

PROGRAM REVIEW

February 7, 2011

UNIT Athletic Training DEPARTMENT Health, Human Perf & Recreatn COLLEGE College of Health & Human Se

GRADUATE _____ UNDERGRADUATE X

UNIT CONTACT PERSON _____

CHAIRPERSON SIGNATURE _____

DEAN SIGNATURE _____

EXECUTIVE SUMMARY UNDERGRADUATE

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The ATEP was originally accredited in 1998 and, at the time, was only the second accredited program in the state of Missouri.

The ATEP has always been an attractive program to prospective students and incoming students. The Pre-Major Athletic Training students must complete pre-requisites for the program throughout the first year and apply for admission in the spring semester. Through the course of their preparation, many of these students realize that the extensive clinical hours and additional program costs are not desirable and do not apply. Several who apply are rejected for admission. Thus, the 1st-2nd year retention is low.

The ATEP is restricted to a total of 36 students in the program at any one time. The restrictions on class enrollment size are imposed by accreditation standards. This also explains how there can be 70 majors and such a high percentage of low enrollment classes.

While the cost per SCH is high, gross cost is relatively low. The ATEP had two small classes in a row which created the high cost per SCH. When one considers the in kind revenue and good will from service to area schools, the cost is reasonable. The ATEP faculty has several retention efforts in preparation or under way. Among them is the initiation of a Learning Community in the residence halls beginning in the fall 2010. To increase in enrollment, preliminary work is being prepared to develop a non-clinical option to the ATEP which would prepare pre-Physical Therapy and allied health students.

The External Demand for Athletic Trainers is favorable. According to the US Department of Labor, the projected job growth over the next 10 years for Athletic Trainers is 37%. Southeast ATEP graduates have a very good track record of placement after graduation and the first time pass rate for ATEP graduates on the Board of Certification Examination has always been well above the average. In 2009-2010, the first time pass rate was 100% compared to 43.3% nationally and the average score of Southeast graduates was 48 points above the national average (524/476, respectively).

Program Review Final University Committee Chair Comments

I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation for Athletic Training Education (CAATE). In order to be accredited the program must demonstrate that 1750 competencies are satisfied in multiple courses throughout the didactic program. A person desiring certification and licensure as an athletic trainer must complete an accredited program and pass a certifying examination.

Students are admitted to the ATEP at the end of each spring semester after an application and screening process. After admission to the program a cohort of students completes a 5 semester sequence of courses. Students must complete coursework prior to being eligible to sit for the certifying examination.

This program was previously an option within the Health Management major (HMAT). Due to an accreditation requirement that this program be a standalone major the BS in At

SIZE and SCOPE DATA UNDERGRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	20	50	71	66	70		
Athletic Training [BS-2.5/BS/ATHL]			0	0	25		
Athletic Training [PRE-MAJOR/BS/ATHL]			0	1	23		
Health Management: Athl Train [BS/BS/HMAT]			5	8	1		
Health Management: Athl Train [BS-2.5/BS/HMAT]			20	30	3		
Health Management: Athl Train [PRE-MAJOR/BS/HMAT]			46	27	18		
Minors UNIT Total			0	0	0		
Completers UNIT Total	5	14	4	9	8		
Athletic Training [BS-2.5/BS/ATHL]			0	0	8		
Health Management: Athl Train [BS/BS/HMAT]			4	0	0		
Health Management: Athl Train [BS-2.5/BS/HMAT]			0	9	0		
% Completion Rate 6 YR	12	50	83	0	0		
Unit - % Retention FS YR 1 -- F YR 2	25	50	36	40	56		
Unit - % Retention FS YR 3 -- F YR 4	60	95	67	88	56		
UNIV - % Retention FS YR 1 -- F YR 2			64	60	83		
UNIV - % Retention FS YR 3 -- F YR 4			92	100	89		
SCH On Campus FS			231	240	201		
SCH Off Campus FS			0	0	0		
SCH Total FS			231	240	201		
SCH Summer On and Off Campus			0	48	36		
SCHR (SCH ratios) On Campus Fall/Spring	165	236	80	83	68		
SCHR (SCH ratios) Off Campus Fall/Spring	0	0	0	0	0		
SCHR (SCH ratios) Total	165	236	80	83	68		

Delaware SCHR			178	162			
% of Sections with Enrollment < 10 (GR < 8)	10	5	77	92	93		

Area of Concern for Size and Scope Data (Undergraduate)

Students who attend Southeast with the intent of applying to the ATEP enroll as Athletic Training Pre-majors. These pre-majors are included in the major count in the data report. Pre-majors complete a set of pre-requisite courses prior to application to the program. Many students determine throughout the first year that they do not wish to continue this line of study or fail to complete pre-requisites. The program is limited to 36 total students in the 3-year cohort sequence (12 per year) and many who apply do not get accepted. This explains the low year 1 to year 2 retention rate. If a student leaves the cohort that would constitute a rather large percentage of the total number of majors thus the year 3 to year 4 retention is somewhat deceiving.

The current numbers in the 3rd and 4th year of the ATEP are very low. There was a 2 to 3 year period when very few students were reaching the point of application. This led to two very small classes. Thus SCH generation and SCHR were below what would be desirable. This also leads to a great number of low enrollment sections.

The 6-year completion percentage is baffling. There are certainly graduates for those years but they were obviously not first-time full-time students when they declared AT. So the 0% for 08 and 09 is misleading. This number may reflect the change from ATEP as an option in the Health Management degree to a standalone degree program. This change was dictated by the accrediting body. There are students graduating from this program.

From Fall 2006 through Spring 2010 there were a total 78 first-time students who selected HMAT or ATHL as their first major. 72% of those students are still at the University, half are in majors other than ATEP.

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	2.00	3.00	2.00	2.00	1.00		
Unit Full Time Faculty Adjusted for Release	1.50	2.25	2.00	2.00	1.00		
Unit Full Time Faculty UG FTE			2.70	2.70	2.85		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel UG Number	0.00	2.00	1.00	1.00	1.00		
Other Teaching Personnel UG PTFTE	0.00	0.75	0.20	0.20	0.10		

Area of Concern for Teaching Personnel Data (Undergraduate)

Two full-time and one part-time faculty teach specific athletic training courses along with courses for students in Health Management and Physical Education. In addition to classroom instruction, the students complete at least 300 clinical hours under the supervision of an approved clinical instructor (ACI). The ACI are unpaid and serve at the discretion of the Program Director. These clinical hours are completed on campus with the Department of Athletics, Campus Health Clinic, and under the supervision of ACI at Cape Central High School, Jackson High School, Notre Dame High School, Saxony Lutheran High School, Southeast Hospital, Healthpoint Plaza, St. Francis Medical Center, and Fitness Plus.

The full-time faculty are the Program Director and Clinical Coordinator. Each of these faculty members receive a ¼ time release to serve in these roles. CAATE requires that faculty gain release equivalent to other allied health programs at the University. Thus, the faculty release brings ATEP into compliance on that issue. The part-time faculty member is used to teach a specialized class in vertebral injury assessment. This individual has a unique specialty area and his teaching this course for the ATEP greatly strengthens the program.

COMPARISONS UNDERGRADUATE

	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	50.95	50.77	46.44	50.82	44.05	47.04				
Unit - % Retention FS YR 1 -- F YR 2	58.24	62.68	58.20	63.69	59.56	66.03				
Unit - % Retention FS YR 3 -- F YR 4	75.94	82.78	75.68	83.34	78.35	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	67.28	62.81	67.43	63.69	69.37	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	82.27	83.02	83.46	83.73	83.33	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	250.00	262.00	253.00	261.00	226.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	263.00	227.00	161.00	290.00	143.00	213.00				
SCHR (SCH ratios) Total	251.00	242.00	257.00	265.00	214.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	24.28	17.54	23.88	17.42	35.59	22.70				

SIZE and SCOPE DATA SUMMARY UNDERGRADUATE

Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	69.0	Aspiration	138	Irregular
Athletic Training [BS-2.5/BS/ATHL]	8.3			Improving
Athletic Training [PRE-MAJOR/BS/ATHL]	8.0			Improving
Health Management: Athl Train [BS/BS/HMAT]	4.7			Irregular
Health Management: Athl Train [BS-2.5/BS/HMAT]	17.7			Irregular
Health Management: Athl Train [PRE-MAJOR/BS/HMAT]	30.3			Declining
Minors UNIT Total	0.0			Static
Completers UNIT Total	7.0	Needs Improvement	50	Irregular
Athletic Training [BS-2.5/BS/ATHL]	2.7			Improving
Health Management: Athl Train [BS/BS/HMAT]	1.3			Irregular
Health Management: Athl Train [BS-2.5/BS/HMAT]	3.0			Irregular
% Completion Rate 6 YR	27.7	Needs Improvement	55.32	Irregular
Unit - % Retention FS YR 1 -- F YR 2	44.0	Needs Improvement	88	Improving
Unit - % Retention FS YR 3 -- F YR 4	70.3	Needs Improvement	74.03	Irregular
UNIV - % Retention FS YR 1 -- F YR 2	69.0			Irregular
UNIV - % Retention FS YR 3 -- F YR 4	93.7			Irregular
SCH On Campus FS	224.0			Irregular
SCH Off Campus FS	0.0			Static
SCH Total FS	224.0			Irregular
SCH Summer On and Off Campus	28.0			Irregular
SCHR (SCH ratios) On Campus Fall/Spring	77.0	Red Flag	32.62	Irregular
SCHR (SCH ratios) Off Campus Fall/Spring	0.0	Red Flag	0	Static

SCHR (SCH ratios) Total	77.0	Red Flag	32.62	Irregular
% of Sections with Enrollment < 10 (GR < 8)	87.3	Aspiration	1746.6	Improving

UNDERGRADUATE

Brief Conclusion from Data

The low numbers in the current 3rd and 4th year cohorts have caused SCH production to be low and the percent of classes with low enrollment to be high. ATEP is a very demanding major which requires students to spend at least 300 clinical hours per semester beyond class time in the field with ACI. The long hours and demanding coursework lead to attrition from the major. The reason the 3rd and 4th year classes got so small is not because few students came to the University wishing to major in ATEP. Each spring there are between 15 and 25 students in courses preparing for application. Throughout that semester the attrition starts as students realize the demands placed on the students.

Similar to Nursing students who certainly complete an equivalent number of hours in the field, ATEP students complete at least 300 clinical hours per semester for one credit hour. ATEP students complete the clinical hours as ACI check their completion of required clinical proficiencies.

These numbers can certainly be improved. One may argue that if each of the 3 cohorts moving through the program were at capacity (36 students total with 12 in each cohort) the cost and SCH production would be in line with Delaware data.

Additional Data or Comments

Data requested from the Office of Institutional Research indicates that most of the students who come to Southeast and declare AT as their initial major stay at Southeast even if they are no longer in the ATEP.

An important component of the ATEP is the students in the program essentially pay for the opportunity to work for the institution and local community. The 300-plus hours each student contributes to University athletics, local high schools and health care facilities each semester cannot be ignored.

The additional course fees for Athletic Training classes are another financial burden beyond most other majors on the Southeast campus. Currently, each ATEP student has to encumber the following costs beyond tuition, room and board, and books:

- Total approximate costs: \$3,500 – 4,000/semester (\$17,500-20,000 over five semesters)
- Liability insurance: \$20-30
- MMR, TB, HBV vaccinations and annual physical examination: Costs are dependent upon choice of health care providers and/or health insurance plan.
- Travel expenses, clothing (specific apparel is required for all clinical rotations), health insurance, etc.: \$3000
- oStudents are responsible for their own transportation and related expenses to and from their clinical experiences.
- Current First Aid and Professional CPR and AED certification: \$45
- NATA student membership (strongly recommended): \$80
- ATrack fee (if not a current NATA student member): \$60
- BOC Examination (Final year of the program): \$300

The attrition rate from the ATEP can be attributed in part to the costs which go beyond the tuition and fees.

Plan to Address

Efforts to enhance retention:

1. Athletic Training Learning Community in the new residence hall.
2. Pre-AT gatherings and information sessions throughout both Fall and Spring semesters
3. Calls and e-mails to prospective AT students.
4. Interested students shadowing students in the program.
5. After First-Step sessions, current AT students were available to talk to incoming students.
6. Open house for interested students.
7. Prospective articulate agreement with community colleges.

*Due to the high clinical and didactic demands of any ATEP, the retention rate is often lower than most other academic programs. Thus, regardless of the proposed efforts listed above, students will choose to leave the ATEP.

There is also discussion of a non-clinical track being developed to provide a major option for Pre-Physical Therapy students. This option would include didactic coursework without the practicum hours and clinical rotation requirements. Thus, Pre-PT students would learn assessment techniques, basic rehabilitation concepts and skill, and the physiological basis and application of therapeutic modalities prior to entering PT school. There are 78 declared Pre-Physical Therapy students according to the Spring 2010 10-week Enrollment Report.

Brief Follow Up on Outcomes of Plans to Address from Last Review

In the 2003 review of Health Management there was an action to offer HL 312 - Sport and Exercise Pharmacology once per year rather than every semester. This took effect in 2004. Enrollment is normally between 50 and 65 students which is what was projected in that previous review.

Program Review Final University Committee Chair Comments

II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	45,675.63	51,820.80	46,567.68		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	10,364.16	8,340.48		
Subtotal Revenue SCH	45,675.63	62,184.96	54,908.16		
All Courses - Fees Revenue					
On Campus FS	0.00	0.00	425.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	425.00		
All Courses - Total SCH and Fees	45,675.63	62,184.96	55,333.16		
Univ Studies Crses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	0.00	0.00	0.00		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	0.00	0.00	0.00		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	0.00	0.00	0.00		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue Fees	0.00	0.00	0.00		
SER/BC/ROM - Total SCH and Fees	0.00	0.00	0.00		
Major Courses - SCH Revenue					

On Campus FS	45,675.63	51,820.80	46,567.68		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	10,364.16	8,340.48		
Subtotal Revenue SCH	45,675.63	62,184.96	54,908.16		
Major Courses - Fees Revenue					
On Campus FS	0.00	0.00	425.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	425.00		
Major Courses - Total SCH and Fees	45,675.63	62,184.96	55,333.16		
Unit Revenue External Grants	0.00	0.00	0.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	48,021.37	Irregular
Off Campus FS	0.00	Static
Summer On and Off Campus	6,234.88	Irregular
Subtotal Revenue SCH	54,256.25	Irregular
All Courses - Fees Revenue		
On Campus FS	141.67	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	141.67	Improving
All Courses - Total SCH and Fees	54,397.92	Irregular
Univ Studies Crses - SCH Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	0.00	Static
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	0.00	Static
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	0.00	Static

Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	0.00	Static
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue Fees	0.00	Static
SER/BC/ROM - Total SCH and Fees	0.00	Static
Major Courses - SCH Revenue		
On Campus FS	48,021.37	Irregular
Off Campus FS	0.00	Static
Summer On and Off Campus	6,234.88	Irregular
Subtotal Revenue SCH	54,256.25	Irregular
Major Courses - Fees Revenue		
On Campus FS	141.67	Improving
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	141.67	Improving
Major Courses - Total SCH and Fees	54,397.92	Irregular
Unit Revenue External Grants	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

Revenue data, especially in light of the cost data are poor.

In addition to the existing \$25 fee associated with HL 280, specific course fees have just begun to be received for the lower level classes. These fees are meant to offset the cost of supplies for basic taping instruction.

Additional Data or Comments

The services provided by students and faculty are excellent experiential learning opportunities and build good will between the department and the University Community, as well as and the department and the Civic Community. Students in the ATEP provide 20 hours per week of clinical instruction time providing services to Southeast Athletics, high school athletic teams, and local rehabilitation facilities. During the academic year each ATEP student spends 20 hours per week in clinical service. If these students were compensated at minimum wage (\$7.25 per hour) the revenue would be \$83,520. In addition, services provided by student athletic trainers reduce the cost the Department of Athletics would have to spend for rehabilitation externally.

The Program Review Committee expressed concern that ATEP was in place expressly to provide service to Athletics. The students who are in this program certainly provide a service to the Department of Athletics, but these students also provide services to Cape Central High School, Jackson High School, Notre Dame High

School, and Saxony Lutheran High School. The students also provide services to patients at Southeast Missouri Hospital and St. Francis Medical Center, as well as various patients at various Physical Therapy clinics.

The ATEP also benefits from the Department of Athletics. As indicated above there are various clinical sites used by the program. It is virtually impossible to get a program accredited, and have students gain the type of experience necessary to be prepared as practitioners, without the cooperation of the Department of Athletics. Most of the ACI are athletic trainers working for Athletics. These individuals get no extra pay for educating the Athletic Training students. If the ACI are not cooperating with the education program, the program ceases to exist. The same is true for institutions with Division II athletics, Division III athletics, and NAIA programs.

In the end however, it is difficult to argue that Athletics does not benefit from the existence of an ATEP. The committee suggested some sharing of costs by Athletics. If dollars were completely separate, I would agree that Athletics should share costs for the program, but the dollars for Athletics are not completely separate from the dollars for academics.

Plan to Address

A decision has already been made by the University administration to increase fees on Athletic Training courses. If this fee is properly applied, it will yield gross revenue of \$1,140 per student who completes the ATEP.

A proposal currently under consideration would result in the shift of faculty load from the 2nd ATEP position, currently the Clinical Coordinator, to teach more Health Management courses not specifically ATEP courses. This would result in an increase in SCH generation by that faculty member.

The previously mentioned (Section I) addition of a track for Pre-Physical Therapy students (N=78 in 10 week enrollment report) would also yield larger classes and greater SCH revenue.

Brief Follow Up on Outcomes of Plans to Address from Last Review

Nothing to report

Program Review Final University Committee Chair Comments

III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	1,453.00	1,675.00	1,650.00		
Unit Costs per Major SCH - On campus FS	447.00	435.00	553.00		
Unit Costs per Major SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Major SCH - Summer	0.00	131.00	119.00		
Unit Costs per Major SCH - Overall	447.00	384.00	487.00		
Unit Costs for Major Crses - On campus FS	103,167.00	104,285.00	111,205.00		
Unit Costs for Major Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Major Crses - Summer	0.00	6,293.00	4,275.00		
Unit Costs for Major Crses - Overall	103,167.00	110,578.00	115,479.00		
Unit Costs per Univ Studies SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Summer	0.00	0.00	0.00		
Unit Costs per Univ Studies SCH - Overall	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Summer	0.00	0.00	0.00		
Unit Costs for Univ Studies Crses - Overall	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	0.00		
Unit Costs per All SCH - On campus FS	447.00	435.00	553.00		
Unit Costs per All SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per All SCH - Summer	0.00	131.00	119.00		
Unit Costs per All SCH - Overall	447.00	384.00	487.00		
Unit Costs for All Crses - On campus FS	103,167.00	104,285.00	111,205.00		
Unit Costs for All Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for All Crses - Summer	0.00	6,293.00	4,275.00		
Unit Costs for All Crses - Overall	103,167.00	110,578.00	115,479.00		

COSTS COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	2,909.00	2,641.00	2,280.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	303.00	312.00	0.00		
College Cost per Major SCHR	210.00	205.00	245.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	186.00	104.00	90.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	308.00	177.00	166.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	186.00	168.00	186.00		
University Cost per all SCHR	153.00	155.00	161.00		

SUMMARY UNDERGRADUATE		
	Mean	Trend
Cost Per Major	1,592.66	Irregular
Unit Costs per Major SCH - On campus FS	478.33	Irregular
Unit Costs per Major SCH - Off campus FS	0.00	Static
Unit Costs per Major SCH - Summer	83.33	Irregular
Unit Costs per Major SCH - Overall	439.33	Irregular
Unit Costs for Major Crses - On campus FS	106,219.00	Improving
Unit Costs for Major Crses - Off campus FS	0.00	Static
Unit Costs for Major Crses - Summer	3,522.66	Irregular
Unit Costs for Major Crses - Overall	109,741.33	Improving
Unit Costs per Univ Studies SCH - On campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Off campus FS	0.00	Static
Unit Costs per Univ Studies SCH - Summer	0.00	Static
Unit Costs per Univ Studies SCH - Overall	0.00	Static
Unit Costs for Univ Studies Crses - On campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Off campus FS	0.00	Static
Unit Costs for Univ Studies Crses - Summer	0.00	Static
Unit Costs for Univ Studies Crses - Overall	0.00	Static
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	0.00	Static
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	Static

Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	0.00	Static
Unit Costs per All SCH - On campus FS	478.33	Irregular
Unit Costs per All SCH - Off campus FS	0.00	Static
Unit Costs per All SCH - Summer	83.33	Irregular
Unit Costs per All SCH - Overall	439.33	Irregular
Unit Costs for All Crses - On campus FS	106,219.00	Improving
Unit Costs for All Crses - Off campus FS	0.00	Static
Unit Costs for All Crses - Summer	3,522.66	Irregular
Unit Costs for All Crses - Overall	109,741.33	Improving

UNDERGRADUATE

Brief Conclusion from Data

The unit cost per major is below the College and University cost per major. The cost per major SCH is well above the College and University SCH. The cost per SCH is also well above the Delaware Study average.

The gross cost for major courses is not excessive.

The data show that the cost for all courses is equivalent to the cost for major courses. This may be part of the vagaries of how the data are calculated, but there are ATEP courses which are taught for that program and for other majors within the department. Thus, the costs are not split out based on the distribution of students in the course. For instance, an ATEP faculty member teaches HL 312 - Sport and Exercise Pharmacology. That course has one section per year which routinely has 60 plus students. Anywhere from 3 to 12 of those students are ATEP students, most of the remainder are Health Management majors.

This distribution question is not the main issue at play in the ATEP numbers. The majority of ATEP courses are taught for those students who have been admitted to the program. As discussed in Section I, there has been a lot of attrition from the program in the semester prior to application. That has kept the class sizes in the program smaller and has driven up the cost per major SCH, even though the cost per major and gross cost are low.

Additional Data or Comments

Plan to Address

In Section I there is the introduction of an idea for a Pre-Physical Therapy or non-clinical AT track. This would increase class size and decrease the cost per major SCH. Possibly bringing this cost metric in line with the Delaware Study cost.

Brief Follow Up on Outcomes of Plans to Address from Last Review

The cost savings from offering the HL 312- Sport and Exercise Pharmacology course only in the Spring semester were estimated at the time of the previous review at \$2,000 per year.

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IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	0	0	0		
University Studies: Off Campus FS	0	0	0		
University Studies: Summer	0	0	0		
University Studies: Total	0	0	0		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	0	0	0		
ROM: Off Campus FS	0	0	0		
ROM: Summer	0	0	0		
ROM: Total	0	0	0		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	0.0	Static
University Studies: Off Campus FS	0.0	Static
University Studies: Summer	0.0	Static
University Studies: Total	0.0	Static
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	0.0	Static
ROM: Off Campus FS	0.0	Static
ROM: Summer	0.0	Static
ROM: Total	0.0	Static
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static

Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

UNDERGRADUATE

Brief Conclusion from Data

No ATEP courses service the University Studies program.

Additional Data or Comments

ATEP faculty teach courses which are required of other majors within the department. HL 251 - Introduction to Athletic injuries, HL 312 - Sport and Exercise Pharmacology, and PE 464 - Kinesiology are all required of other majors within the department.

Faculty members in the ATEP has also taught the University Studies courses HL 120 - Health Perspectives and UI 412 - American Health Care.

An ATEP faculty member also teaches HL 113- Medical Terminology which is required by many professional preparation programs such as Occupational and Physical Therapy Schools.

ATEP faculty are regular contributors to FN 530 - Pathophysiology and FN 504 - Medical Nutrition Therapy II, as guest lecturers.

Plan to Address

There is a proposal to consider some shifting of the 2nd ATEP faculty position to have this person teach more Health Management courses. This would result in that faculty member potentially teaching more University Studies courses.

Brief Follow Up on Outcomes of Plans to Address from Last Review

Nothing to Report

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V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
ACT DATA										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			0	0.00						
No. of ACT Scores to Southeast										
UNIT Totals			0	0.00						
Yield: No. Enrolled at Southeast										
UNIT Totals			0	0.00						

SUMMARY UNDERGRADUATE		
	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	0.0	

Additional Data Available at http://www.missourieconomy.org/occupations/occ_proj.stm

UNDERGRADUATE

Brief Conclusion from Data

According to the data provided there are no prospective students indicated interest in Athletic Training. This is most likely related to the way the categories are labeled. For instance in Health Management a program with 270 majors there are two categories, neither of which actually matches the Health Management major. These External Demand Data are useless for almost every major in HHPR.

Missouri Career Exploration Tool Data indicates that there will be a 12.2% increase in demand for certified Athletic Trainers.

Additional Data or Comments

Information below retrieved from US Department of Labor Occupational Outlook Handbook, 5/4/2010:
 Employment change. Employment of athletic trainers is projected to grow 37 percent from 2008-18, much faster than the average for all occupations, because of their role in preventing injuries and reducing healthcare costs. Job growth will be concentrated in the healthcare industry, including hospitals and offices of health practitioners. Fitness and recreation sports centers also will provide new jobs, as these establishments grow and continue to need additional athletic trainers to provide support for their clients. Growth in positions with sports teams will be somewhat slower, however, as most professional sports clubs and colleges and universities already have complete athletic training staffs.

The demand for healthcare, with an emphasis on preventive care, should grow as the population ages and as a way to reduce healthcare costs. Increased licensure

requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in an office or other setting.

In some States, there are efforts underway to have an athletic trainer in every high school to work with student-athletes, which may lead to growth in the number of athletic trainers employed in high schools.

As athletic trainers continue to expand their services, more employers are expected to use these workers to reduce healthcare costs by preventing work-related injuries. Athletic trainers can help prevent injuries and provide immediate treatment for many injuries that do occur. For example, some athletic trainers may be hired to increase the fitness and performance of police and firefighters.

Job prospects. Job prospects should be good for athletic trainers in the healthcare industry and in high schools. Those looking for a position with a professional or college sports team may face competition.

Because of relatively low turnover, the settings with the best job prospects will be the ones that are expected to have the most job growth, primarily positions in the healthcare and fitness and recreational sports centers industries. Additional job opportunities may arise in elementary and secondary schools as more positions are created. Some of these positions also will require teaching responsibilities.

There are relatively few positions for professional and collegiate sports teams in comparison to the number of applicants. Turnover among professional sports team athletic trainers is also limited. Many athletic trainers prefer to continue to work with the same coaches, administrators, and players when a good working relationship already exists.

This occupation is expected to continue to change over the next decade, including more administrative responsibilities, adapting to new technology, and working with larger populations, and jobseekers must be prepared to adapt to these changes.

Plan to Address

The demand for Certified Athletic Trainers does exist. The initial placement of most of our graduates into graduate assistantships is due to the nature of the field.

With the deletion of undergraduate ATEP at the University of Illinois-Champaign, Southern Illinois University-Carbondale, Eastern Illinois University, and University of Tennessee-Martin these schools will need more graduate assistants and assistant athletic trainers to cover sports and rehabilitation. The elimination of these undergraduate programs also will potentially increase student demand for accredited programs such as the one at Southeast. The closest ATEP to Southeast would be Arkansas State, Lindenwood, Murray State, and Missouri State.

The ATEP faculty and the department need to actively recruit students and work on retention efforts as outlined in Section I.

Brief Follow Up on Outcomes of Plans to Address from Last Review

Nothing to report

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VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	22.53	21.21	23.13		
Selected Merit Scholarships	1.00	3.00	4.00		
High School GPA	3.43	3.13	3.31		
CBASE Composite	0.00	0.00	0.00		
CBASE English	0.00	0.00	0.00		
CBASE Math	0.00	0.00	0.00		
CBASE Science	0.00	0.00	0.00		
CBASE Social Studies	0.00	0.00	0.00		
CBASE Writing	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	21.47	22.24	21.10	21.63	22.38	21.20	21.85	22.59	21.10						
High School GPA	3.31	3.31		3.27	3.29		3.35	3.40							
CBASE Composite	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE English	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Math	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Science	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Social Studies	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Writing	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	22.33	Irregular
High School GPA	3.23	Irregular
CBASE Composite	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

The average ACT score for the three years for which data are provided is higher than the College average. The 2007 and 2009 average ACT scores exceeded the University average.

The number of merit based scholarships has steadily increased since 2007.

Additional Data or Comments

Of the students attending First Steps in the Spring 2010 to this date (5/4/2010), 17 have declared Athletic Training as their intended major. The ACT scores of these students range from 21-28, with a mean of 25.24.

Based on data from a previous Program Review Report the average ACT for ATEP students is consistently above the College and University average.

Since the Athletic Training program went from an option to the Health Management degree to a stand alone major, some majors are still mislabelled as HMAT rather than ATHL. This may skew some of the ACT data which was provided.

The program faculty are all Certified Athletic Trainers. Both of the full-time faculty have served as both Program Directors and Coordinator of Clinical Education in accredited ATEP at other schools and Southeast. In addition, both full-time faculty have years of experience as clinical practitioners. Their clinical experience ranges beyond work with athletes and includes numerous years of clinical practice in rehabilitation settings with the general public.

The ACI who serve as clinical instructors to students in the field are all Certified Athletic Trainers as dictated by accreditation. The Clinical Instructors in the affiliated settings: Emergency Room, Campus Health Clinic, surgery, and radiology are appropriately credentialed and licensed in their respective allied health fields.

95% of classroom instruction is taught by full-time faculty. All ACI complete an training workshop at the start of the academic year in accordance with accreditation guidelines.

The ATEP Laboratory was initially the laboratory for the Physical Therapist's Assistant program. This space is used for classroom instruction as well and experiential learning activities. Most of the equipment is original and there has been very little spent on new equipment for this laboratory.

Plan to Address

Nothing to report

Brief Follow Up on Outcomes of Plans to Address from Last Review

Nothing to report

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VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	2	28.57	3	25.00	4	50.00				
8.0 - 9.0 (proficiency)	4	57.14	7	58.33	4	50.00				
7.0 - 7.5 (marginal pass)	1	14.28	2	16.66	0	0.00				
< 7.0 (fail)	0	0.00	0	0.00	0	0.00				
Unit First Time Pass Rate	7	100.00	12	100.00	8	100.00				
Unit Mean	7	8.71	12	8.70	8	9.00				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.21	8.35	8.20		
College Pass Rate	97.15	97.61	99.06		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

WP003 SUMMARY UNDERGRADUATE		
Method	Mean	Trend
WP003 Mean	8.78	Irregular

UNDERGRADUATE

Brief Conclusion from Data

WP 003 mean and pass rate exceed the College and University Mean for each of the years for which data are presented. The description of the trend in this data as irregular is highly questionable.

Additional Data or Comments

The ATEP at Southeast has always had a very high pass rate and first time pass rate that exceeds the national first time pass rate. The 2009-2010 Athletic Trainer's Board of Certification Examination data for Southeast shows a 100% first time pass rate. The national first time pass rate is 43.3%.

The overall average score for the 7 candidates who took the exam was 524 as compared to an average score for all candidates (N=3,715) was 476.

Below is a listing of the pass rates for graduates of the ATEP and initial placements. Initial placements are missing for a few students. It is customary that most ATEP graduates will matriculate to graduate school prior to practice.

2007 – seven graduates; first time pass – 3/7 (43%); overall pass rate – 7/7 (100%)

Initial Placements

Graduate Assistant, Hughston Clinic, Columbus, GA – two students

Athletic Trainer, Southeast Missouri Hospital Healthpoint

Graduate Assistant, Oklahoma State University

Graduate Assistant, Missouri State University – two students

Graduate Assistant, Fontbonne University, St. Louis, MO

2008 – eight graduates; first time pass – 5/7 (72%); overall pass rate 7/7(100%) (one students graduated and took exam in spring 10)

Initial Placements

Athletic Trainer, Southeast Missouri Hospital Healthpoint

Graduate Assistant, University of South Carolina

Graduate Assistant, Oklahoma State University – two students

Athletic Trainer, Japan Rugby Football Union, Tokyo, Japan

Athletic Trainer, University of Kentucky

Athletic Trainer, Orthopedic clinic in Japan

2009 – six graduates; first time pass rate 5/5(100%); overall pass rate 7/7(100%)

Initial Placements

Graduate Assistant, University of South Carolina

Graduate Assistant, East Stroudsburg University

Graduate Assistant, Southern Illinois University at Carbondale

Physician Extender, Poplar Bluff Medical Center

Nursing Student, Goldfarb School of Nursing

ATEP students have earned highly competitive internships. In the last four years two students have interned with National Football League teams.

Plan to Address

Nothing to report

Brief Follow Up on Outcomes of Plans to Address from Last Review

Nothing to report

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VIII. CURRENCY OF CURRICULUM

UNDERGRADUATE

What steps have you taken to ensure that your programs and courses are up-to-date and effective?

In the Fall of 2010, a new ATEP Director was hired. Throughout the past year, the new director in collaboration with the Clinical Coordinator performed a critical analysis of the ATEP curriculum based upon CAATE standards. The following changes to the curriculum were implemented:

Revised: HL 472 Administration of Athletic Training

Reduced to two credit hours. This is consistent with other ATEPs and compliant with CAATE Standards.

Revised: HL 265 Therapeutic Modalities

Reduced to three credit hours. This is consistent with other ATEPs and compliant with CAATE Standards.

Revised: HL 281 Practicum in Athletic Training I, HL 282 Practicum in Athletic Training II, HL 383 Practicum in Athletic Training III, HL 384 Practicum in Athletic Training IV

The courses were revised to support "learning over time", a CAATE requirement. The courses are now structured to allow students multiple semesters to become proficient in athletic training concepts and skills.

New course: HL 481 Practicum in Athletic Training V

The fifth Practicum experience was tied into a didactic course (HL 472). For compliance with CAATE Standards, students are to receive academic credit for their clinical experience hours. Students are best served utilizing a weekly class time dedicated to reviewing clinical skills and information previously taught in a didactic and/or laboratory setting.

New course: HL 384 Medical Aspects of Sport

There was no course that complied with the CAATE Standard to provide athletic training students a formal educational environment introducing them to variety of allied health care professionals. The course would be open to all students regardless of major; thus, affording the opportunity for an interdisciplinary course and generating FTEs.

The addition of F

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IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION

UNDERGRADUATE

-The ATEP typifies the University's commitment to experiential learning. The students in this program spend hundreds of hours applying their knowledge in the field under clinical instructors.

-The pass rate on the Athletic Trainer's Certification Examination and the first time pass rate are much higher than the national average. All students sitting for the examination must complete an accredited program, thus all of the students should have satisfied the same competencies during the undergraduate program. There are no examinees off the street who may skew the comparison.

-In Section II there is a listing of the placement of all graduates for the last three graduating classes. Due to the nature of the field many of these are in graduate assistantship slots, but several entered directly into careers. Of note is the placement of the students at the Hughston Clinic in Columbus, GA. This clinic is one of the premier orthopedic clinics in the country. These were highly competitive graduate assistantships and what is more impressive is there were two Southeast alumni who preceded these two students. In addition, the ATEP has had two students earn internships with National Football League teams in the last four years. Needless to say these are highly competitive internships as well. This information along with the high pass rate on the Athletic Trainer's Certification Examination indicates a high quality program.

-Job growth for Athletic Training is expected to increase sharply. The Certified Athletic Trainer is lower cost and has a wide array of skills which makes them a less expensive way of delivering health care services. There are initiatives in several states to require each high school to have a Certified Athletic Trainer on staff.

-ATEP students provide a service to area schools through the coverage of sport practices and competitions. These services help the local school systems to control costs.

-With Southern Illinois University – Carbondale discontinuing the ATEP at that institution, Southeast is the only school from Terre Haute, IN to Springfield, MO and Murray, KY to St. Louis which offers this degree program. As indicated in Sections I and VI, there is a pool of students who are attracted to Southeast because of the ATEP. Even those who do not apply or get accepted tend to stay at the University. Anecdotally, if one simply attends a Show-Me Day and stands near the HHPR table they will recognize the interest in Athletic Training.

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X. PLANNING FOR THE FUTURE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?

UNDERGRADUATE

-Increase enrollment to meet the 36 student capacity. The program has been able to admit 12 students per year. Even with these limits the number applying for admission is low. When students realize the number of hours the athletic trainers and Athletic Training students put in each week they opt out of the program. Efforts such as those outlined in Section I will aid retention to the point of application.

-Increasing enrollment will reduce the relative costs of the ATEP. Since the gross cost for the program is not very high, a slight decrease in the small enrollment classes will reduce cost per SCH.

-Preliminary discussions are underway to develop a second option to the ATEP which would be geared toward the Pre-Physical Therapy majors. This non-clinical track would have the Pre-Physical Therapy student completing major course work in injury assessment, therapeutic modalities, rehabilitation, etc, but not the practicum classes. Since there are over 80 Pre-Physical Therapy majors and Pre-Occupational majors this would likely boost the numbers in major courses and reduce the number of low enrollment courses. Pre-Physical Therapy and Pre-Occupational Therapy are listed in enrollment reports as majors, but there is not a major curriculum. Since these students need a 4-year degree program and to satisfy pre-requisite courses to get admitted to graduate study in Physical or Occupational Therapy, they find themselves majoring in any number of degree programs.

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DEANS' COMMENTS

Final University Committee Chair Comments on Entire Document

Provost's Decision