

DCHP Dean's Response to the Program Review
Evaluation of the Master of Science in Athletic Training Program
September 21, 2020

The Dr. Ezekiel R. Dumke College of Health Professions (DCHP) dean received and valued the thorough review of our Master of Science in Athletic Training Program by the review team at the on September 21, 2020. The college welcomed the program/department, this past year with enthusiasm and strong support. Comments from the dean is noted in *purple*.

The Review Committee member were as follows:

Kenton Cummins, MHA, MLS(ASCP)CM

Sally Cantwell, Ph.D., RN

Dani Moffit, Ph.D., LAT, ATC

Introduction

The Master of Science in Athletic Training Program faculty appreciates the efforts of the Review Team to evaluate the program. The team identified several strengths of the program including its student-centered approach, the quality of the facilities, the rigor of the research component, and the exceptional pass rate on the national certification exam (BOC). We believe that the team's findings will serve to further strengthen the MSAT program. *Agreed.*

I agree with the review team with the following:

The Masters of Science of Athletic Training program is a nationally recognized graduate program with a rigorous curriculum, competitive and prestigious clinical rotations, and highly qualified faculty. Faculty are highly engaged in creating a learning experience for students to accomplish their didactic and clinical student learning outcomes. The program recognizes the importance of maintaining close relationships with clinical partnerships, has community and university support, and a mission statement that is aligned with the university and outlines their program goals.

Recommendations

The Review Team noted several challenges including preceptor feedback, student learning outcomes, academic advising, and administrative support. The following recommendations were made:

1. Standard A – Mission Statement

As per average mission statement lengths, it is long. There are goals expressed that may be difficult to measure (i.e. ethical judgment, achieve satisfying careers, and make positive contributions to their communities, lifelong learning). A mission statement should be focused on deliverables within the program, and not post-graduate experiences (i.e., job satisfaction, lifelong learning).

- The MSAT faculty value the review committees' feedback on the length of our mission statement. We are undertaking the process of revising the mission statement and developing a vision statement.

I agree with the review team suggestions and know that the MSAT faculty are committed to addressing the change in their mission statement to be in line with WSU and DCHP mission statements.

2. Standard B – Curriculum

Preceptors routinely provide student feedback, both formally written and informally to the students while at their sites. When speaking with preceptors they

reported a lack of routine feedback from the program on their performance with students. This could be in the form of verbal discussion with the Coordinator of Clinical Education when she visits the site and/or written feedback the students provide at the end of their clinical rotations. This would benefit the program by helping the preceptors to better understand how they are doing in their position, as well as help them improve in areas they may not realize they are lacking.

- The MSAT faculty knowledge that there was a breakdown in sharing preceptor evaluation data. We have the technology and processes in place to immediately address this issue. Preceptors will receive backdated feedback along with current year data this spring and then yearly feedback moving forward.

I agree and will follow up with the outcomes.

3. Standard C – Student Learning Outcomes and Assessment

It is suggested that the faculty retreats continue so all faculty can continue to have curriculum SLOs and assessment. This provides cohesiveness of the faculty and will provide the program impetus for change, as necessary, for continued excellence demonstrated on the BOC exam by the students.

- The MSAT faculty will continue to have regularly scheduled retreats to ensure that all faculty have continued input into curriculum changes, SLOs, and program assessment.

I agree and will follow up with the outcomes.

4. Standard D – Academic Advising

Based on communication with students, it may be helpful to communicate how the program advises students through the program of study with regards to coursework performance and successful progression in the program. Also, there is no mention of how the program director documents advising; the program should be encouraged to use the university platforms in CatTracks for consistency and transparency with students

- The MSAT program director will continue to regularly meet with all MSAT students. Meetings and future course plans will be recorded in CatTracks for consistency and transparency.

Agree and support.

5. Standard E – Faculty

If the desire of the program is to grow in numbers, there will be need for another faculty line to help support at both the undergraduate and graduate levels. This is demonstrated by most faculty members already teaching overload to meet the needs of the program

- The MSAT faculty agree with the review committee's assessment. If there is a demand and a desire to increase the cohort size, an additional faculty line will be required. The Department Chair will continue to monitor faculty workloads to ensure they are consistent with faculty choices and WSU PPM guidelines. *Upon needs assessment, when the need has been demonstrated, then steps will be taken to support this.*

6. Standard F – Program Support

Dean Simonian described the desire to get a 100% administrative position to also provide help with advising students. Upon speaking to the faculty, this should be a priority. The ¾ position they currently have is not consistent because it is filled by a student. By having a full-time dedicated position, there would be several areas this person could help with, including: a) Admissions help with the increased number of international students in the program; b) Advising for the Athletic Therapy program; c) Recruitment for both the undergraduate and graduate programs; and d) Enrollment management for the graduate program.

- The MSAT faculty agree with the review committee and dean that we need a consistent full-time dedicated staff position to assist with a) International Admissions b) Advising; c) Recruitment; and d) Enrollment management.

Agree and with the addition of 25% funding from the Provost's office should benefit the student in international admissions, advising, and recruitment enrollment management and follow up.

7. Standard F – Relationship with External Communities

Since immersions are a CAATE Standard, making sure the students are aware of the resources available through the NATA for seeking immersive sights will provide extra opportunities for the students. For future reviews, we recommend a list of clinical sites be included in the review documents.

- The faculty value and understand the importance of our existing clinical partners as well as the importance of the new NATA resources to provide more clinical immersion opportunities for our students. Once this resource is available through the NATA website, it will be shared our students. *Good idea and agreed.*

I would like to thank the Review Committee for their evaluation of the Master of Science in Athletic Training in the Dumke College of Health Professions. I would also like to extend my gratitude to the dedicated and knowledgeable chair, faculty and staff for educating the best Athletic Training graduates and healthcare providers of the community.

*Respectfully, Yas Simonian
Dean, DCHP*

