interprofessional Practice

Goal Description:

Engage and promote inter-professional education and practice with other professions.

Providing Department: Athletic Training MSAT

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SLO5: For Goal 3: MSAT Students and Faculty will participate in IPE activities each semester

Learning Objective Description:

MSAT Students and Faculty will participate in a minimum of two IPE activities per each fall and spring semester.

RELATED ITEM LEVEL 2

Indicator 9: for SLO 5 IPE Activities

Indicator Description:

IPE activities that MSAT students and faculty participate in are available via the IPE calendar.

Criterion Description:

MSAT students and faculty will participate in a minimum of two IPE activities per semester during the regular fall and spring semesters.

Findings Description:

The goal criterion was met. MSAT Students participated in three IPE events in the fall 2022 term and two events during the spring 2023 term. The specific events and dates are outlined below:

Summer 2022: none

Fall 2022: IPE Mixer and Wellness Day (9/9), Bafa Bafa Cross Cultural Simulation (9/28), Poverty Simulation (10/28),

Spring 2023: Mental Health First Aid (3/31), Stop the Bleed and CRASE Training (3/3)

RELATED ITEM LEVEL 3

Action - SLO 5 IPE Activities

Action Description:

The program met the IPE outlined in SLO 5. No action plan is needed in this reporting cycle.

RELATED ITEM LEVEL 1

SLO6: For Goal 3 MSAT Students will engage in collaborative practice with other health care and performance professionals

Learning Objective Description:

MSAT Students will report having engaged in collaborative practice with different professions outside of AT each academic year/reporting cycle.

RELATED ITEM LEVEL 2

Indicator 10: For SLO 6 Collaborative Practice

Indicator Description:

Patient Encounters logged by students within ATrack will provide the program with data related to Interprofessional/Collaborative Practice. Reports from Patient Encounters will be utilized.

Criterion Description:

Students will report engagement with a minimum of two distinct types of health care or performance professionals beyond athletic training each semester.

Findings Description:

The criterion description for Indicator 10: For SLO 6 Collaborative Practice needs to be modified to a cohort goal rather than an individual goal because we are not able to run individual specific reports for this data.

Cohort 1, Summer 2022: Patient encounter reporting yielded 6 patient encounters where students collaborated with physicians (27.3%) and 6 patient encounters where students collaborated with another health care professional (27.3%).

Cohort 1, Fall 2022: Patient encounter reporting yielded 8 patient encounters where students collaborated with physicians (13.6%) and 8 patient encounters where students collaborated with another health care professional (13.6%).

Cohort 1, Spring 2023: Patient encounter reporting yielded 7 patient encounters where students collaborated with physicians (22.6%) and 3 patient encounters where students collaborated with another health care professional (9.7%).

Cohort 2, Summer 2022: No clinical rotations in progression. No data.

Cohort 2, Fall 2022: Patient encounter reporting yielded 1 patient encounters where students collaborated with physicians (0.3%) and 38 patient encounters where students collaborated with another health care professional (10.4%).

Cohort 2, Spring 2023: Patient encounter reporting yielded 16 patient encounters where students collaborated with another health care professional (11%). Collaboration with physicians specifically was not reported.

Attached Files

- [!\[\]\(f1baaede8f2dd2b0cd8139a15f012dd1_img.jpg\) ATrack PET Report Cohort 1 fall 2022.pdf](#)
- [!\[\]\(38c4208cc2e48561702146f3b41cc81d_img.jpg\) ATrack PET Report Cohort 1 Spring 2023.pdf](#)
- [!\[\]\(d510d6da6efeca0d2d0bee8915785b09_img.jpg\) ATrack PET Report Cohort 1 Summer 2022.pdf](#)
- [!\[\]\(72fc69417949bc95b62668fd49778598_img.jpg\) ATrack PET Report Cohort 2 Fall 2022.pdf](#)
- [!\[\]\(212745d4f83ee80b66997f821826c43a_img.jpg\) ATrack PET Report Cohort 2 Spring 2023.pdf](#)

RELATED ITEM LEVEL 3

Action - SLO 6 Collaborative Practice

Action Description:

The criterion metrics for Indicator 10: For SLO Collaborative Practice needs to be revisited and revised by the MSAT faculty. Reports can be run by cohort but not individual for the data and are reported in number of patient encounters and percentage of encounters. Faculty need to revisit and revise this item so data can be reported and assessed accurately.

G4: Diversity and Cultural Competence

Goal Description:

Prioritize diversity among faculty, staff, students, and clinical placement sites to foster cultural competence and collaboration in the delivery of healthcare.

Providing Department: Athletic Training MSAT

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

SLO7: for G4: Clinical Placement Diversity

Learning Objective Description:

Students will engage in clinical placement sites that represent a diverse patient population related to lifespan, sex, socioeconomic status, race, and ethnicity

RELATED ITEM LEVEL 2

Indicator 11: For SLO7 Diverse Clinical Placements

Indicator Description:

MSAT students log patient interactions electronically in ATrack. A report of patient interactions by demographic factors will be run at the end of each year/reporting cycle.

Criterion Description:

Each MSAT student must report patient interactions that include two or more lifespan categories, sexes, socioeconomic status categories, and race or ethnicity categories by the end of each year in the program.

Findings Description:

The criterion description for Indicator 11: For SLO7 Diverse Clinical Placements needs to be modified to a cohort goal rather than an individual goal because we are not able to run individual specific reports for this data.

During this reporting cycle, students engaged with patients from two or more lifespan categories, sexes, socioeconomic status categories, and race or ethnicity categories.

Attached Files

- [!\[\]\(5c9b6e84bb6f3b4b43e831fa3a924eaa_img.jpg\) ATrack PET Report Cohort 1 fall 2022.pdf](#)
- [!\[\]\(d63173fe55f729286cbf95815a66afc4_img.jpg\) ATrack PET Report Cohort 1 Spring 2023.pdf](#)
- [!\[\]\(ef05ffb720a026545e1b004af10f4faf_img.jpg\) ATrack PET Report Cohort 1 Summer 2022.pdf](#)
- [!\[\]\(e98bd6ee2ecf195277ce1a045193883e_img.jpg\) ATrack PET Report Cohort 2 Fall 2022.pdf](#)
- [!\[\]\(c943ed386081f60c7b3de775e974c086_img.jpg\) ATrack PET Report Cohort 2 Spring 2023.pdf](#)

RELATED ITEM LEVEL 3

Action - SLO 7 Diverse Clinical Placements

Action Description:

The criterion metrics for Indicator 11: For SLO 7 Diverse Clinical Placements needs to be revisited and revised by the MSAT faculty. Reports can be run by cohort but not individual for the data and are reported in number of patient encounters and percentage of encounters. Faculty need to revisit and revise this item so data can be reported and assessed accurately.

RELATED ITEM LEVEL 1

PO3: For G4: Faculty and Staff CE in DEI

Performance Objective Description:

Athletic Training Faculty and Staff will attend and report on continuing education activities focused on Diversity, Equity, Inclusion and/or Cultural Competence in Health Care annually.

RELATED ITEM LEVEL 2

KPI for PO3: AT faculty and staff DEI/Cultural Competence Continuing Education

KPI Description:

Each faculty will report DEI and/or Cultural Competence continuing education in the faculty’s contemporary expertise table that must be submitted to the AT program director at the conclusion of each assessment cycle.

Target Description:

Each Athletic Training Faculty and Staff member in the MSAT program will report a minimum of two DEI and/or Cultural Competence activities on the contemporary expertise table annually.

Results Description:

Data collection for this item is on hold for this reporting cycle.

RELATED ITEM LEVEL 3

Action - PO 3 AT Faculty and Staff DEI/Cultural Competence Continuing Education

Action Description:

This data collection is on hold at this time until the faculty can receive adequate guidance related to retaining this component of the assessment plan and associated metrics. CAATE DEI Standards continue to need to be met.

G5: Community Engagement

Goal Description:

Integrate community engagement and service-learning experiences for faculty, staff, and students.

Providing Department: Athletic Training MSAT

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SLO8: For G5: MSAT Students will participate in community engagement or service-learning activities

Learning Objective Description:

MSAT Students will participate in community engagement or service-learning activities that include collaboration with community partners.

RELATED ITEM LEVEL 2

Indicator 13: For SLO 8: MSAT Student Engagement with Community or Service-Learning

Indicator Description:

The number of community engagement and service-learning experiences that students participate in will be counted on an annual basis for each reporting cycle.

Criterion Description:

MSAT Students will participate in a minimum of one community engagement or service-learning experience annually/each reporting cycle.

Findings Description:

MSAT Students participated in the following community engagement or service learning activities during the reporting cycle:

Summer 2022: none

Fall 2022: Special Olympics Texas Bocce Ball (SHSU Campus)

Spring 2023: Ironman Texas (The Woodlands, TX; Memorial Hermann Sports Medicine)

This goal was exceeded. The MSAT students participated in two community engagement clinical activities during the reporting cycle.

RELATED ITEM LEVEL 3**Action - SLO 8 MSAT Student Engagement with Community or Service-Learning****Action Description:**

The criterion for Indicator 13: For SLO 8 MSAT Student Engagement was exceeded for this reporting cycle. No action plan is needed.

RELATED ITEM LEVEL 1

PO4: For G5: MSAT Faculty and Staff Athletic Trainers will engage and supervise students who are participating in community engagement/service-learning experiences.

Performance Objective Description:

MSAT Faculty and Staff Athletic Trainers will engage and supervise students who are participating in community engagement/service-learning experiences within the Greater Houston Community.

RELATED ITEM LEVEL 2**KPI Indicator 14: For PO 4 MSAT Faculty and Staff Community Engagement and Service-Learning****KPI Description:**

The number of community engagement and service-learning experiences that faculty and staff athletic trainers participate in and supervise MSAT students will be counted on an annual basis for each reporting cycle.

Target Description:

MSAT Faculty and Staff will participate and supervise MSAT students in a minimum of one community engagement/service-learning experience each reporting cycle.

Results Description:

Dr. Greenleaf volunteered and precepted students during the fall 2022 semester for the Special Olympics Bocce Ball Tournament hosted on the SHSU Campus.

Drs. Williams and Greenleaf volunteered and precepted students at the Ironman Texas race in collaboration with Memorial Hermann Sports Medicine at The Woodlands Tx.

The program exceeded its goal of faculty involvement in community service/service-learning activities during this reporting cycle.

RELATED ITEM LEVEL 3**Action - PO 4 MSAT Faculty and Staff Community Engagement and Service-Learning****Action Description:**

The MSAT program exceeded the goal for this assessment item during the reporting cycle. No action plan is needed at this time.

G6: Research and Discovery

Goal Description:

Conduct student-led research by allowing students to become creative in their discovery of new and ever advancing knowledge.

Providing Department: Athletic Training MSAT

Progress: On Hold

New Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The first year of the MSAT has been one of tremendous growth. Many processes have been developed and implemented. However, not all items in this plan and represented in the MSAT framework have been evaluated to date. Below is a summary of programmatic strengths and areas of improvement per the findings in this plan.

Strengths: 1) The MSAT faculty have worked collectively to adopt the AT Milestones assessment and have determined the first set of ten milestones that were assessed at the end of year 1 for cohort 1. The MSAT faculty are currently reviewing and reporting their preferences for the next set to be evaluated at the end of year 2. We expect to have this decision made in time for the Oct 1 deadline for 2022-2023 plans (GOAL 1). 2) Dr. Greenleaf has worked exceptionally hard to assemble the GRIP assessments for the clinical education portion of the program. These GRIP assessments must provide a means for evaluating all clinical skills in the CAATE educational standards. A team approach which has been inclusive to faculty with expertise in the given areas has yielded a robust assessment strategy for the clinical education component. These GRIP assessments will be continually reassessed and modified to meet the accreditation requirements and needs of the program. Dr. Greenleaf will lead this effort (GOAL 1). 3) Interprofessional education continues to be a strength for the program. MSAT students and faculty have completed three or more IPE activities in each long semester. These IPE initiatives have involved faculty and staff from the following programs: Doctor of Osteopathic Medicine, Master of Science in Dietetics and Dietetic Internship, Bachelor of Science in Nursing, and Master of Public Health (GOAL 3). 4) Faculty are prioritizing DEI initiatives and achieving, and in many cases exceeding the programmatic benchmark tied to DEI continuing education. All faculty met or exceeded the two DEI CE activities per academic year (GOAL 4). 5) In terms of community engagement, the program is meeting the goal of one community outreach event annual which includes participation of both faculty and students. Dr. Greenleaf has done an excellent job of identifying clinical education learning opportunities which also meet this goal. In the upcoming reporting cycle, we will be working with Special Olympics for our community outreach activity (GOAL 5).

Areas of Improvement: 1) The AT Milestones assessment and strategy rolled out a bit slowly in this assessment cycle and was not as robust as we had set out to achieve in our plan. Dr. Williams and the faculty have a clear goal, expectation, and timeline moving forward into the next assessment cycle (GOAL 1). In the area of clinical patient/client and population diversity (SLO 7), Drs. Greenleaf, Williams, and Hudson will need to continue collaborating to identify areas of deficiency and work as a collaborative faculty team to modify clinical placements and utilize clinical simulations to shore up deficiencies. The process for addressing weak areas pertaining to this goal was established late in this reporting cycle and needs further work (GOAL 4).

Update of Progress to the Previous Cycle's PCI:

Follow up to Previous Cycle:

Goal 1: In the previous cycle, the faculty were working to roll out the initial assessments of the AT Milestone. We completed this process and formulated a strategy for data collection and synthesis of this information for each student using shared worksheets. Students also receive their data to include it into their professional development plans. Although, we are only two years into collecting, compiling, and distributing this data, we have a system in place that allows us to accomplish the goals related to the AT milestones metrics.

Goal 4: Although Dr. Hudson was not with us for this reporting cycle, Drs. Greenleaf has worked diligently to expand clinical experience offerings that allow students to gain experiences with a vast variety of patient populations. This goal is a strength of the program during this reporting cycle.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

The MSAT program in year two has now completed a full programmatic cycle for cohort 1 which has allowed us to test our assessment plan through a complete two-year programmatic cycle. There are areas where we are excelling and others where we are not meeting our programmatic goals. Additionally, we have learned that some of our measures outlined in the plan need to be revised to more accurately reflect both the goal and if the goal was met.

Strengths: Goals 3, 4, and 5 continue to reflect overall strengths of the MSAT program. *Goal 3: Interprofessional Education and Interprofessional Practice* continues to exceed expectations and reflect commitment of the faculty assist with planning and incorporation of IPE into MSAT course requirements. *Goal 4: Diversity and Cultural Competence* also are strong from the PET report data we are receiving from student patient interaction data. Students are engaging in clinical experiences with diverse patient populations that represent diversity across activity level, socioeconomic status, sex, age as well as race and ethnicity. *Goal 5: Community Engagement* outcomes continue to reflect the program's commitment to service learning that engages both students and faculty into community activities.

Areas of Improvement: 1) The primary focus of the AT faculty during the next reporting cycle will be focused on Goal 1 related to BOC practice exam outcomes and subsequent BOC exam scores. The faculty will be working to implement BOC study prep modules that will be available across the clinical experiences course sequence. The modules will offer BOC prep resources in the form of general prep for the exam, content review, and self-assessment practice. An additional area of focus will be revising the criterion for Indicator 5 Preceptor Evaluation of Student, Indicator 10 Collaborative Practice, and Indicator 11 Diverse Clinical Practice. 2) PO 4 will be addressed by Dr. Williams to work more closely with our administrative assistant to provide CAATE continuing education related activities. 3) Lastly, the components for Goal 6 related to research will be built out to reflect the goals that the MSAT program would like to achieve related to the required MSAT research project.