

Athletic Therapy Program Review
Site Visit Report
March 20, 2014

This is the formal report of the Program Review Committee for the Athletic Therapy Program. An evaluation of the Bachelor of Science in Athletic Therapy program offered by Weber State University was conducted on February 11, 2014 by a committee comprised of:

Melina Alexander, Associate Professor, Teacher Education, Weber State University
Tamara Dahlkemper, Associate Professor, Nursing, Weber State University
Mike Diede, Associate Professor, Athletic Training Program Director, Brigham Young University
Brad Hayes, Assistant Professor, Athletic Training Program Director, University of Utah

This review of the educational process is based on the program's self-study and conferences with persons involved in the various components of the program. This report represents the committee's findings and conclusions.

STANDARD A- MISSION STATEMENT

The Mission of the Athletic Therapy program is clearly defined and the program has a curriculum that enables the graduate to achieve the mission. The program mission supports both the department and university missions.

STANDARD B – CURRICULUM

The program curriculum was developed with careful planning and review processes. Curriculum is reviewed at least every 5 years or when the accrediting board makes changes. Faculty members have weekly meetings to discuss curriculum issues. Student learning outcomes are identified and curriculum is designed to assist students in achieving the program outcomes. Courses seem to be offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner. However, one student did indicate that some courses need to be offered more often to accommodate graduation timelines.

STANDARD C – STUDENT LEARNING OUTCOMES AND ASSESSMENT

Five student learning outcomes were identified in the self-study. These outcomes are identical outcomes to the Athletic Training program outcomes. The committee questioned whether the outcomes should be identical for both programs, when students from each program have very different career paths; Athletic Training program students sit for a certification exam and eventually work as an Athletic Trainer and the Athletic Therapy program students are preparing to attend graduate school.

It is clear that the outcomes are measured on an ongoing basis. The self-study included a curriculum map listing each course and the learning outcomes addressed in each course as well as the level of student competency; introduced, emphasized, and/or mastered. The self-study also included a matrix noting the evidence of learning for each outcome. The matrix included direct and indirect measures and the associated expected level of achievement (ELA) for each measure.

The ELA's were met for all measures with the exception of two measures; the action taken to improve these two measures was listed. The mastery of all learning outcomes is met with the internship course.

STANDARD D – ACADEMIC ADVISING

Strategies for advising students are defined, followed and continually assessed for their effectiveness. The program has an experienced advisor who advises not only for the Athletic Therapy program but for all of the HPHP programs, approximately 1000 students. The current process includes group advising sessions for new students, individual advising sessions with the advisement coordinator, and individual advising sessions with faculty and the program director as needed. The Athletic Therapy program director also meets individually with each student when he/she applies for the program as well as prior to beginning their internship.

Overall, students are happy with the advising process and feel with some of the changes made in the last year, the process is much better. Students suggested that pre-requisite courses for each graduate program should be listed on the curriculum maps. They felt this would assist them in knowing what classes they will need for a graduate program. Students stated they did not receive enough information about preparing for and taking the GRE exam.

Weakness- The committee agreed there is a need for additional advising staff, especially if the HPHP programs continue to increase in enrollments.

Concern- Based on student comments, it is suggested the program provides better information regarding various pre-requisite courses needed for individual graduate programs, so students will be able to take the appropriate courses in a timely manner. Information about preparing for and taking the GRE exam should be included on advising information. The program also needs to provide better information for students as to whether they should take the biomed or zoology courses.

STANDARD E – FACULTY

The program maintains a group of faculty that provides stability and a high quality education for the program. The program uses several adjunct faculty members who are dedicated to the program and students. The adjunct faculty members are academically and professionally qualified; this is a strength for the program. Many of them are also preceptors for the clinical courses which lends to continuity between the didactic and clinical experiences. The adjunct faculty members receive the support they need from contracted faculty. Contracted faculty members willingly share their teaching materials and are available to assist the adjunct faculty as needed.

There is evidence of ongoing assessment of teaching effectiveness and evaluation of faculty members, including contract, tenure track, adjunct and clinical instructors. A formal, ongoing, annual review of faculty is in place.

The Athletic Therapy program uses several preceptors who provide student internships. As mentioned earlier, many of the preceptors also teach as adjunct for the program. The preceptors who met with the review committee feel students come to their facilities with a good foundation

of knowledge. A contracted faculty member is assigned to evaluate the preceptor sites on a regular basis as well as meet with preceptors to discuss student evaluations.

Concern- All contracted faculty members teach a minimum of 6 credit hours of overload each semester. The recent hire of a new contract faculty member, will help with the credit load in the future, but will still require faculty to teach several hours of overload each semester. The committee suggests looking at decreasing the overload hours for contracted faculty.

STANDARD F – PROGRAM SUPPORT

The Athletic Therapy Program has adequate clerical support staff to meet the mission and educational goals of the program. The current support staff feel like their workloads are adequate and they receive the administrative support they need.

The facilities and equipment are to be commended. The laboratory and classrooms are technologically advanced. As research opportunities increase for both undergraduate and graduate students, there may be a need to expand the lab space to accommodate future needs.

Concern: The committee suggests hiring a lab coordinator to assist faculty with lab experiences for students as well as maintaining lab equipment.

STANDARD G – RELATIONSHIPS WITH EXTERNAL COMMUNITIES

Relationships that are external to the university have formal affiliation agreements that clearly define their role. No mention of an external advisory committee was mentioned in the self-study or during the review interviews.

Weakness- It is suggested by the committee that an advisory committee be identified to provide input to the program.

STANDARD H – PROGRAM SUMMARY

The Athletic Therapy program has a sound curriculum and has documented student's ability to meet program outcomes. Students feel they are receiving a good education and are prepared to continue in graduate programs upon graduation from the program.

This is the first 5-year review for the program so there are no prior recommendations that needed to be implemented prior to this review.

The committee wishes to thank the faculty and staff for their cooperation during the review process. If the committee can be of any assistance to you, please contact any of the committee members.

Sincerely,

Tamara Dahlkemper
Review Committee Member