

EXECUTIVE SUMMARY  
Department of Health Promotion and Human Performance  
Bachelors of Science in Athletic Therapy Program  
Self-Study Document, Fall 2013

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

**Mission Statement:**

The mission of the Weber State University Athletic Therapy Program is to provide a quality educational and pre-professional clinical experience for students. Students are presented with didactic and psychomotor experiences that will lead them to being able to exercise sound ethical judgment. The coursework and internships will prepare students for their graduate program of choice and position them to gain admission into these programs.

**Curriculum:**

The Athletic Therapy program learning outcomes are introduced, emphasized and mastered within didactic lecture and laboratory courses. In addition to general education and professional knowledge courses, students enrolled in the Athletic Therapy program are required to take 22 credits of AT courses, 3-6 credits of AT electives, and 35-38 credits of support courses.

**Student Learning Outcomes and Assessment:**

At the end of their study at WSU, students in the Athletic Therapy program will have a solid foundation in:

1. Educating participants and managing risk for safe performance and function.
2. Implementing standard evaluation techniques and formulating a clinical impression for the determination of a course of action.
3. Employing standard care procedures and communicating outcomes for efficient and appropriate care of the injured.
4. Reconditioning participants for optimal performance and function.
5. Understanding and adhering to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.

Evidence of learning is provided in this report; all benchmarks for success were met in the 2012-2013 academic year.

**Academic Advising:**

The faculty and coordinator of advisement (Sherrie Jensen) are strongly committed to assisting each student in a planned advisement program. Student satisfaction is a goal and students are counseled that the responsibility of successful completion of their programs lies in their hands. The effectiveness of the academic advice provided by the coordinator was evaluated in Spring 2013 by both department faculty and students. The student results were overall positive with some areas identified for improvement, primarily in the area of coordinator availability. A system is in place now to schedule meetings with the department secretary using Google calendar. Faculty members were somewhat dissatisfied with the coordinator not following department chair, program director, and/or faculty mandates regarding advisement. Based on this feedback, the advisement coordinator is not permitted to process petitions without approval in writing. Program faculty rather than the advisement coordinator handle difficult advising cases. Advisement will continue to be progressive, include technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs based on survey results conducted minimally every three to five years.

**Faculty:**

The Athletic Therapy program has four full-time tenure-track faculty members, yet still relies heavily on adjunct faculty. During the spring 2014 semester, 100% of lower-division AT and 60% of all AT courses will be taught by adjunct faculty. The faculty submitted a proposal for a fifth full-time faculty member which was approved in October 2013. The search committee has been formed, the position will be posted in November 2013, and the additional faculty member will be in place for the Fall 2014 semester.

**Program Support:**

The HPHP department currently has two non-exempt staff secretaries and three exempt staff personnel (one academic advisor, one human performance lab coordinator, and one internship coordinator). The college also employs a recruiter who assists with recruitment for the HPHP department programs. The addition of the second secretary in the Spring 2013 semester and the internship coordinator in the Fall 2013 semester have benefitted the department greatly. The department also receives excellent support from the Stewart Library.

**Relations with External Community:**

The Athletic Therapy program fosters relationships with several organizations and agencies to meet the program mission. The details related to this external community involvement are outlined in Appendices E and F. The Program Director and Internship Coordinator build and maintain relationships with external clinics for the PEP 4890 internships. Program faculty are also involved in professional organizations at the state, regional, and national levels.

**Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:**

Gender equity in students in the department programs is evident. The student/faculty ratio data indicates an increase in the number of students taking courses in the department and a higher student to faculty ratio over time. This data is in line with the increasing SCH data, which have increased from 2008 to 2013. The number of declared majors (including “athletic therapy applicant” majors) has also increased, as have the number of students graduating.

Because the program faculty also teach in the undergraduate Athletic Training program and Masters of Science in Athletic Training program, the program relies heavily on adjunct faculty, with 100% of lower-division AT courses and 60% of all AT courses scheduled to be taught by adjunct faculty in Spring 2014. This has been identified as an area of concern by both the program and the department, but a search to hire an additional full-time, tenure-track faculty member is currently underway.

**Financial Analysis:**

Institutional research provided financial analysis for the entire health promotion and human performance (HHP) department. Athletic therapy is one of six majors (five undergraduate and one graduate) housed within the department. Instructional expenditures have remained relatively consistent from 2008-2013. The cost per student FTE has declined. This is attributed to the increase in class sizes for many academic programs in HHP, although the class sizes for most AT lab courses have not increased. The HHP department has a number of course fees and a tuition differential from the Master's of Athletic Training program.

**Results of Previous Program Reviews:**

Because the Athletic Therapy program is new, we have not undergone the internal University 5-year Program Review process previously.

### **Information Regarding Current Review Team Members:**

WSU faculty member outside the program but within the Moyes College of Education

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