

Athletic Training BS Assessment Plan Summary

Athletic Training BS

G1: Prepare Students for Professional Practice in Athletic Training

Goal Description:

Prepare students for professional practice in athletic training including professional knowledge and professional behaviors.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SO1: Demonstrate professional knowledge required of a Certified Athletic Trainer.

Learning Objective Description:

There are five key domains of professional knowledge that are important for students to master prior to graduation:

- Injury/Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being

RELATED ITEM LEVEL 2

Board of Certification® (BOC) Exam Reports.

Indicator Description:

Scores from this exam will be used to assess student attainment of all 5 domains of professional knowledge. The BOC Exam Reports are sent to the program on an annual basis. The passing score for each domain on the BOC exam is designated at 500 points. More information about the BOC Exam can be found at: <http://www.bocatc.org/educators/exam-development-scoring>

Criterion Description:

- At least 90% of students graduating from program will take the BOC examination annually.
- At least 70% of students will successfully pass the BOC examination on their first attempt.
- Three-year aggregate 1st time pass rate on BOC exam for students will be 70%.

The Commission on Accreditation of Athletic Training (CAATE) requires a minimum of a 70% 3-year aggregate 1st time pass rate on the BOC exam in order for the program to maintain good-standing with CAATE Accreditation.

- 100% of students who take the exam will pass the BOC examination regardless of number of attempts.
- The total mean scores across all students sitting for the exam within a given year will be meet or exceed 500 on each of the domains within the BOC exam.

Findings Description:

We will have our first graduate from the BS in Athletic Training Program sitting for the BOC exam in August 2017. The results will be reported by the BOC in an annual report that will be sent to programs each April; the report will cover exams taken from March through February annually.

Finding: No data to report until next assessment cycle.

RELATED ITEM LEVEL 3

Board of Certification (BOC) Exam Reports

Action Description:

There is no BOC data to report this cycle as our first graduates will be reported on 2017-2018 reporting cycle. The AT program will continue to focus on preparing students for the BOC exam through relevant competencies taught across the program.

RELATED ITEM LEVEL 1

SO2: Exhibit professional behaviors necessary for athletic training professional practice.

Learning Objective Description:

The BS in Athletic Training relies upon the guidelines provided by the Commission on Accreditation of Athletic Training (CAATE) to help define the necessary professional behaviors for athletic training professionals. These guidelines can be found at: <http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>.

Professional behavior is defined by CAATE and the program into the following components:

- Student Learning and Clinical Expectations
- Primacy of the Patient
- Team Approach to Practice
- Legal Practice
- Ethical Practice
- Cultural Competence
- Professionalism

RELATED ITEM LEVEL 2

Capstone Clinical Experience Evaluations - Professional Behaviors

Indicator Description:

Scores from the final clinical experience evaluation from ATTR 4292 are used to assess student professional behavior. Clinical evaluations of students are completed by their assigned Preceptor (i.e. clinical supervisor), and the student completes a self-evaluation. Each category of professional behavior is assessed by both the preceptor and the student on a five-point Likert scale. A copy of this instrument is provided as evidence.

Attached Files

 [Preceptor Evaluation of Student](#)

 [Student Evaluation of Preceptor](#)

Criterion Description:

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

Findings Description:

The average student scores for the Capstone Clinical Experience Evaluation (ATTR 4292) is 5.0 on a five-point scale. These evaluations are assessments of professional behaviors demonstrated by Senior students in the Professional Athletic Training Program. These are completed by Clinical Preceptors.

The average student self-evaluation scores for the Capstone Clinical Experience (ATTR 4292) is a 4.0 on a five-point scale. These evaluations are assessments of professional behaviors as assessed by the students themselves.

RELATED ITEM LEVEL 3

Capstone - Professional Behaviors

Action Description:

Finding for Professional Behaviors indicate that the BS in Athletic Training program is meeting the goal in this area. Our program will continue to emphasize professional behaviors in the clinical education portion of the program and assess these behaviors.

RELATED ITEM LEVEL 1

SO3: Utilize professional skills to appraise clinical situations and provide appropriate care to patients through simulations and real-life contexts.

Learning Objective Description:

Students graduating from the program will demonstrate mastery of the necessary clinical skills to provide their patients with appropriate care. These Clinical Integration Proficiencies (CIPs) are outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>).

A summary of each CIP category is provided here:

- Prevention & Health Promotion (CIP -1 through CIP -3)
- Clinical Assessment & Diagnosis/Acute Care/Therapeutic Interventions (CIP- 4 through CIP- 6)
- Psychosocial Strategies and Referral (CIP- 7 through CIP- 8)
- Healthcare Administration (CIP- 9)

RELATED ITEM LEVEL 2

Clinical Integration Proficiency (CIP) Evaluations

Indicator Description:

Clinical skills are evaluated in a real-patient context when possible for these CIPs by the assigned Clinical Preceptor. Students are evaluated on three levels (Not Proficient, Proficient, and Exceeds Proficient) for each CIP. A copy of the instrument used to assess the CIPs are provided as evidence.

Attached Files

 [CIP Scoring](#)

Criterion Description:

- Students will have an average CIP Score of 2 or higher, indicating proficiency, for each of the required nine CIPs.

Findings Description:

Seniors completed all CIPs with a score of 2.0 or higher indicating a level of "proficient" for all CIPs within the BS in Athletic Training Program.

RELATED ITEM LEVEL 3

Clinical Integration Proficiency (CIP) Evaluations

Action Description:

All Clinical Integration Proficiencies (CIPs) have been completed at the level of "Proficient" (2.0) or higher for graduating seniors. This outcome has been met.

G2: Prepare Students for a Variety of Career Paths

Goal Description:

Prepare students for a career path in athletic training or a related healthcare setting which includes, but not limited to employment, advance degree program, professional internship, or a residency program within six months of graduation.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

PO1: Obtain job/academic placement within six months of graduation

Performance Objective Description:

Students will either successfully find jobs (including professional internships) within the healthcare industry, or pursue advanced degrees, within six months of graduation from the program.

RELATED ITEM LEVEL 2

Alumni Survey

KPI Description:

The alumni survey is an instrument developed by the program for the purpose of learning job/academic placement following graduation. A copy of the alumni survey is provided for evidence.

This survey will be used to gather data to determine the following:

- Number of graduates who have obtained athletic training and other healthcare credentials, with the expectation that 100% of the students will have received these credentials.
- Number of credentialed graduates employed in athletic training (separated by job setting), with the expectation that 50% of the students will be employed.
- Number of graduates pursuing advanced degrees (separated by degree), with the expectation that 30% of the students will be seeking advanced degrees.
- Number of graduates in professional internships and residency (separated by job setting or specialty), with the expectation that 20% will be in one of these positions.

Attached Files

 [Alumni Survey](#)

Results Description:

The BS in Athletic Training Program had its first graduate in August 2017. This data is not yet available for reporting, and will be reported in the next assessment cycle.

RELATED ITEM LEVEL 3

Alumni Survey

Action Description:

The BS in Athletic Training Program had its first graduate in August 2017. This data is not yet available for reporting, and will be reported in the next assessment cycle. This Performance Objective is on hold for the 2016-2017 academic year, and will be reported for the first time for the 2017-2018 reporting cycle.

G3: Prepare Students for Clinical Practice

Goal Description:

Prepare students for professional and competent clinical practice which includes the implementation of evidence-based practice and patient-centered care.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SO4: Provide patient-centered care to diverse populations

Learning Objective Description:

Students from the program will demonstrate patient-centered care as will be assessed using the behaviors which are identified as “Primacy of the Patient” in the Foundational Behaviors of Professional Practice by in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>).

RELATED ITEM LEVEL 2

Capstone Clinical Experience Evaluations - Primacy of the Patient

Indicator Description:

Scores from the final clinical experience evaluation from ATTR 4292 will be used to assess Foundational Behaviors of Professional Practice as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5thEdition-Competencies.pdf>) . Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation. The “Primacy of the Patient” category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.

Attached Files

[Preceptor Evaluation of Student](#)

[Student Evaluation of Preceptor](#)

Criterion Description:

- The average student scores for the element “Primacy of the Patient” will meet or exceed 3.5.

Findings Description:

The average student scores for the Capstone Clinical Experience Evaluation (ATTR 4292) for the "Primacy of the Patient" is 5.0 on a five-point scale. These evaluations are assessments of professional behaviors demonstrated by Senior students in the Professional Athletic Training Program. These are completed by Clinical Preceptors.

RELATED ITEM LEVEL 3

Capstone - Primacy of the Patient

Action Description:

Student Learning Objective 4 (SO 4) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Primacy of the Patient" as an important behavior/attitude of our students, and we will continue to assess this measure using preceptor evaluations of students during clinical education.

RELATED ITEM LEVEL 2

Employer Satisfaction Survey - Primacy of the Patient

Indicator Description:

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

Attached Files

[Employer Survey](#)

Criterion Description:

- The average scores from Employer satisfaction of employee, intern, resident on “Primacy of Patient” items will meet or exceed 3.5.

Findings Description:

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle.

RELATED ITEM LEVEL 3

Employer Satisfaction Survey - Primacy of the Patient

Action Description:

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle (2017-2018). The Employer Survey assessment is on hold for this reporting cycle (2016-2017).

RELATED ITEM LEVEL 2

Internship Evaluation - Primacy of the Patient

Indicator Description:

The Internship Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the summer in-between the first and second years in the program (roughly the midpoint of the program). Internship evaluations of students are completed by their assigned Preceptor, and the student completes a self-evaluation. In both the preceptor’s evaluation of the student and the student self-evaluation, “Primacy of the Patient” category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.

Attached Files

[Preceptor Evaluation of Student](#)

[Student Evaluation of Preceptor](#)

Criterion Description:

- The average student self-evaluation scores for the element “Primacy of the Patient” will meet or exceed 3.5.
- The average student scores for the element “Primacy of the Patient” will meet or exceed 3.5.

Findings Description:

Nine students in the BS in Athletic Training Program completed summer internships during the Summer I and Summer II 2017 sessions. The following are mean scores from the student evaluations concerning the "Primacy of the Patient":

- Evaluation of Student by Preceptor mean was 4.46 on a five-point scale.
- Self-evaluation by the Student mean was 4.5 on on a five-point scale.

RELATED ITEM LEVEL 3**Internship Evaluation - Primacy of the Patient****Action Description:**

Student Learning Objective 4 (SO 4) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Primacy of the Patient" as an important behavior/attitude of our students, and we will continue to assess this measure using preceptor evaluations of students during their immersive clinical experience (Internship).

RELATED ITEM LEVEL 1**SO5: Demonstrate the use of evidence-based practice and provide care using best practices****Learning Objective Description:**

Students from the program will demonstrate the use of evidence-based practice in providing care by utilizing current research and best practices.

RELATED ITEM LEVEL 2**Capstone Case Study Project Rubric****Indicator Description:**

The Capstone Case Study Project Rubric is utilized in the course ATTR 4292 Clinical Experiences in Athletic Training IV which is the final clinical experience course that students take prior to completion of the program and graduation from SHSU. The focus of this project and presentation is to reflect on an actual clinical case they have has experience with, and to appraise the individual and their injury using an evidence-based practice framework. A copy of this rubric instrument is provided as evidence.

Attached Files

 [ATTR 4292-Capstone Project and Presentation Rubric](#)

Criterion Description:

- The average class score on the Capstone Case Study Project will meet or exceed 85%.

Findings Description:

The average score for the Capstone Case Study Project in ATTR 4292 (senior level capstone clinical class) was a 88%.

RELATED ITEM LEVEL 3**Capstone Case Study Project Rubric****Action Description:**

Student Learning Objective 5 (SO 5) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Evidence-Based Practice" as an important skill of our students, and we will continue to assess this measure using case study projects during the capstone clinical experience course.

RELATED ITEM LEVEL 2**Capstone Critically Appraised Topic (CAT) Paper Rubric****Indicator Description:**

The Capstone CAT Paper Rubric is utilized in the course ATTR 4292 Clinical Experiences in Athletic Training IV which is the final clinical experience course that students take prior to completion of the program and graduation from SHSU. The focus of this paper is to utilize evidence-based practice to critically appraise a topic which is relevant to the clinical practice of a Certified Athletic Trainer. A copy of this rubric instrument is provided as evidence.

Attached Files

 [CAT Rubric](#)

Criterion Description:

- The average class score on the Capstone Critically Appraised Topic Paper will meet or exceed 85%.

Findings Description:

The average class score on the Capstone Critically Appraised Topic Paper for ATTR 4292 was 98.1%

RELATED ITEM LEVEL 3**Capstone Critically Appraised Topic (CAT) Paper Rubric****Action Description:**

Student Learning Objective 5 (SO 5) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Evidence-Based Practice" as an important skill of our students, and we will continue to assess this measure using Critically Appraised Topic (CAT) papers during the capstone clinical experience course.

G4: Life-long Learning**Goal Description:**

Provide students with knowledge and tools to be life-long learners.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SO6: Engage in professional in life-long learning as to become an active participant in his/her professional progress.

Learning Objective Description:

Students in their final semester in the program will demonstrate engagement in life-long learning through a reflective writing assignment.

RELATED ITEM LEVEL 2

Self-Reflective Writing Assignment Rubric.

Indicator Description:

The Self-Reflective Writing Assignment Rubric is utilized in the course ATTR 4292 Clinical Experiences in Athletic Training IV which is the final clinical experience course that students take prior to completion of the program and graduation from SHSU. This reflective writing assignment will ask students to reflect on life-long learning including current strengths and weaknesses, and how they plan to improve weaknesses. A copy of this rubric instrument is provided as evidence.

Attached Files

[!\[\]\(35dc653d59570f8f891c312eeece91a2_img.jpg\) Lifelong Learning_AACU Value Rubric](#)

Criterion Description:

- The average class score on the Self-Reflective Writing Assignment will meet or exceed 85%.

Findings Description:

The average class score for the Capstone Self-Reflective Writing Assignment of Life-long Learning in ATTR 4292 was 90%.

RELATED ITEM LEVEL 3

Self-Reflective Writing Assignment Rubric

Action Description:

Student Learning Objective 6 (SO 6) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Lifelong Learning" as an important skill of our students, and we will continue to assess this measure using the self-reflective writing assignment during the capstone clinical experience course.

G5: Intercultural Competency and Awareness

Goal Description:

Provide students with a variety of clinical learning experiences to facilitate autonomous practice in a global community.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

SO7: Demonstrate cultural competence and a global healthcare perspective.

Learning Objective Description:

Students from the program will demonstrate culturally competent care which will be assessed using the behaviors which are identified as “Cultural Competence” in the Foundational Behaviors of Professional Practice by in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>).

RELATED ITEM LEVEL 2

Capstone Clinical Experience Evaluations - Cultural Competence

Indicator Description:

Scores from the final clinical experience evaluation from ATTR 4292 will be used to assess Foundational Behaviors of Professional Practice as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (<http://caate.net/wp-content/uploads/2014/06/5thEdition-Competencies.pdf>) . Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation. The “Cultural Competence” category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.

Attached Files

[!\[\]\(7f7ceb95e119107bb8f141b3a39179cf_img.jpg\) Preceptor Evaluation of Student](#)

[!\[\]\(a1c316f9470c4156616ce6ee54e71d17_img.jpg\) Student Evaluation of Preceptor](#)

Criterion Description:

- The average student scores for the element “Cultural Competence” will meet or exceed 3.5.

Findings Description:

The average student scores for the Capstone Clinical Experience Evaluation (ATTR 4292) for the "Cultural Competence" is 5.0 on a five-point scale. These evaluations are assessments of professional behaviors demonstrated by Senior students in the Professional Athletic Training Program. These are completed by Clinical Preceptors.

RELATED ITEM LEVEL 3

Capstone - Cultural Competence

Action Description:

Student Learning Objective 7 (SO 7) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Cultural Competence" as an important skill of our students, and we will continue to assess this measure using evaluations of students by their preceptors in the clinical education portion of the program.

RELATED ITEM LEVEL 2

Employer Satisfaction Survey - Cultural Competence

Indicator Description:

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

Attached Files

 [Employer Survey](#)

Criterion Description:

- The average scores from Employer satisfaction of employee, intern, resident on "Cultural Competence" items will meet or exceed 3.5.

Findings Description:

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle.

RELATED ITEM LEVEL 3

Employer Satisfaction Survey - Cultural Competence

Action Description:

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle (2017-2018). The Employer Survey assessment is on hold for this reporting cycle (2016-2017).

RELATED ITEM LEVEL 2

Internship Evaluation - Cultural Competence

Indicator Description:

The Internship Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the summer in-between the first and second years in the program (roughly the midpoint of the program). Internship evaluations of students are completed by their assigned Preceptor, and the student completes a self-evaluation. In both the preceptor's evaluation of the student and the student self-evaluation, "Cultural Competence" category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.

Attached Files

 [Preceptor Evaluation of Student](#)

 [Student Evaluation of Preceptor](#)

Criterion Description:

- The average student self-evaluation scores for the element "Cultural Competence" will meet or exceed 3.5.
- The average student scores for the element "Cultural Competence" will meet or exceed 3.5.

Findings Description:

Nine students in the BS in Athletic Training Program completed summer internships during the Summer I and Summer II 2017 sessions. The following are mean scores from the student evaluations concerning the "Cultural Competence":

- Evaluation of Student by Preceptor mean was 4.5 on a five-point scale.
- Self-evaluation by the Student mean was 4.39 on on a five-point scale.

RELATED ITEM LEVEL 3

Internship Evaluation - Cultural Competence

Action Description:

Student Learning Objective 7 (SO 7) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Cultural Competence" as an important skill of our students, and we will continue to assess this measure using evaluations of students by their preceptors in the immersive clinical experience (Internship) portion of the program.

RELATED ITEM LEVEL 1

PO2: Placement of students in a variety of practice settings.

Performance Objective Description:

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

RELATED ITEM LEVEL 2

Clinical, Internship, and Study Abroad Placements

KPI Description:

Clinical rotation placement records, internship placement records, and study abroad enrollment records are all records which are kept by the program specifically by the Clinical Education Coordinator.

This data will be used to determine the following:

- Percent of all clinical and internship sites are in Emerging Clinical Settings (nontraditional), with the expectation that a minimum of 10% will be emerging settings.
- Percent of internship sites which are outside of the local area (Huntsville/Greater Houston), with the expectation that a minimum of 10% will be outside of the local area.
- Number of study abroad experiences, with the expectation that there will be a minimum of 2 study abroad experiences annually.

Results Description:

Seven out of nine internships (77.8%) placements in summer 2017 took place in emerging practice settings (non-traditional settings). These settings included:

- Healthcare Administration/Rehabilitation,
- Physician Practice, and
- Performing Arts

(NATA emerging setting categories)

Of these, the majority of student internships took place either in Huntsville, TX or the Greater Houston Area. Only one out of nine students (11.1%) completed an internship that was non-local.

Last, our program had zero students study abroad during the reporting period.

RELATED ITEM LEVEL 3

Clinical, Internship, and Study Abroad Placements

Action Description:

The BS in Athletic Training Program met or exceeded the placements of students in non-traditional settings, and outside of the local area. However, the program did not met the goal for number of students placed in study-abroad opportunities. This was likely a lofty goal for our new program. In an effort to meet this goal in the next reporting cycle, the program will:

1. Provide a complete list of AT study abroad opportunities offered through other institutions, and
2. Meet with the study abroad office to explore how we can start our own study abroad program.

G6: Recruiting and Retaining a Diverse Student Population

Goal Description:

Recruit and retain a diverse group of students to the program as to facilitate a culturally diverse learning environment.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

PO3: Recruit a diverse group of students to the program.

Performance Objective Description:

The program will recruit a diverse group of students within the BS in Athletic Training Program.

RELATED ITEM LEVEL 2

Student Demographics

KPI Description:

Student Information Sheets, program admissions data, and student data from the Banner system at SHSU will be used to track data such as contacts made with perspective students, number of program applicants, and actual number of students admitted to the program.

These systems of collecting data will determine the following:

- Number of recruiting events attended annually
- Number of contacts made regarding interest in the program (fill out perspective student info form, send e-mail inquiry, first advising appointment etc.)
- Number of program applicants
- Numbers of students admitted to the program (by sex, race/ethnicity, marital status, and type of student)

Results Description:

Program faculty and/or students attended four total recruiting events during the 2016-2017 academic year:

- Saturday @SAM on 11/12/2016
- Greater Houston Athletic Trainers' Society (GHATS) Student Workshop on 1/7/2017
- Saturday @SAM on 4/8/2017
- Crossroads Athletic Trainers' Society Student Workshop 4/22/2017

Additionally, the program had contact with minimum of 260 students who expressed interest in a major in Athletic Training and requested additional information during the reporting period. These initial contacts with students were made through the following ways:

- Hobson e-mail follow up to Program Director: 13
- Initial advising meeting or campus visit meeting with program faculty: 70
- GHATS 2017 Student Workshop: 102
- Fall Saturday @SAM: 29
- Spring Saturday @SAM: Did not collect data
- Crossroads AT Society Student Workshop:4

There were a total of 27 applicants who submitted a completed application to the BS in Athletic Training program in April 2017 for consideration for admission to the program beginning in the Fall 2017 semester.

Of these 27 applicants, a selection committee made up of faculty, staff, and preceptors admitted 18 total students for Fall 2017 program admission. The following demographic information represent this group of 18 new admits (program cohort 3):

- Sex: 4 males (22%), 14 females (78%)
- Race: 7 Hispanic (38.9%), 1 Black or African American (5.6%), 6 White (33.3%), 4 Two or more races (22.2%)
- Marital Status: 1 Married (5.6%), 17 Single (94.4%)
- Type of Study: 16 Regular (88.9%), 1 Transfer (5.6%), 1 No Response (5.6%)

RELATED ITEM LEVEL 3

Student Demographics

Action Description:

The BS in Athletic Training Program met the goal of recruiting a diverse group of students to the program.

RELATED ITEM LEVEL 1

PO4: Retain students from program acceptance through program completion.

Performance Objective Description:

The program will retain a diverse group of students within the BS in Athletic Training Program.

RELATED ITEM LEVEL 2

Retention Data

KPI Description:

Program admissions data and student data from the Banner system at SHSU will be used to track the number of students remaining in the program through graduation. This data will be utilized to determine the following:

- Retention of students from entry to graduation

Results Description:

Program cohort 1 represented the graduating class of 2017. The retention rate for this class is 50% at the time of graduation. That is, out of a total of two students in this cohort, one graduated from the BS in Athletic Training Program. The one student who was not retained in the program changed majors, and continues to attend SHSU under a different degree plan.

RELATED ITEM LEVEL 3

Retention Data

Action Description:

The BS in Athletic Training Program did not meet the goal of retention of students to the senior year. This data is reported by cohort at each cohort's graduation. The rigor and standards for this program are high, and therefore, we do expect retention to be a challenge across the program. Specific action steps to improve retention in the next reporting cycle are:

1. Improve the selection process for admission to the program, and
2. Begin near-peer taught open labs where students can come to receive academic support and mentorship from upper level students in the program.

Update to Previous Cycle's Plan for Continuous Improvement

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

During the 2016-2017 academic year, the BS in Athletic Training Program plan to take the following actions for continuous improvement: 1. Partner and collaborate with other healthcare professional programs to include IPE into our curriculum. 2. Prepare white paper for Master's Degree transition in accordance with the program's timeline to transition to the Master's Degree level. 3. Continue to expand clinical and internship site to provide students a variety of job settings to choose from. 4. Implement an assessment process for all AT faculty, including pool faculty, to evaluate teaching.

Update of Progress to the Previous Cycle's PCI:

The 2016-2017 academic year and corresponding reporting cycle was a productive time for the BS in Athletic Training Program. The major accomplishment of the program this year was the award of national Accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) during the Spring 2017 semester. We were awarded the maximum number of five years for initial accreditation.

Other important projects included collaborations with the School of Nursing for two Disaster Simulation Interprofessional (IPE) events at Gibbs Ranch (each semester), and an IPE Tabletop event executed in collaboration with the Food Science & Nutrition Program and School of Nursing. Interprofessional Education will be a required accreditation standard in the future; therefore, our program is progressive in Athletic Training Education by involving our students in these opportunities now.

Strengths from this assessment cycle include professional behaviors exhibited by second-year (senior) students in their clinical rotations (SLO 2) and placement of students in diverse clinical learning environments (PO 2). Most goals in the plan were met or exceeded. However, the following items do need to improve in order to meet programmatic goals:

1. Number of students studying abroad (PO 2): This number was 0 this academic year. The program will increase visibility of these programs in presenting them to students. Also, the program needs to assemble a timeline addressing establishment of our own study abroad opportunity for students. This will likely be a 2-5 year plan.
2. Number of program applicants (PO 3): Our goal is to have a minimum of 30 applicants for consideration of program admission. This year, we only can report 27 completed applications received. Important to reaching this goal will be recruiting efforts and ensuring accuracy in academic advising. For these reasons, the program will hold two informational meetings each semester to address academic advising and application requirements.
3. Retention (PO4): For our initial cohort in the BS in Athletic Training Program, we report a 50% retention rate to graduation from the program. This cohort started with two students, and one student did change their major after not meeting the retention requirements of the program. Action steps to increase retention include: increasing the rigor of the admission process as well as increasing efforts in the areas of advising and mentorship for students within the program.

Last, the Athletic Training Program faculty plan to complete the following additional action items during the 2017-2018 academic year:

1. Prepare white paper for Master's Degree transition in accordance with the program's timeline to transition to the Master's Degree level.
2. Implement an assessment process for all AT faculty, including pool faculty, to evaluate teaching effectiveness.

Plan for Continuous Improvement for FY2017-18

Closing Summary:

Interprofessional Education will be a required accreditation standard in the future; therefore, our program is progressive in Athletic Training Education by involving our students in these opportunities now.

Strengths from this assessment cycle include professional behaviors exhibited by second-year (senior) students in their clinical rotations (SLO 2) and placement of students in diverse clinical learning environments (PO 2). Most goals in the plan were met or exceeded. However, the following items do need to improve in order to meet programmatic goals:

1. Number of students studying abroad (PO 2): This number was 0 this academic year. The program will increase visibility of these programs in presenting them to students. Also, the program needs to assemble a timeline addressing establishment of our own study abroad opportunity for students. This will likely be a 2-5 year plan.
2. Number of program applicants (PO 3): Our goal is to have a minimum of 30 applicants for consideration of program admission. This year, we only can report 27 completed applications received. Important to reaching this goal will be recruiting efforts and ensuring accuracy in academic advising. For these reasons, the program will hold two informational meetings each semester to address academic advising and application requirements.
3. Retention (PO4): For our initial cohort in the BS in Athletic Training Program, we report a 50% retention rate to graduation from the program. This cohort started with two students, and one student did change their major after not meeting the retention requirements of the program. Action steps to increase retention include: increasing the rigor of the admission process as well as increasing efforts in the areas of advising and mentorship for students within the program.

Lastly, the Athletic Training Program faculty plan to complete the following additional action items during the 2017-2018 academic year:

1. Prepare white paper for Master's Degree transition in accordance with the program's timeline to transition to the Master's

Degree level.

2. Implement an assessment process for all AT faculty, including pool faculty, to evaluate teaching effectiveness.