

EXECUTIVE SUMMARY
Department of Health Promotion and Human Performance
Bachelors of Science in Athletic Training (BSAT) 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 Bachelor of Science in Athletic Training (BSAT) Program is to provide a quality educational and research experience for students. Students are presented with didactic and psychomotor experiences that will prepare them to exercise sound ethical judgment, achieve satisfying careers, and make positive contributions to their communities. In addition, the BSAT program guides the student on the journey to become a lifelong learner through obligatory professional continuing education.

Curriculum:

The BSAT program learning outcomes are introduced, emphasized and mastered within didactic lecture, laboratory and clinical application courses. In addition to general education and professional knowledge courses, students enrolled in the BSAT program are required to take 30 credits in major required courses, 16 credits in clinical application courses.

Student Learning Outcomes and Assessment:

At the end of their study at WSU, students in this program will be proficient 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 BSAT 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 BSAT program has four full-time tenure-track faculty members, yet still relies heavily on adjunct faculty. During the spring 2014 semester, 100% of lower-level BSAT and 60% of all BSAT courses will be taught by adjunct faculty. The HPHP department is supportive of the BSAT program's need for a fifth full-time faculty member. Program faculty have discussed this with the Dean of the College of Education and submitted a proposal for an additional faculty line to Dr. Rasmussen in September 2013.

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 Spring 2013 and the internship coordinator in Fall 2013 have benefitted the department greatly. The department also receives excellent support from the Stewart Library.

Relations with External Community:

The BSAT program maintains relationships with external communities primarily through student clinical rotation experiences. The CAATE mandates that students have experience in working with patients in various settings (including collegiate, high school, clinical, hospital), therefore the program works to develop a large network of clinical rotation sites for our students. 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 training applicant" majors) has also increased, as have the number of students graduating.

Because BSAT program faculty also teach in the undergraduate Athletic Therapy program and Masters of Science in Athletic Training program, the BSAT program relies heavily on adjunct faculty, with 100% of lower-level BSAT courses and 60% of all BSAT 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.

Financial Analysis:

Institutional research provided financial analysis for the entire health promotion and human performance (HHP) department. Athletic training is one of five majors 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 athletic training 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 BSAT program is externally accredited by the CAATE, 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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