

**UCC Program Review Committee
Summary of Review**

Program: Applied Health Sciences and Wellness

This program includes the following degrees, minors, and certificates:

- Doctor of Athletic Training
- Master of Science in Athletic Training
- Master of Science in Exercise Physiology
- Master of Science in Food and Nutrition Sciences
- Bachelor of Science in Applied Nutrition
 - Minor in Applied Nutrition
- Bachelor of Science in Exercise Physiology
- Bachelor of Science in Nutrition Science
- Diabetes Certificate
- Performing Arts Health & Wellness Certificate
- Sports Nutrition Certificate

Recommendation: This program is found to be viable. See this report for commendations, concerns and recommendations.

Date of last review: AY 2013

Date of this review: AY 2020

This report was shared with the school's director and the college dean. Their responses are attached.

This report was also sent to the Graduate Council who concur that the program is viable. Their comments are attached.

Ohio University
School of Applied Health Sciences and Wellness
Program Review
October 27-28, 2020

Review Committee:

External Reviewer: Dr. Ellen Glickman, School Director and Professor, School of Health Sciences, Kent State University

Internal Reviewers: Dr. Jill Ingram (Associate Professor of English) and Dr. Sarah Poggione (Associate Dean, College of Arts & Sciences, Associate Professor of Political Science)

Executive Summary

The review committee found the programs of the School of Applied Health Sciences and Wellness to be viable. While the school faces some challenges, which we outline below, we expect that with consistent and transparent leadership they can meet these challenges and build on their solid foundation. In coming to this conclusion, the review committee met with various groups of faculty, staff, and students in the School of Applied and Health Sciences and Wellness during the site visit in October 27-28, 2020 and reviewed the school's self-study report. The review includes the following programs:

- Athletic Training (B.S., M.S.)
- Exercise Physiology (B.S.), Pre-Physical Therapy (B.S.), Physiology of Exercise (M.S.), Exercise Physiology, Clinical (M.S.)
- Applied Nutrition (B.S. and minor), Food and Nutrition Sciences (M.S.)
- Undergraduate certificates in Perform Arts Health & Wellness, Diabetes, and Sports Nutrition
- Graduate certificate in Diabetes

The committee commends the department for a number of strengths including the collegial faculty, its current leadership, and the focus on student research and experiential learning. However, the school does currently face some challenges, most significantly the need for more permanent, stable and effective leadership. The committee also has recommendations for meeting many of these challenges.

Commendations

We note several strengths of the school that provide a foundation for strong academic programs:

- The collegial and committed faculty across all three program areas and including tenured, tenure-track, instructional, and clinical faculty are one of the key strengths of the school and its programs.
- The teaching and research facilities, including the new Athletic Training Lab and the Food Innovation Lab, are also major strengths of the school and facilitate experiential learning for students in their programs.
- The school focuses on research experiences for students, especially for the Athletic Training, where many graduate students publish or present their research in academic settings and have opportunities for fellowships and significant internship experiences. Similarly, the exercise physiology undergraduates have a majors' club and have been able to generate funds to attend academic conferences.
- We also commend the ongoing curricular development by faculty including the expansion of the AT program to the Dublin campus, the 2022 rollout of the change from a bachelor's to Master's entry level professional athletic training program, the new pre-physical therapy major track in Exercise Physiology, and the creation and successful implementation of the M.S. Dietetic internship program.
- We also commend the commitment, collegiality, and excellent short-term guidance provided by Dr. Gary Chleboun as Interim School Director, during a difficult transition period.
- The Athletic Training passage rate, among students who take certifying exams, is over 80%, which is excellent.
- The size of the program, especially in the Division of Exercise Physiology, is a strength, with approximately 99 incoming freshmen this year and about 400 enrolled students total.

Areas of Concern

- For an extended period of time the lack of transparent, inclusive, and consistent leadership has hampered the school's efforts to capitalize on its successes and develop a strategic plan for improvement and growth and understanding of budgetary issues and decision. While Dr. Chleboun should be commended for his efforts and willingness to step into the interim director role after the reportedly ineffective and problematic leadership of the previous school director, the need for a stable, transparent, and inclusive school director is the most pressing expressed by faculty across the school.
- The lack of accreditation for the clinical exercise physiology. However, they are aware of this need and are planning to pursue accreditation by the NSCA.
- The replacement of tenure-track and research-focused positions with instructional and clinical faculty lines is a concern especially as graduate programs expand. The quality and value of graduate programs is dependent on research-oriented tenure-track faculty.
- Staffing issues are a concern as the school, starting this summer, is served by only one staff member, Jane Boney. While Jane should be commended for her excellent service

and commitment to the school, faculty, and students, the reduction from two to one administrative support positions may make it difficult to manage the school's administrative workload as faculty and students return to campus. The development of a college-wide service center may mitigate these concerns.

Recommendations

- Identifying a stable transparent, and inclusive school director that would improve communication, facilitate the development of strategic planning, provide a transparent and clear view of the school's budgetary outlook, and insure that the school will be well represented and integrated in the college.
- Create a school handbook that matches the college handbook to cover promotion, tenure, retention, and develop a formal mentoring system for pre-tenure and pre-promotion instructional faculty in the promotion process. Adding policies and procedure as well as workload structure into a handbook for tenure-track, instructional, and clinical faculty would be clearer and more transparent for the school as well.
- Create a three-year plan that includes a focus on diversity, equity and inclusion. This is important for the school and to address issues and microaggressions that occurred under the previous permanent school director.
- School and faculty should be encouraged to leverage connections with the medical school and other units both within and outside the college to expand and build on the school and the university's research strengths and faculty expertise. Restructuring within the college might also enhance the quality of research and pedagogy of faculty in the school.

Introduction

Overall Program

- a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service)?*

For current programs, the number and distribution of faculty is sufficient to carry out the overall mission in some areas such as Athletic Training, but in other, most notably Food and Nutrition Sciences, it is not. Nutrition Science lost a tenure-track research faculty three years ago and it is difficult for the program to serve graduate students in terms of research needs given the limited research faculty in the area. Furthermore, the development of additional programs may require more tenure track faculty to successfully implement the new online Doctorate of Athletic Training, and the online MS in Food and Nutrition Science.

These new programs will create additional instructional and research needs. A clearer articulation of the teaching mission and the strategic plan for the school would be helpful to

articulate the need for more research oriented, tenure-track faculty as part of the growth and development of the school.

- b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?***

The loss of tenure track positions and replacement with non-tenure track lines will likely have a negative impact on the level of external funding and research productivity. However, a clearer articulation of the mission of the school would be essential in understanding the impact of this change over time. The focus on graduate programs would suggest a need for enhanced research and external funding.

- c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?***

Yes, the school has a significant presence in the community through student experiential learning and student organizations. Athletic Training students work in area high schools, Dietetics students accrue 200 hours in community nutrition field experience work at area elder care and other facilities, and Exercise Physiology students work with university club sports, aid in area Girl Scout camps, and hold blood pressure clinics. In these areas the School is indeed able to fulfill its service mission. Students expressed an interest in expanding their experiential learning opportunities to work with special populations like Veterans and people with special needs.

- d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?***

The school has the facilities and technology to accomplish its mission. Physical facilities in the Grover Center are especially impressive, including expansive work stations and the Atrium Café facilities for Food and Nutrition Science; Athletic Training facilities including classrooms with table conversion systems, additional lab space with twelve examination tables, and the "Rehab Lab" for researches with motion-capture systems; and Exercise Physiology classrooms with VO₂ treadmills and tech carts. If the school wants to expand the research mission they may need additional support for acquiring grants.

Undergraduate Programs

- a. Is the program fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?***

The school generally fulfills its service role, adequately preparing non-majors for future coursework. The division that most clearly satisfies the needs for general education is Food and Nutrition Science; while their teaching mission focuses on majors, they do have an introductory nutrition course that serves non-majors.

- b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?***

The school is generally successful attracting majors. The school is reasonably diverse for the OU undergraduate population. The gender diversity in Exercise Physiology is notable with a slight majority of women majors.

- c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation? Are students able to move into discipline-related careers and/or pursue further academic work?***

The undergraduate curriculum is appropriate.

- d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?***

Yes. Exercise physiology could benefit from a tenure-track faculty line to expand their research focus and establish a biochemistry and more facilities for exercise teaching and testing (i.e., DEXA, biodex, underwater weighing system, environmental chamber).

- e. Are pedagogical practices appropriate? Is teaching adequately assessed?***

Yes, assessment is ongoing.

- f. Are students able to move into to discipline-related careers and/or pursue further academic work?***

Students are generally able to move into discipline-related careers and pursue further academic work. Students are positive about their experiences in the school. A question remains as to why

more Exercise Physiology students aren't pursuing the graduate programs in the school rather than other health-related careers. Accelerated graduate pathways, like the one developed for nutrition, might serve as a good opportunity for students from Ex. Phys. into the grad programs.

Graduate Program

- a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?*

The division most successful in attracting students likely to succeed is Athletic Training, where students also expressed a “culture of care from the professors.” While Athletic Training has 45 funded graduate students, Food and Nutrition Science is a smaller program, with 9 students. While “cultural competencies” are required in FNS, they are not in Athletic Training AT, and AT grad students expressed a desire for more training and opportunities in that area, such as working with the differently-abled and/or veteran populations. Understanding how to access to resources at UCM, advancement, and alumni relations would be helpful as faculty promote and recruit students for new programs.

- b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?*

Yes, across all 3 areas.

- c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?*

Seems like programmatic advising is working, but we would recommend more mentoring of grad students across all discipline, especially in nutrition and exercise science. This would be enhanced with more tenure-track research-oriented faculty.

- d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?*

Generally yes for current programs. However, the implementation of the doctorate in athletic training will likely require more tenure-track faculty.

- e. Does the program offer appropriate financial support to graduate students?*

Graduate assistant lines seem sufficient for the program. However, the school may want to prioritize funding for graduate student travel for professional development.

f. Are students able to move into discipline-related careers?

Students have appropriate experimental placements, high passage rates on board certification exams, experience in presenting work at professional meetings and report satisfaction with their programs. Evidence of recent student placements would be helpful for the school to collect for future program evaluation.

From: [Leite, Randy](#)
To: [Such, Barbel](#); [Chleboun, Gary](#)
Cc: [Dewald, Howard](#)
Subject: Re: Site Visit Report AHSW; response requested
Date: Tuesday, December 8, 2020 11:07:50 AM
Attachments: [image001.png](#)
[image002.png](#)

Dr. Such:

Thank you for facilitating the review of the School of Applied Health Sciences and Wellness. During the years since its formation in 2009, the School has come to be an integral unit in the College of Health Sciences and Professions; providing a foundation for new curriculum, research, and clinical partnerships both within and outside the University. I have reviewed the committee's recommendations and can offer the following thoughts/observations:

- ***Identifying a stable transparent, and inclusive school director that would improve communication, facilitate the development of strategic planning, provide a transparent and clear view of the school's budgetary outlook, and insure that the school will be well represented and integrated in the college.*** The School is in the midst of a leadership change with the previous school director not renewed following the recommendation of the faculty at the conclusion of his first term. Interim leadership will be in place for the remainder of the 2020-21 academic year. An interim dean for the College will be in place January 2021 and that individual will make a determination regarding an appointment of a school director for a full term.
- ***Create a school handbook that matches the college handbook to cover promotion, tenure, retention, and develop a formal mentoring system for pre-tenure and pre-promotion instructional faculty in the promotion process. Adding policies and procedure as well as workload structure into a handbook for tenure-track, instructional, and clinical faculty would be clearer and more transparent for the school as well.*** I agree that this is a need for the unit and anticipate it being addressed by the faculty once ongoing leadership is identified. This will also be impact by broader University planning regarding academic structures and policies.
- ***Create a three-year plan that includes a focus on diversity, equity and inclusion. This is important for the school and to address issues and microaggressions that occurred under the previous permanent school director.*** The College of Health Sciences and Professions has established a Diversity & Inclusion Committee that has been charged with developing a comprehensive diversity plan for the College and its units. The School will be included in this planning effort and these issues will be addressed as part of the broader college plan.
- ***School and faculty should be encouraged to leverage connections with the medical school and other units both within and outside the college to expand and build on the school and the university's research strengths and faculty expertise. Restructuring within the college might also enhance the quality of research and pedagogy of faculty in the school.*** Partnerships—both within and beyond the institution—are core to our identity and our approach to impactful teaching, research, and outward service. Each of the three academic disciplines have many partnership opportunities with other units. The Food & Nutrition program maintains a relationship with the Restaurant, Hospitality, and Tourism program in the Patton College of Education and research collaborations with units in Arts & Sciences and HCOM. Athletic Training has developed a strong sports

medicine collaboration with the Department of Intercollegiate Athletics and research collaborations with the Division of Physical Therapy. Exercise Physiology has a long-standing collaboration with the Department of Biological Sciences. Each of the three units also maintains strong collaborative relationships with numerous outside entities that may promote potential research collaborations. These include professional baseball organizations, numerous local school districts, healthcare systems, and other academic institutions. I believe community-engaged research is an area of great opportunity for these units and support enhancements that would facilitate such work.

While I will be leaving the dean role in a few weeks, I am hopeful that the interim dean and new leadership for the School will promote a strong future for the School and meaningful responses to the recommendations made by the committee.

Thank you, again, for your time and attention to this process.

Best Regards,

Randy Leite



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From: [Chleboun, Gary](#)
To: [Such, Barbel](#)
Cc: [Dewald, Howard](#)
Subject: Re: Site Visit Report AHSW; response requested
Date: Monday, December 28, 2020 9:36:46 AM
Attachments: [image001.png](#)
[image002.png](#)

Dr. Such,

I believe that Randy has provided a very accurate summary response to the reviewers' comments. I would like to add just a couple of comments of my own.

First a clarification. Under strengths of the school, it is mentioned that the Athletic Training program passing rates on the national licensing exam is over 80%. While this is correct, a more accurate statement would be: the first-time pass rate over the most recent three years is 84%. Our ultimate pass rate over the most recent three years is 95%. Our professional programs strive to have greater than 85% first-time pass rates and greater than 95% ultimate pass rates. So, the AT program is doing very well in meeting these benchmarks.

Second, while Jane Boney is the only staff member for the School, I feel that this is adequate for the size of the school. Jane is excellent with managing the budget but probably spends too much time in unnecessary details of the budget. By adjusting the time she spends on various tasks could allow her time to support other needs of the faculty. I agree that the move to a shared services model may help improve the support that is needed for the faculty.

Gary

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From: [Yang, Lijing](#)
To: [Such, Barbel](#); [Burden, Shea](#); [Ensign, Kristine](#); [Sandal, Nukhet](#); [Brooks, Gordon](#); [Poggione, Sarah](#)
Subject: Re: Program Review Committee meeting
Date: Friday, January 29, 2021 1:34:11 PM
Attachments: [image001.png](#)

Hello Barbel and all,

The January meeting of Grad Council went on Qualtrics for vote and discussion because the power outage happened at the scheduled meeting time. I forwarded the following comments to the GC members for approval and received unanimous votes as illustrated by the attached picture. So I put them here for our discussion on Feb 5.

Lijing

The subcommittee of "Program Review" have reviewed the two program reports from Electronic Engineering and Computer Science (EECS) and School of Applied Health Sciences and Wellness (AHSW). Here is the summary of our comments:

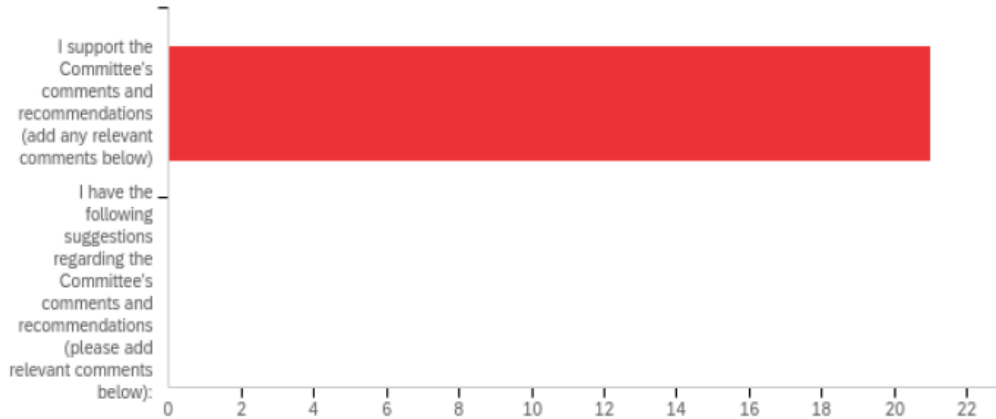
[comments referring to EECS deleted from this document]

AHSW:

We concurred with the external reviewers, the Director and the Dean's commendations about the multiple strengths and merits of AHSW, especially the faculty, facilities, research, curricular development, enrollment, and passing rate of national licensing exam. We also share the same concerns with them that the following areas of concerns need to be fully addressed as soon as possible:

1. We recommend AHSW fulfill the directorship position as soon as possible. It seems the creation of strategic plan, a school handbook, faculty hiring and etc, cannot be moved forward without a strong, effective leadership.
2. The Food and Nutrition Sciences program lost a research faculty and the new online Doctorate of Athletic Training need more faculty to fulfil the teaching mission. We recommend the faculty line(s) be replaced and added soon so as to serve the research and teaching needs of the areas. We think this significant issue should be highlighted in the "Recommendation" section of the report and be addressed by the program as soon as possible.

**Q3 - After reviewing the Program Reviews sent via email and the Committee's recommendations for FEEDBACK to the UCC Program Review Committee below, please indicate whether you support the Committee's recommendations (and provide any comments you have regarding the comments, recommendations, or Program Reviews).
Program Review Committee Comments and Recommendations:**



#	Answer	%	Count
1	I support the Committee's comments and recommendations (add any relevant comments below)	100.00%	21
2	I have the following suggestions regarding the Committee's comments and recommendations (please add relevant comments below):	0.00%	0
	Total	100%	21

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