The School of Integrative Physiology and Athletic Training (IPAT) has concluded its assessment based on data from the 2019-2020 academic year (fall 2019, spring 2020, summer 2020). Below we list some key changes, findings and conclusions from our efforts.

Key Changes since 2018-19 assessment:
- Changed our name (formerly Health and Human Performance) and moved into a new collegial unit (College of Health)
- Revised our School Mission Statement, Department Objectives, and Student Learning Goals
- Developed our curricular maps
- Moved one major (Community and Public Health) into a new School
- Diversified our assessment tools, particularly assessing key metrics from the Internship (BS degree)

Key Findings of 2020-21 assessment:
- Our undergraduate students are exceeding our benchmark goals in a number of areas, particularly collaborative practice and community service. This is a strength of this degree path and also critical to the success of our students in professional roles.
- Internship supervisors provided very high ratings of our undergraduate students, particularly in employability, and effective interpersonal and teamwork building skills.
- Students in the graduate program (MS) met all stated benchmarks. Their 100% successful degree completion within 2 years of admission is a highlight of this report.
- Students in the athletic training program (MAT) continue to excel, particularly in their collaborative practice, use of evidence-based practices, and community service.
- We identified one student learning goal (#6) that was not adequately assessed within our graduate program (MS). We are currently revising portions of the curriculum which will allow us to provide more robust opportunities in this area, and also assess this goal.
- We identified student learning goal 1 as a potential target for revision and/or elimination from the assessment report. While it is important, it is difficult to adequately assess and is already a key objective in several courses. Thus, it may not need to be kept as an assessment metric.
School of Integrative Physiology & Athletic Training
2020 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be accessible electronically (including appendices).

MISSION STATEMENT
The School of Integrative Physiology and Athletic Training prepares graduates to be competitive entry level professionals or candidates for advanced study in applied and clinical health professions. The faculty, staff, and students of the School of Integrative Physiology and Athletic Training engage in professional education, scholarly activity, and meaningful public service. The School emphasizes the integration of healthy lifestyles, basic science, preventative medicine, and clinical care across the lifespan.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION
After listing each departmental objective, indicate which of the five Priorities for Action the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

The School of Integrative Physiology and Athletic Training (IPAT) will:

1. Provide high-quality education and experiential learning opportunities in order to foster professional competence in students and recent graduates. (aligns with Priorities for Action # 1, 2, 4)
2. Foster an environment of interprofessional learning and cooperation for future professionals in healthcare. (aligns with Priorities for Action # 1, 2, 4)
3. Contribute cutting-edge basic and applied research and scholarly activity in the field. (aligns with Priorities for Action # 2, 4)
4. Invest in faculty and staff development to ensure students are optimally prepared for an evolving professional workplace. (aligns with Priorities for Action # 2, 3)
5. Cultivate community relationships to serve students’ needs, while providing outreach and service to our discipline, community, and university. (aligns with Priorities for Action # 2, 4, 5)

The School of IPAT supports the UM Priorities for Action in a number of innovative ways. Please see the attached summary of our 2020 external review, as well as the narrative of the IPAT self-study completed in May 2020, for an overview of these efforts. In addition, our Student Learning Goals (listed below) align with the PFA’s as follows:

1. Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields (PFA 1 & 2)
2. Explain complex principles in the student’s area of specialization using effective dissemination techniques, including oral and written communication skills (PFA 1 & 2)
3. Practice collaboration with peers and colleagues in the student’s chosen area of specialization (PFA 1, 2 & 4)
4. Utilize evidence-based practices in professional settings or applications (PFA 1 & 2)
5. Display a basic level of competence requisite for their chosen field of study or advanced study (PFA 1 & 2)
6. Provide service related to the student’s area of specialization to the community (PFA 1, 4, & 5)
STUDENT LEARNING GOALS and MEASUREMENT TOOLS: BS in HHP (now BS in IPAT)

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Portion of Exam 1 in KIN 483</th>
<th>Final Paper and presentation in KIN 447 and AHAT 342*</th>
<th>KIN 483 Final Case Study Presentation</th>
<th>KIN 483/484 Healthy Heart Project</th>
<th>Internship Evaluation</th>
<th>KIN 201 Active 6 Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields.</td>
<td>90% of students earn C or higher (met)</td>
<td>80% of students earn 80% or higher (met) (85% for KIN 447 paper) (92% for KIN 447 presentation) 100% for 342 paper</td>
<td>90% earn a B or higher (met)</td>
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<tr>
<td>2. Explain complex principles in the student’s area of specialization using effective dissemination techniques, including oral and written communication skills.</td>
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<tr>
<td>3. Practice collaboration with peers and colleagues in the student’s chosen area of specialization.</td>
<td>90% earn a B or higher (met)</td>
<td>90% earn a B or higher (not met: 86%)</td>
<td></td>
<td>&gt;90% of students will report that the internship improved their Interpersonal Relationship &amp; Teamwork Building skills (met) &gt;90% of supervisors will report that the intern improved their Interpersonal Relationship &amp; Teamwork Building skills (met)</td>
<td></td>
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</tr>
<tr>
<td>4. Utilize evidence-based practices in professional settings or applications.</td>
<td></td>
<td>90% earn a B or higher (not met: 86%)</td>
<td></td>
<td>&gt;90% of students will report that the internship improved their Technical proficiency (not met: 89%) &gt;90% of students will report that the internship improved their critical thinking and problem solving (met) &gt;90% of supervisors will report that the</td>
<td></td>
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</tr>
</tbody>
</table>

*Note: AHAT 342 is currently AKT 342.
<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Portion of Exam 1 in KIN 483</th>
<th>Final Paper and presentation in KIN 447 and AHAT 342*</th>
<th>KIN 483 Final Case Study Presentation</th>
<th>KIN 483/484 Healthy Heart Project</th>
<th>Internship Evaluation</th>
<th>KIN 201 Active 6 Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Display a basic level of competence requisite for their chosen field of study or advanced study.</td>
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</tr>
<tr>
<td>6. Provide service related to the student’s area of specialization to the community.</td>
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</tr>
</tbody>
</table>

* KIN 447 and AHAT 342 are the two advanced writing courses in the School. Students must take one of these as a graduation requirement. We used the final paper (and presentation in 447) in both classes to assess this SLG.

**STUDENT LEARNING GOALS and MEASUREMENT TOOLS: MS in HHP**

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG.

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>HHP 529 Muscle physiology exam</th>
<th>Completion of IRB training</th>
<th>HHP 520 Research Proposal</th>
<th>Thesis, Professional Paper, or Comprehensive Exam</th>
<th>HHP 531 Lab Projects/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they</td>
<td>100% get C or better (met)</td>
<td>100% complete training in first semester (met)</td>
<td></td>
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</tr>
<tr>
<td>Student Learning Goals</td>
<td>HHP 529 Muscle physiology exam</td>
<td>Completion of IRB training</td>
<td>HHP 520 Research Proposal</td>
<td>Thesis, Professional Paper, or Comprehensive Exam</td>
<td>HHP 531 Lab Projects/Assignments</td>
</tr>
<tr>
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<tr>
<td>influence modern practices in these fields.</td>
<td>90% of students earn a B or higher (met)</td>
<td>80% of students complete requirement &amp; matriculate on schedule (met)</td>
<td>80% of students complete requirement &amp; matriculate on schedule (met)</td>
<td>80% get 90% or better on 80% or more of the assignments (met)*</td>
<td></td>
</tr>
<tr>
<td>2. Explain complex principles in the student’s area of specialization using effective dissemination techniques, including oral and written communication skills.</td>
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</tr>
<tr>
<td>3. Practice collaboration with peers and colleagues in the student’s chosen area of specialization.</td>
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<tr>
<td>4. Utilize evidence-based practices in professional settings or applications.</td>
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<tr>
<td>5. Display a basic level of competence requisite for their chosen field of study or advanced study.</td>
<td></td>
<td></td>
<td>80% of students complete requirement &amp; matriculate on schedule (met)</td>
<td>80% get 90% or better on 80% or more of the assignments (met)*</td>
<td></td>
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<tr>
<td>6. Provide service related to the student’s area of specialization to the community.</td>
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</tbody>
</table>

* Instructor gradebook was lost in a computer crash, but he strongly believes this benchmark was met.

**STUDENT LEARNING GOALS and MEASUREMENT TOOLS: Masters of Athletic Training**

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>ATEP 534 Final exam (written/practical)</th>
<th>ATEP 578 Concept checks</th>
<th>ATEP 599 Research Capstone</th>
<th>Completion of the AHEC Scholars Program</th>
<th>ATEP 566 Mythbuster Project</th>
<th>ATEP 572 Rehabilitative Plans of Care</th>
<th>ATEP 542 Research Paper</th>
<th>ATEP 544 Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields.</td>
<td>90% of students will earn a 80% or better on the exam (not met: 71%)</td>
<td>90% of students will earn a 80% or better on each of the concept checks (met)</td>
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<tr>
<td>2. Explain complex principles in the student’s area of specialization using effective dissemination techniques, including oral and written</td>
<td></td>
<td></td>
<td></td>
<td>100% of students will complete a Research Capstone or Thesis Project (met)</td>
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</tr>
<tr>
<td>Student Learning Goals</td>
<td>ATEP 534 Final exam (written/practical)</td>
<td>ATEP 578 Concept checks</td>
<td>ATEP 599 Research Capstone</td>
<td>Completion of the AHEC Scholars Program</td>
<td>ATEP 566 Mythbuster Project</td>
<td>ATEP 572 Rehabilitative Plans of Care</td>
<td>ATEP 542 Research Paper</td>
<td>ATEP 544 Research Paper</td>
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<tr>
<td>3. Practice collaboration with peers and colleagues in the student's chosen area of specialization.</td>
<td></td>
<td></td>
<td>100% of students enrolled in AHEC Scholars will complete the program (met)</td>
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<tr>
<td>4. Utilize evidence-based practices in professional settings or applications.</td>
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<tr>
<td>5. Display a basic level of competence requisite for their chosen field of study or advanced study.</td>
<td>90% of students will earn a 80% or better on the exam (not met: 71%)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. Provide service related to the student’s area of specialization to the community.</td>
<td>100% of students enrolled in AHEC Scholars will complete the program (met)</td>
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</tbody>
</table>

**RESULTS and MODIFICATIONS**

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLG #1: We feel that students in all 3 programs were given sufficient opportunity to achieve this goal, and met this goal as assessed. However, our assessment of this goal is with a relatively poor metric (exam scores), which is likely not evaluating this goal in a more comprehensive way.</td>
<td>We plan to explore revising this SLG, and determining if we wish to keep it as a School-side metric or simply incorporate it into course objectives without assessing it as a School.</td>
</tr>
<tr>
<td>SLG #2: Students in all programs met this goal as assessed. We feel that the graduate students, in particular, excel in this area with 100% of MS and MAT students successfully completing theses, professional papers, capstones, or comprehensive examinations AND graduating within the expected 2-year timeframe.</td>
<td>Continue to assess this metric in coursework and through completion of degree requirements.</td>
</tr>
<tr>
<td>SLG #3: Collaborative practice is a cornerstone of our curricula, and is critical for the success of our graduates. This is particularly true since most of our</td>
<td>We have had to make substantial adjustments for this in 2020, due to the COVID-19 pandemic and associated limitations in the ability to have</td>
</tr>
<tr>
<td>Learning Goal results</td>
<td>Modifications made to enhance learning</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>students find careers in healthcare. We feel that students in the BS and MAT programs have substantial opportunities for collaboration in a variety of contexts, and this is adequately captured by current metrics. However, students in the MS may not have their collaborative work captured sufficiently using a single course laboratory. We feel that collaborative experiences in the MS program are “baked into” many experiences (research experiences with faculty and other students, assistantships), but those experiences are currently not used for assessment.</td>
<td>students/faculty/community members in the same physical space for some of our programs. The MAT program has been able to maintain collaborative practice for much of the pandemic and students are meeting program requirements for on time program completion. We will continue to explore ways to engage in collaborative practice as opportunities arise in the coming year. In addition, we will explore alternative metrics and tools to assess this SLG for students in the MS program.</td>
</tr>
<tr>
<td>SLG #4 &amp; 5: Students in all programs met (or were very close to meeting) these two goals as assessed. Graduate students were highly successful, with 100% of MS students successfully completing theses, professional papers, capstones, or comprehensive examinations AND graduating within the expected 2-year timeframe. MAT students were assessed in multiple ways for these SLG’s and demonstrated competence in this area. Although BS students only met our benchmark in two-thirds of the assessed metrics, they were very close to meeting the targeted goal. It is particularly exciting that internship supervisors overwhelmingly feel that students improve their performance in areas relevant to these SLG’s, and would look to hire interns in the future.</td>
<td>Continue to assess this metric in coursework and through completion of degree requirements. Consider using other outcome measures to assess learning goals outside a classroom framework (ie BOC exam for MAT program to assess SLG #5)</td>
</tr>
<tr>
<td>SLG 6: Students in the BS and MAT do an exceptional job with service-related activities. Whether embedded in coursework, or during experiential/clinical experiences, students report outstanding preparation for future careers due to service-related activities. We identified that the MS program has fewer options for this and thus, very limited opportunities to evaluate this SLG. Some MS students complete KIN 483 as a graduate student, which involves the completion of the Healthy Heart project, but not all students do.</td>
<td>We have proposed an internship option within the MS program (the request has been sent to MUS). We will continue to explore additional options to evaluate this SLG in MS program. We may also revise the SLG to incorporate professional service, which may be captured in Thesis/Capstone project. We have had to make substantial adjustments for this in 2020, due to the COVID-19 pandemic and associated limitations in the ability to have students/faculty/community members in the same physical space. We will continue to explore ways to continue service-related opportunities as appropriate in the coming year.</td>
</tr>
<tr>
<td>Overall, we were pleased that students in the BS performed exceptionally well in their collaborative practice and community service. This is a strength of this degree program, and also helps prepare our students for professional roles. We were very pleased that internship supervisors would look to hire interns in the future. We were pleased that our MS students all completed their degree program in the standard 2-year timeframe from admission and also successfully met our benchmark for communication and dissemination. We were very pleased with the level of community engagement and collaborative practice exhibited by MAT students. All students completed the AHEC scholars program, which is an important way to</td>
<td>Continue assessment methods in these SLG’s.</td>
</tr>
</tbody>
</table>
Learning Goal results | Modifications made to enhance learning
--- | ---
demonstrate interprofessional education for these future healthcare professionals. | Consider development of a different tool to assess collaborative practice, particularly for graduate students.

| Overall, we were **surprised** that we did not capture more of the collaborations in the MS program in our existing measurement tools. We feel that these collaborations are happening in many areas that were not assessed (such as faculty-student mentorship and collaboration on faculty-led research). | Consider some curricular and assessment changes to capture service in the graduate program; consider revising SLG 1.

| Overall, we were **concerned** that we had no tool to measure SLG 6 for the MS program. We were also concerned with the measurement tools we decided to utilize for SLG 1, and the difficulty in assessing that particular area. |  |

**FUTURE PLANS FOR CONTINUED ASSESSMENT**

- COVID has significantly impacted most of the experiential/hands-on experiences that we utilize for assessment (Healthy Heart, internship). This may impact how we assess our SLG’s in the next reporting period. We will explore alternative metrics if necessary.

- We will explore how many MS students take advantage of the forthcoming internship option within the program, and determine whether additional methods to assess service would be appropriate for those students.

- Our School has substantially revised our undergraduate majors and concentrations, which resulted in the creation of new concentrations, renaming existing programs, and revising curricular content for other programs. This will necessitate an evaluation of the SLG’s, assessment tools and benchmarks for our School. Curricular maps will also require revision.

- The MAT program has external accreditation requirements for programmatic assessment; thus their tools and benchmarks are assessed and evaluated continuously. They will also undergo a self-study in 2021-2022 and accreditation peer review visit in 2022-2023, which will inform assessment in the next reporting period.

- We will continue to explore additional tools to assess each SLG. Specifically, we will develop additional methods to assess specific SLG's in the internship.

**APPENDICIES**

1. Curricular maps (these maps reflect only in-department required coursework. Electives and out-of-department courses are not reflected in these maps, as we did not use electives or non-departmental courses for assessment purposes).

2. Narrative of May 2020 Self-Study for program review

3. Summary of external review, completed in November 2020

4. Summary of Internship Evaluation survey results from 2019-20
<table>
<thead>
<tr>
<th>Required Course (Name and Number)</th>
<th>Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields.</th>
<th>Explain complex principles in the student’s area of specialization using effective oral and written communication skills.</th>
<th>Practice collaboration with peers and colleagues in the student’s chosen area of specialization.</th>
<th>Utilize evidence-based practices in professional settings or applications.</th>
<th>Display a basic level of competence requisite for their chosen field of study or advanced study.</th>
<th>Provide service related to the student’s area of specialization to the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 201 Basic Exercise Prescription</td>
<td>I</td>
<td></td>
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<tr>
<td>KIN 205 Foundations of HHP</td>
<td>I</td>
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<tr>
<td>KIN 320/321 Exercise Physiology</td>
<td>D, I, D</td>
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<tr>
<td>KIN 330 Motor Learning and Control</td>
<td>D, I, D</td>
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<tr>
<td>KIN 425 Biomechanics</td>
<td>D</td>
<td>I, D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 447 Analytical &amp; Comm Tech OR AHAT 342/343 Therapeutic Interventions</td>
<td></td>
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<tr>
<td>KIN 460 ECG Assessment*</td>
<td></td>
<td></td>
<td></td>
<td>I, D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 483/484 Exercise, Disease, &amp; Aging*</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td>D,M,A</td>
</tr>
<tr>
<td>KIN 499 Senior Capstone OR KIN 498 Internship*</td>
<td>D</td>
<td>D,M</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td>M,A</td>
</tr>
<tr>
<td>HLTH 475E Legal &amp; Ethical Issues</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td>I, D</td>
</tr>
<tr>
<td>NUTR 221N Basic Human Nutrition</td>
<td>I,D</td>
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</tbody>
</table>

*These courses are not required for students in the pre-athletic training concentration. However, those students either matriculate into the MAT (and are assessed there) or complete these courses if they are not accepted to the MAT program.

**KEY:**
- I = Introduced
- D = Developed/ reinforced, with opportunities to practice
- M = Mastery
- A = Assessment evidence collected
## UM Curriculum Mapping Template
### MS in Health and Human Performance (now MS in Integrative Physiology)

<table>
<thead>
<tr>
<th>Required Course (Name and Number)</th>
<th>Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields.</th>
<th>Explain complex principles in the student’s area of specialization using effective oral and written communication skills.</th>
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<th>Utilize evidence-based practices in professional settings or applications.</th>
<th>Display a basic level of competence requisite for their chosen field of study or advanced study.</th>
<th>Provide service related to the student’s area of specialization to the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 520 Educational Research</td>
<td>I, D, A</td>
<td>D,M,A</td>
<td>I, D</td>
<td></td>
<td>I, D</td>
<td></td>
</tr>
<tr>
<td>HHP 525 Advanced Biomechanics</td>
<td>D,M</td>
<td>D,M</td>
<td>D</td>
<td>D,M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>HHP 529 Advanced Exercise Physiology I</td>
<td>I,D,M,A</td>
<td>I,D,M</td>
<td>D</td>
<td>D,M</td>
<td>D,M</td>
<td></td>
</tr>
<tr>
<td>HHP 530 Advanced Exercise Physiology II</td>
<td>I,D,M</td>
<td>I,D,M</td>
<td>D</td>
<td>D,M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHP 531 Laboratory Procedures In Exercise Science</td>
<td>I,D,M</td>
<td>I,D,M</td>
<td>D, M, A</td>
<td>D,M,A</td>
<td>D,M,A</td>
<td></td>
</tr>
<tr>
<td>HHP 594 Grad Seminar</td>
<td>D</td>
<td>D</td>
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</tr>
<tr>
<td>Thesis, Comprehensive Exam, Prof. Paper</td>
<td>M</td>
<td>M,A</td>
<td>M,A</td>
<td>M,A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
- I = Introduced
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- M = Mastery
- A = Assessment evidence collected
# UM Curriculum Mapping Template
## Masters in Athletic Training

<table>
<thead>
<tr>
<th>Required Course (Name and Number)</th>
<th>Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields.</th>
<th>Explain complex principles in the student's area of specialization using effective oral and written communication skills.</th>
<th>Practice collaboration with peers and colleagues in the student's chosen area of specialization.</th>
<th>Utilize evidence-based practices in professional settings or applications.</th>
<th>Display a basic level of competence requisite for their chosen field of study or advanced study.</th>
<th>Provide service related to the student's area of specialization to the community.</th>
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<tr>
<td>ATEP 534 Athletic Training Techniques I</td>
<td>I, D, M, A</td>
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<td>ATEP 542 Lower Extremity Assessment</td>
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<td>ATEP 578 Org &amp; Admin in Athletic Training</td>
<td>I, D, M, A</td>
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**KEY:**
- I = Introduced
- D = Developed/ reinforced, with opportunities to practice
- M = Mastery
- A = Assessment evidence collected
Part A. Program Description

1. Unit Description, Goals, Mission, Strengths, and Needs

The School of Integrative Physiology and Athletic Training (IPAT) is borne out of a founding program from the inception of the University of Montana (UM) in 1893. IPAT is a highly successful unit with respect to the core academic arms of teaching, research, and service/outreach. Moreover, IPAT includes the highly successful ACTivity Class program – redirected from general fund to self-support in the last 5 years.

The School of IPAT represents a modernized academic approach through which we serve students affiliated with our traditional offerings of health, physical education, and coaching in addition to students with pre-professional interests in areas of health and allied health. In this regard, 85% of our students are pre-professional Athletic Training, Medicine, Physical Therapy, Physician Assistants, Public Health, Occupational Therapy, Wellness, and related health and allied health careers. As one of the top enrolled programs on the UM campus, we achieve this well-rounded success by focusing all academic initiatives on the following School Mission Statement:

*The School of Integrative Physiology and Athletic Training prepares graduates to be competitive entry-level professionals or candidates for advanced study in applied and clinical health professions. The faculty, staff, and students of the School of Integrative Physiology and Athletic Training engage in professional education, scholarly activity, and meaningful public service. The School emphasizes the integration of healthy lifestyles, basic science, preventative medicine, and clinical care across the lifespan.*

For all the strengths of IPAT (and similar programs at flagship universities across the US), the on-campus success has been severely hindered by programmatic defunding over the last 5 years. In this regard, the recent administrative position is that IPAT “can take care of itself” (a direct quote in response to an in-person plea to restore essential funds). However, the loss of faculty lines and operating funds have resulted in an overall drop in student numbers. From a campus-wide perspective, however, a restoration in IPAT funding to 2014 levels and student enrollment would prove to be a boon to UM inasmuch as the College of Health and the Unit itself.

The School of IPAT has the following educational offerings for four undergraduate and two graduate degrees.

Undergraduate degree programs include:

- Exercise Science – Pre-professional
- Exercise Science – Applied
- Pre-Athletic Training
- Sports Medicine

Graduate degree programs include:

- Masters in Athletic Training (MAT)
- Masters of Science in Integrative Physiology (Exercise Science and Generalist)
The School of IPAT serves students through nine full-time core faculty members assigned to tenure track (TT) or non-tenure track (NTT) lines. Administrative roles of School Chair, MAT Director, Director of The Montana Center for Work Physiology and Exercise Metabolism (WPEM), and the MAT program Clinical Coordinator of Education are delineated below. Housed within the School of IPAT is the Montana Youth Sports Safety Institute (MYSSI), founded and directed by the MAT Director. Additionally, three full-time staff positions serve the operational needs of IPAT.

Core Faculty:

School Chair – John Quindry, PhD, Professor Integrative Physiology, tenured
  International Heart Institute Research Fellow
MAT Director Valerie Moody, PhD, Professor Athletic Training, tenured
  MYSSI Director
WPEM Director Brent Ruby, PhD, Professor Integrative Physiology, tenured
  Charles Dumke, PhD, Professor Integrative Physiology, tenured
  Graduate Program Coordinator
Charlie Palmer, EdD, Professor Integrative Physiology, tenured
Matthew Bundle, PhD, Associate Professor Integrative Physiology, tenured
Shane Murphy, PhD, Assistant Professor Athletic Training, tenure seeking
Clinical Education Coordinator, Mitch Willert, MS, non-tenurable
  Melanie McGrath, PhD, Instructor, Integrative Physiology, non-tenurable

Core faculty workloads (1.0 FTE) are directed at a combination of administrative, instructional, research, and service duties. The default workload distribution for a TT faculty line in IPAT is 50% instruction, 40% research, and 10% service, although variations in these assignments exist. Figure 1 presents the 1.0 FTE workload distribution for IPAT faculty on TT and NTT lines.
Figure 1. IPAT faculty workload distributions reflect instruction/research/service emphasis, while four administrative roles are also reflected.

**Staff:**

Program Coordinator 2, [Luke Alford](mailto:luke.alford@university.edu)

Accounting and ACTivity Class Program Director, [Chris Riley](mailto:chris.riley@university.edu)

Academic Advisor 3, [Stephanie Domitrovich](mailto:stephanie.domitrovich@university.edu)

**Adjunct Instructors** - Due to high student enrollment and an insufficient number of faculty lines to deliver the required graduate and undergraduate coursework, adjunct faculty serve an essential instructional role in completing the instructional roster. Currently, the IPAT Internship Coordinator serves in an adjunct capacity, whereas historically this essential function has been served within a full-time faculty line in order to preserve the position and provide programmatic continuity to students and community partners. IPAT currently employs 12 adjunct faculty to provide 42 student credit hours of instruction on an annual (fall/spring/summer) basis. Adjunct instructional delivery represents 37% of the total student credit hours offered by IPAT on an annual basis; a number that exceeds the collective bargaining upper limit of 25%.

2. **Recent and Future Developments and Trends**

The School of IPAT has undergone a number of recent changes related to collegial assignment, the Unit name, redesignation from a department to a school, instruction, research, service, and facilities.

**Collegial realignment** – In May of 2019 the School of IPAT was reassigned to the [College of Health](http://www.health.university.edu) (recently renamed from the College of Health Professions and Biomedical Sciences).
Formerly in the College of Education, affiliation with the College of Health better serves the bulk of IPAT faculty collaborations and reflects the career trajectories for the majority of IPAT students.

**Name and unit designation changes** – In the summer of 2019 the Department of Health and Human performance (containing Athletic Training, Community Health and Prevention Sciences, and Exercise Science) was changed to the School of IPAT. The designation of a School reflects the scope of the educational offerings within the academic Unit, and parallels the organizational structure within the College of Health.

The Unit name change reflects 1) a common modern variation on the IPAT academic make-up, and 2) represents the new unit make-up of Athletic Training and Integrative Physiology; Community Health and Prevention Sciences was reassigned to the School of Public Health, also within the College of Health.

**Instruction** – The School of IPAT degree name changes will be in place beginning in the August of 2020 and include the following changes:

- BS in Integrative Physiology replaces the BS Health and Human Performance
  - Exercise Science – [Pre-professional](#)
  - Exercise Science – [Applied](#)
  - Pre-Athletic Training
  - Sports Medicine
- MS in Integrative Physiology replaces the MS in Health and Human Performance
- The Clinical Adjunct Professor line was created within the MAT to facilitate Clinical Coordinator of Education duties while maintaining CAATE accreditation requirements.
- A tenure track faculty member opted to convert their line to a non-tenurable instructor role, expanding the instructional capacity within IPAT core faculty.

**Research/Service** – The following School of IPAT research and service initiatives have been implemented in the

- **Lab creation** – The externally grant funded [Cardioprotection Lab](#) (a two lab facility for human and animal physiologic testing and wet lab tissue processing) was created in 2016. In 2019, the [Clinical Biomechanics and Athletic Training Research Laboratory](#) was created in association with a new tenure track faculty hire.
- **International Heart Institute affiliation** – The International Heart Institute endowment was awarded to an IPAT faculty member in 2017 in order to facilitate clinical research between the University of Montana and Providence St. Patrick’s Hospital.
- **Institute creation** – [The Montana Youth Sports Safety Institute](#) (MYSSI) was created in 2018 to address critical needs in youth sport injury treatment and prevention in Montana and the Northern Rocky mountain region.
- **Faculty Research Incentivization Program (FRIP)** – Due to a growing research enterprise within WPEM, a tenured full professor line was reassigned from a “traditional” faculty line within IPAT to 0.85% research designation/0.15% administrative duties related to running WPEM. Due to the nature of the FRIP funding mechanism, no faculty line funds were recouped by IPAT and instructional capacity within IPAT was dropped by 0.5 FTE (based on the faculty member’s base workload assignment).

**Facilities** – The following School of IPAT facilities developments have occurred.
• Three weeks into the spring semester 2019, IPAT faculty were required to relocate on a moment’s notice to an alternative campus facility while asbestos abatement procedures were performed. This unplanned asbestos emergency was extremely problematic to classroom and laboratory instruction, administration of IPAT business, and externally funded research endeavors where many grant timelines were inflexible to the fact that labs were unavoidably shut down for several months.

• The Neural Injury Center (NIC) was relocated to McGill Hall and affiliated with the School of IPAT. NIC relocation included the designation of Cindi Laukes as an affiliate faculty member within IPAT.

• The MYSSI received 704 sq. ft. of designated space within the IPAT portion of McGill Hall.

• With College of Health reassignment, four offices and the NIC space renovation were performed in the summer of 2019.

Future developments – The in the School of IPAT is advancing the following:

• Paperwork for the development of a PhD in Integrative Physiology and Rehabilitation Sciences will be submitted in September 2020. The program reflects an ongoing advancement in IPAT doctoral students (currently enrolled in the Doctorate in Interdisciplinary Studies), the collegial realignment, and the growing collaboration with rehabilitation disciplines of Athletic, Physical, and Occupational Therapy programs at UM.

• A new general education, and dual enrollment, course is in development, with paperwork to be submitted in September of 2020 and to be offered fall 2021 if University instructional investment is available.

• An MOU is being finalized with the UM Physical Therapy program to have designated seats for IPAT students. A comparable MOU is anticipated for the UM Occupational Therapy program, which is slated to begin in the fall of 2022.

• An MOU with the University of Washington is being developed whereby UM pre-physician assistants (largely based in IPAT) would have earmarked seats in the PA program upon graduation from UM.

Part B. Quality and Support

Undergraduate Program

1. Strengths, Weaknesses, and Areas for Growth

The School of IPAT strengths, weakness and growth profile creates a clear story. In reference to strengths, the broader academic discipline, represented by IPAT at UM, remains a top 15 enrolled field worldwide. Accordingly, IPAT is among the top five enrolled programs on the UM campus. No less, IPAT weaknesses reflect the fact that our Unit general fund allocation for instruction has been cut by 40% over the last 5 years, and the operational budget not assigned (except for 2019). To remedy this underfunding scenario, IPAT has had to self-fund the instructional initiatives through a redirection of external funds, discretionary monies, and through the cutting of essential equipment and supply purchases that have jeopardized the quality of the student experience. Accordingly, our weaknesses do not reflect programmatic failings, but institutional redirection of essential funds to the under enrolled units on campus. Based on this working reality, IPAT growth areas reflect the growth potential within the broader
academic discipline. Moreover, IPAT growth areas also reflect the need to regain the student numbers that have been lost in proportion to the UM enrollment downturn and those lost due to underfunding of the Unit.

**Strengths** – IPAT strengths reflect a well-rounded academic unit in terms of instruction, research, and service/outreach

- **Research** – external research funding over the last 5 years has averaged $1,093,700/year with all tenure track faculty having external grant funding within the evaluation period. Additionally, IPAT faculty have a strong publication record within impactful refereed journals, with 3 IPAT faculty ranking within the top 1% for total citations and H-index metrics for science-based faculty within academia. These efforts are led by all current tenure track faculty and feature work performed in the Center of WPEM, MYSSI, and the International Heart Institute.
- **Instruction/enrollment** – IPAT student enrollment remains within the top five enrolled programs at UM, a fact that is expected to rise given the recent ~18% increase in freshman enrollment for the 19/20 academic year.
- **Service/outreach** – Offerings by the service-learning courses provide a symbiotic relationship of experiential learning and community service. Moreover, the MAT program has provided the Missoula Youth Hockey league more than $100,000 of in-kind athletic training services during the last three years.

**Weaknesses** – A number of IPAT weaknesses exist, primarily related to underfunding of the academic Unit to support under enrolled programs across campus. The lack of funding and elimination of an operating budget for most of the last 5 years has produced severe facilities and equipment concerns that remain an ongoing programmatic weakness.

- **Enrollment** – IPAT enrollment peaked in 2016 with 455 (not including Health Enhancement students who were then part of the Unit). IPAT enrollment in 2019/20 was 285 students, apparently reflecting the overall downward trend in UM enrollment. Based on anecdotal evidence from student input, IPAT student attrition was also due to decaying labs (e.g., in 2018 all ECG systems are non-function, 1/6 treadmills for instructional labs worked, etc.), relocation due to asbestos abatement in the spring of 2019. Based on nationwide interest in IPAT-type degrees, it is expected that enrollment declines can be quickly remedied with additional investment into the School. Appendix 3 highlights the drop in student FTE and SCH generation, concomitant to the defunding of IPAT operational funds and faculty lines.
- The MAT program has experienced a decline in enrollment over the last 2 years. This enrollment decline likely reflects 3 underpinning trends: 1) the overall UM decline, 2) a nation-wide drop in MAT enrollment, due to 3) the final BS in AT degrees can be offered beginning in the 2022/23 academic year, spurring temporary growth in the lower credential.
- **Facilities and equipment** – The facilities within McGill Hall, while generally adequate in terms of space, are woefully insufficient in terms of the condition of the space in habited by IPAT. Concerns include:
  - Asbestos tiling (and other surfaces) remains throughout McGill after abatement and containment efforts were made in the spring of 2019.
- The condition of classrooms is poor, with 7+ year old computers/projectors, broken chairs, ripped and worn carpet, single pane windows, doors that open into the hall creating walking hazards, and a facade that is 50-70 years old and shows poorly.
- Faculty and staff offices have worn and ripped carpet, dated/worn/broken furniture, doors and walls with old/worn/chipped surfaces, single pane windows.
- The entirety of the IPAT instruction, laboratory, and office space is without air conditioning, other than a handful of 10-15 year old portable conditioning units, leaving most spaces to exceed 85 degrees after 2pm on sunny days in the warm part of the year.
- Lab equipment is dated, worn, broken in many instances. In the last 5 years, treadmills, bicycle ergometers, ECG monitors, and other devices have broken. Lab funds to replace this equipment is insufficient to cover the extent of what is needed. Moreover, in the absence of an operating budget, a portion of lab fees have been redirected operate IPAT, with the remaining funds used to buy disposable supplies. While some equipment has been provided through philanthropy and the redirection of research equipment to instruction, the number of stations needed to serve students remains insufficient.

- **Financial resourcing and general fund allocation for instruction** – The IPAT general fund allocation for instruction has dropped by ~40% over the last 5 years. Despite strong IPAT student enrollments, recent faculty retirements have resulted in the loss of those faculty lines. In addition, one faculty member has reverted to the aforementioned FRIP (research incentivization) pay structure, leaving four tenure track and one non-tenure track lines in the Integrative Physiology portion of the Unit. While the MAT is protected by accreditation requirements, Integrative Physiology instruction has experienced across the board cuts as applied to the whole of UM.

- **Student:faculty ratios** – In Integrative Physiology, the student:faculty ratio is ~65:1. This ratio exceeds the UM standard of 18:1 by more than 3-fold and jeopardizes the ability of IPAT to fully meet the University Priorities for Action (PFA); e.g. PFA1 putting students at the center of what we do. Requests for additional tenure track and non-tenure track faculty positions in Integrative Physiology have been met with no response (neither yes nor no) for several years. Notably, of the 170 total student credit hours (SCH) offered by IPAT, 75 SCH (44%) are delivered by tenurable faculty, 32 SCH (19%) by non-tenurable faculty, and 63 SCH (37%) by adjuncts. Notably, the IPAT is recognized budgetarily as having 15 instructional FTE, although only 6.15 of those represent tenurable faculty lines.

- **Student:advisor ratios** – The University of Montana has set a goal to keep student:advisor ratios at 200:1. This student-advisor ratio goal adheres to national standards for higher education. In IPAT, given that we also provide advising for Public Health majors, the ratio is more than 350:1; near double the upper limit. Requests for additional academic advisor positions have gone unaddressed (neither yes nor no) for several years. (PFA); e.g. PFA1 putting students at the center of what we do.

- **Chair workload/remuneration** – The School of IPAT Chair remains a faculty position, a fact that means the position is underfunded (current fall/spring stipend $4,100 + 1 month of summer salary). The IPAT Chair “on paper” FTE allocation is 0.25, while the actual work demands approach, and sometimes exceed, 1.0 FTE. In support, IPAT graduate numbers routinely exceed the total of several Colleges at UM. The working reality for the
IPAT Chair is a combination of 60-80 hour work weeks, a compromised research agenda (for research intensive faculty), and a potential loss in income for faculty who would otherwise use their time to general research support. Accordingly, the IPAT Chair is in practice a full-time administrative position that is effectively delivered pro bono.

**Growth areas** – School of IPAT growth areas reflect the nation-wide popularity in IPAT academic offerings, receptiveness to the Unit name change/realignment within UM, and internal initiatives to expand already successful research and instruction offerings.

- **Research** – The relocation of the NIC to IPAT, the recent formation of MYSSI, and the finalization of a recent data use agreement between the Cardioprotection Lab/International Heart Institute with the MT Chronic Disease Prevention and Health Promotion Bureau, and the redirection of faculty effort (Ruby) to the Center on WPEM reflect significant growth areas within IPAT.
- **Instruction** – The potential addition of the PhD in Integrative Physiology and Rehabilitation Sciences, in addition to the formalization of an undergraduate in Sports Medicine, and the anticipated general education/dual enrollment offering of KIN105 Health and Fitness are among the instructional growth areas being cultivated currently.
- **Enrollment** – IPAT Freshman enrollment was up by ~18% in 2019/20 as compared to the previous year. This trend is projected to continue in 20/21 based on traditional capture rates of admitted students (COVID-19 pandemic impacts notwithstanding). Growth appears to reflect improvements in UM-level marketing and recruitment, IPAT-level outreach and marketing, student perceptions of the Unit name change and realignment with the College of Health, and initial investments in IPAT upon merging with the new College.
- In addition, the MAT program is anticipated to experience growth in enrollment in the fall of 2022 as the last of the bachelors in AT programs conclude in May 2022. Accordingly, it is anticipated that the UM MAT program can expand from a maximum of 16 seats/class to 20 seats/class based on the current faculty and facility allotments. The addition of a Doctorate in Athletic Training (DAT) program is another anticipated growth area in the MAT.

2. **Alignment with Strategic Vision**

The School of IPAT closely aligns with the UM strategic vision in the following ways:

**Engage students where they are** – IPAT is active in student engagement and experiential learning.

- KIN499, ATEP599, and Independent Study research experiences result in high student involvement in research presentations on campus, at regional and national professional meetings, and with student authorship on publications within refereed journals
- Student peer-advising and undergraduate teaching assistant experiences (KIN481) provides students with peer-leadership opportunities
- Graduate and undergraduate internship opportunities within and outside of the Missoula area enable students to find professional experiential learning opportunities where ever they may be

**Invest in people** – IPAT is committed to investing in faculty, staff, and students to advance our collective discipline for the good of all.
• Internally and externally funded graduate and undergraduate stipends and travel funds provide professional exposure and leadership opportunities within our academic disciplines and professions
• Annual operating funds are directed to professional development of all fulltime IPAT faculty and staff
• IPAT scholarships and emergency funds exceed $8,600 annually, in addition to a $5,000 pool of discretionary funds for emergent student needs.

Partner with place – IPAT partner with place through a host of instructional, research, service/outreach, and experiential learning activities including:

• Experiential instruction in the KIN201, KIN205, KIN460, KIN483/4 includes service learning, research, and outreach between students, faculty, and the community
• IPAT graduate and undergraduate internship offerings within the region
• MYSSI programmatic Athletic Training coverage and trainer, physician, and coach educational programmatic offerings
• International Heart Institute research for undergraduate and graduate student work with Providence St. Patrick’s Hospital
• Research with the USDA Forest Service exposes undergraduate and graduate students to local SmokeJumpers and Hotshot wildland firefighter crews
• Research and outreach with nearby Indian reservations engages students with Native American populations for improved health and prevention of chronic diseases. Additionally, historic MOUs with reservation-based community colleges have been developed to offer a 4-year IPAT degree to successful students that have completed a 2-year associate’s degree.

Reinvent the Heart of the curriculum – IPAT degree programs and micro-credentials continue to provide a modernized approach to health, fitness, and pre-professional education

• Development of a Graduate Certificate in Sports Concussion Management and Return to Sport Performance Certificate for Healthcare Professionals
• Development of the PhD in Integrative Physiology and Rehabilitative Sciences will provide a much-needed outlet for future disciplinarians in the areas of Athletic, Physical, and Occupational Therapy sciences, where the faculty retirement rate is expected to be ~50% in the coming decade. Additional efforts are directed at the development of a Doctorate in Athletic Training option for both new students and working professionals to receive a terminal clinical degree.

Foster knowledge creation and innovation – The School of IPAT continues to offer innovative insights into instruction and research within our respective sub-disciplines.

• Thought leaders in education - Two Integrative Physiology professors are co-authors (Dumke and Quindry) on leading textbooks (Exercise Physiology, and Exercise Physiology Laboratory Lab Manual), and another faculty member Palmer) has written 2 text books related to wildland firefighter performance (Fired Up!: The Optimal Performance Guide for Wildland Firefighters) and a historical review of a forgotten fatality fire from the past (Montana's Waldron Creek Fire: the 1931 Tragedy and the Forgotten Five).
• **Thought leaders in research** – Three IPAT faculty (Dumke, Quindry, and Ruby) are ranked within the top 1% of all academics for research citations and H-index (a metric where one has many highly cited publications)

• **Outreach** – The MYSSI has emerged as a national/regional leader in promoting best practices and user-level information for the prevention and treatment of sport-related injuries, while the podcast **On The Line** (Palmer) provides the wildland fire community with research supported content relevant to their occupation, and the physical and mental demands within it.

3. **Preparing Students for Employment and Future Training**

The School of IPAT is highly successful in preparing students for future careers, whether the next step is in the workplace or in seeking an advanced degree.

**Master’s in Athletic Training** – [link to UM MAT outcomes]

- 89% job placement within AT, 2016-2019
- 100% job placement within the healthcare field 2016-2019
- 97% board certification pass rate 2016-2019

**Pre-professional student success** –

- Integrative Physiology students are admitted to athletic training, medical school, physician’s assistant, physical therapy, occupational therapy, etc. (data currently unavailable due to lack of funding to fully track graduates).

4. **Enhancing Learning through Internships, Research, and Other Opportunities**

The School of IPAT provides innovative learning through a variety of experiential learning opportunities.

- **Internships** - Students develop professionalism, job skills, practical academic understanding, and enhanced marketability through 135-270 hours of internship. KIN 498 offers internships on campus, locally, out of state, and internationally. Internships often provide immediate employment opportunities and are successfully used in the admission process for post-graduate programs.
- **Research** – Students engage in research experiences via capstone research KIN499 and independent study KIN496, HHP 596 offerings. Many of these experiences are capped off by professional presentations at on-campus undergraduate/graduate and off-campus professional meetings.
- **Service learning** – KIN 201 and KIN 483/4 promote community-based service learning opportunities that provide essential hands on experiences with multiple populations in the Missoula community.

5. **Freshman Retention and Six-Year Graduation Rate**

The School of IPAT freshman retention and 6-year graduation rates are presented below for the years 2012-2015. Unfortunately, due to staffing shortages additional data are not available. Moreover, existing data were generated by the Office of Research/Data Office, and only for Fall graduates. With additional resource investment, IPAT plans to track graduation and retention rates as part of an internal process once additional academic advising staff are in place.
### 6. General Education Courses

The School of IPAT generates most of student credit hours through required courses to its majors, however a number of highly enrolled general education courses also exist.

- NUTR 221N Basic Human Nutrition
- AHAT 342/3 Therapeutic Interventions
- KIN 447 Communication and Analytical Techniques
- HTH 475E Legal and Ethical Issues in Exercise Professions

IPAT is planning to offer KIN 105, a lifetime fitness and wellness class, that will serve as a dual enrollment course. Courses such as the proposed KIN 105 are highly popular at universities around the nation, and because of the broad base of experiences related to IPAT-topics, can serve to recruit students that weren’t previously familiar with the program. Paperwork for KIN 105 course development will be submitted for consideration in September 2020, but it should be noted that without enough general fund allocations to support the currently required courses for undergraduate and graduate degrees, there is no way to provide this new offering without additional investment.

The largest contribution of the School of IPAT to general education is the role of the self-supported ACTivity Class Program, directed by Chris Riley. The ACTivity Class Program offers UM students the opportunity to engage in a well-balanced class schedule. Each semester, the ACTivity Class Program offers up to 90 for-credit elective physical activity classes. ACTivity Classes are graded credit/no credit, and can assist UM students in maximizing a full course load or meeting credit hour financial aid requirements. Undergraduate students may use and repeat up to four ACTivity Class credits towards their 120 credits necessary for graduation.

ACTivity Classes give UM students the chance to:
- Feel better, get stronger and reduce stress.
- Learn a new sport or skill with friends.
- Squeeze some fun into their busy academic life.

ACTivity Classes have been taught by Adjunct Faculty, University of Montana graduate students, and local Missoula-based businesses and independent contractors. UM students will enjoy quality instruction in a safe, positive learning environment.

**Faculty: Quality of Instruction**

1. **Teaching Activities and Distribution**

Faculty from IPAT have been honored with numerous awards for teaching excellent and recognition including Dr. Dumke, Palmer, Quindry.
2. New Teaching Pedagogies and Innovation

IPAT teaching pedagogies and innovation include several important fronts.

**Textbook contributions from IPAT faculty** – Two Integrative Physiology faculty are co-authors on separate text, which are among the most widely used within the field of exercise physiology and exercise physiology laboratory instruction:


**Primary/Secondary/Higher Education offerings** - We are Montana In the Classroom – Through the MYSSI, an experiential, activity-based learning module was developed for delivery to middle school and high school classrooms across Montana focusing on Sport Related Concussion. Additionally, several learning activities were designed for the UM Health and Medicine Nook at Spectrum.

3. Efficiencies in Instruction and Outside Activities to Promote Teaching Excellence

Several IPAT Faculty engage in the Pedagogy Project on campus which is designed to promote conversation centered around improvement in teaching strategies, facilitate professional development activities, and share pedagogical techniques with the goal of promoting teaching excellence.

4. Assessing Quality of Instruction

IPAT instructional assessment is performed annually and adheres to the following School Objectives- The School of Integrative Physiology and Athletic Training (IPAT) will:

1. Provide high-quality education and experiential learning opportunities in order to foster professional competence in students and recent graduates.
2. Foster an environment of interprofessional learning and cooperation for future professionals in healthcare.
3. Contribute cutting-edge basic and applied research and scholarly activity in the field.
4. Invest in faculty and staff development to ensure students are optimally prepared for an evolving professional workplace.
5. Cultivate community relationships to serve students’ needs, while providing outreach and service to our discipline, community, and university.

Determination of instructional success is based upon achievement of the following Student Learning Goals:

1. Identify the historical underpinnings of the fields of integrative physiology and athletic training, and understand how they influence modern practices in these fields.
2. Explain complex principles in the student’s area of specialization using effective oral and written communication skills.
3. Practice collaboration with peers and colleagues in the students chosen area of specialization.
4. Utilize evidence-based practices in professional settings or applications.
5. Display a basic level of competence requisite for their chosen field of study or advanced study.
6. Provide service related to the student’s area of specialization to the community.
Faculty: Advising and Mentoring

1. Advising Process, Effectiveness, and Satisfaction

Students

IPAT has followed UM recommendations to provide a Professional Academic Advisor for academic advising needs for all students in our school. UM recommends that students work with an academic advisor for at least their first two years at UM and then transition to a faculty mentor for their last two years. This model serves as a hub and spoke to provide students with access and referrals to appropriate resources on campus. The IPAT academic adviser also works with students in the School of Public and Community Health Sciences, and instead of transitioning students at year three, works with students across all four years of their undergraduate degrees. This benefits our students because there is no formal hand-off of advising throughout their time in our School. An additional benefit is that faculty can be utilized as faculty mentors and provide students with expertise in mentorship, research opportunities, and professional development throughout the entire time they are on campus, instead of the last two years. Most of our students will apply to professional graduate schools and this is another added benefit to them in this model, and students in IPAT have the advantage of utilizing these resources throughout their academic careers. The academic adviser in IPAT also maintains these advisor assignments in Banner so that students can easily access this information in their Cyberbear student accounts.

Faculty: Research, Service, and Additional Creative and Scholarly Activity

1. Research and Scholarship

Over the last 5 years IPAT faculty have produced more research and scholarship than could be delineated within the allotted space. Accordingly, total metrics are provided for the following areas of research and scholarship. Moreover, metrics are limited to current IPAT faculty and would otherwise be expanded to include retired faculty and those now assigned to other Units within UM.

**Publications**
- Original science publication in refereed journals – 66 (9.4)
- Reviews/Book chapters (refereed and invited) – 12
- Technical reports – 12
- Full textbooks – 1

**Presentations**
- Oral presentations at professional meetings – 46 (6.6)
- Invited talks at professional meetings and institutions – 59 (8.4)
- Poster presentations at professional meetings – 96 (13.7)

**Other forms of scholarship**
- Podcasts – 43 (6.1)
- Professional blog contribution – 4
- Pocket Guide for distribution within the USDA Forest Service and Montana DNRC - 2

2. Faculty Service to the Community and Profession
IPAT service to the community and profession over the last 5 years are extensive and include the following totals for current faculty members (average#/tenure track faculty member):

**Scholarly review work**
- Editorships/associate editorships - 2
- Guest editorships – 1
- Editorial boards – 5
- Journal ad hoc peer-review – 164 (23)
- Grant study section chair and co-chair duties -
- Grant study sections and grant ad hoc reviews– 14 (2)
- External review for tenure/promotion – 8
- External review for program evaluation -

**National board and committee work**
- Elected positions to national/regional boards - 1
- National/regional committee chair positions – 2
- National/regional committee memberships – 20 (2.9)
- Grant study sections - 7

**Community service/outreach**
- Healthy Heart community testing – service learning
- **Montana Youth Sports Safety Institute Events**
  Tackling Sports Concussion Safety: Challenges and Promising Directions (Missoula, MT) Sept 2019
  Health Challenges Facing Veterans, Athletes and Families (Whitefish, MT) July 2019
  Montana Coaches Association (Great Falls, MT) July 2019
  Yellowstone Youth Football Clinic (Billings, MT) May 2019
  Emergency Preparedness in Sports (Spring Clinic, Missoula) March 2019
  Emergency Preparedness in Sports (Fall Clinic, Missoula) August 2018
  Youth Hockey Medical Coverage (Missoula, MT) August 2015-present

3. **Recognition of Research, Scholarship, and Service**

Within and outside of the University, IPAT faculty and staff have been recognized for their research scholarship and service. Over the last five years, the following awards/recognitions have been designated to current IPAT faculty for:

**Research**
- On-campus – 5
- National/regional off-campus – 14

**Scholarship**
- On-campus – 2
- National/regional off-campus - 2

**Service**
- On-campus – 2
- National/regional off-campus - 2
4. Collaboration with Centers and Institutes
In addition to the WPEM and MYSSI, contained within IPAT, our Unit has or has had the collaborations (typically multiple collaborations) with UM Centers and Institutions over the last 5 years:

- Center for Environmental Health Sciences

### Staffing, Facilities, and Other Resources

1. Adequacy of Facilities, Equipment, and Staff
The following facilities, equipment, and staffing are deemed as adequate/inadequate for undertaking the IPAT mission:

**Facilities**
- Space within McGill Hall – generally adequate
  - Dedicated laboratory space – adequate
  - Dedicated classroom space – inadequate
  - Dedicated office space - adequate
- Air conditioning of offices, labs, and classrooms within McGill Hall – inadequate
- Condition of space and furnishings of laboratories/classrooms/offices – inadequate.

**Equipment for instruction**
- MAT– generally adequate
- Biomechanics – generally adequate
- Integrative Physiology – inadequate

**Staff**
- IPAT main office – generally adequate
- Activity Class/Accounting office – generally adequate
- Advising office - inadequate

2. Library and Information Technology
The School of IPAT has a dedicated resource library, funded by a UM Foundation gift and donations.

### Part C. Educational Outcomes

1. Learning Goals
- Provide high-quality education and experiential learning opportunities in order to foster professional competence in students and recent graduates.
- Foster an environment of interprofessional learning and cooperation for future professionals in healthcare.
- Contribute cutting-edge basic and applied research and scholarly activity in the field.
- Invest in faculty and staff development to ensure students are optimally prepared for an evolving professional workplace.

Cultivate community relationships to serve students’ needs, while providing outreach and service to our discipline, community, and university.

2. Assessment of Learning
- Foster an environment of interprofessional learning and cooperation for future professionals in healthcare.
• Provide high-quality education and experiential learning opportunities in order to foster professional competence in students and recent graduates.
• Invest in faculty and staff development to ensure students are optimally prepared for an evolving professional workplace.
• Cultivate community relationships to serve students’ needs, while providing outreach and service to our discipline, community, and university.

Contribute cutting-edge basic and applied research and scholarly activity in the field.

**Part D. Future Goals and Priorities**

The scope of impact within IPAT, programmatic enrollment, and its collaborative partners could advance the UM Mission by achieving the following goals over the next five years:

1. Ranked Goals, Plans, Timeline, and Obstacles
   A. Goal: Lower Integrative Physiology student:faculty (core) ratio to 20:1.
      Rationale: Current workloads, facilities, and class sizes are unsustainable and/or sub-optimal relative to student numbers and University investment in IPAT.
      
      Plan 1  Add additional non-tenure track and tenure track faculty lines
      Plan 2  If student:core faculty ratios exceed 75:1, implement a pre-Integrative Physiology program for entering students to declare, and an admissions program with enrollment caps for Integrative Physiology concentrations
      Plan 3  Distribute required upper division and graduate offerings to senior and tenured faculty (with lower division classes primarily covered by non-tenurable faculty) in order to expand advanced offerings for the doctoral program (see Goal B)
      
      Timeline: Ongoing

   B. Goal: Implement a PhD program in Integrative Physiology and Rehabilitation Sciences (IPRS).
      Rationale: There is a need for integrative physiology trained faculty with a research-based terminal degree in Athletic Training, Physical Therapy, Occupational Therapy, and related graduate and professional programs across the nation.
      
      Plan 1  Submit paperwork in September 2020 for first students beginning in fall 2021
      Plan 2  Transfer 2 current Doctorate in Interdisciplinary Studies students (externally funded) into IPRS program
      Plan 3  Obtain 3 internally funded doctoral assistantships (minimum of $15,000/year) for distribution across IPAT, and our collaborating programs in Physical Therapy and Occupational Therapy
      Plan 4  Obtain additional 4-year externally funded PhD stipends (and roll over existing stipends to new students)
      Plan 5  Obtain three additional internally funded doctoral assistantships (minimum of $15,000/year) for distribution across IPAT, and our collaborating programs in Physical Therapy and Occupational Therapy
      
      Timeline: Ongoing

   C. Goal: Lower Integrative Physiology student:advisor ratio to ~200:1.
      Rationale: Current advisor ratios in IPAT are greater than 350:1, exceeding UM internal recommendations and national best practice recommendations by almost 2-fold.
Plan 1: Seek additional internal funds for a 2nd 1.0 FTE academic advisor

Plan 2: Eliminate reliance upon student peer-advisors to meet total advising needs within IPAT

Plan 3: Continue work on an interdisciplinary health professions advising program to be housed within McGill Hall

Timeline: Ongoing

D. Goal: Create a 0.75-1.0 FTE Coordinator position for Internships, Experiential Learning and Outreach.

Rationale: Internship, experiential learning, and service-learning outreach needs in IPAT continue to grow, despite insufficient funds to support such needs. Historically, IPAT has had a 0.5-1.0 FTE position allocation to oversee these needs within the Unit.

Plan 1: Grow the FTE assignment of the current (or future) Internship coordinator to a 0.5-0.75 FTE line item on the IPAT instructional general fund (as opposed to an adjunct line item)

Plan 2: Expand the FTE assignment of the Internship Coordinator to 0.75-1.0 FTE and expand the scope of work to include experiential learning and coordination of service-learning outreach within IPAT – potentially combinable with Plan 1, available funds providing

Timeline: Beginning as soon as possible

E. Goal: Hire a 1.0 FTE Academic Officer Head of IPAT.

Rationale: IPAT enrollment and duties currently require full time effort from a Chair faculty member. However, the official authority of the School Chair is limited in FTE designation and remuneration by the UM collective bargaining agreement (CBA) dictates for faculty. In support of the actual workload demands, the School of IPAT graduation totals routinely exceed the graduation numbers of several entire Colleges at UM. All the while, CBA chair stipends are based on FTE faculty lines and cannot exceed $4,500, with nominal summer stipends being negotiable within Colleges. The current Chair FTE is limited to 0.25, a value that is disproportionate to the actual work performed.

Plan 1: Transition School Chair summer stipends from 1 summer month of base pay, to the full summer

Plan 2: Increase the rate of fall/spring School Chair stipends and FTE to exceed 0.5 FTE

Plan 3: Hire a 1.0 FTE academic officer IPAT School Head through a national search

Timeline: Begin immediately, having completed Plan 2 or Plan 3 by the start of 2023

F. Goal: Become a National Strength and Conditioning Association (NSCA) accredited program.

Rationale: Professionals within IPAT disciplines and related professions often require certifications from the NSCA, including the Certified Strength and Conditioning Specialist (CSCS), a process that will require accreditation beginning in 2026.

Plan 1: Identify a Director of NSCA accreditation and provide a 0.1 FTE administrative release by 2023

Plan 2: Create and offer an undergraduate/graduate level course for students interested in CSCS certification by 2024
Plan 3
Initiate the programmatic accreditation process with NSCA no later than 2024, with the anticipated goal of being an inaugural program in the first group of accredited universities in 2026

Timeline: Begin no later than 2022 with anticipated completion by 2025 in anticipation of receiving accreditation in 2026

G. Goal: Implement a Clinical Doctorate program in Athletic Training.

Rationale: There is a need for advanced training for clinical athletic trainers across the nation that can collect data at point of care and collaborate with graduate level professional programs either as adjunct faculty, researchers or preceptors. With the expanding footprint of athletic trainers in a variety of work settings, specialty tracks/certificates will be offered in this program. This program would largely be delivered online with a residency component during the summer.

Plan 1
With the intent to plan paperwork submitted in the Fall 2019, submit the doctoral proposal paperwork in September 2022 for first students beginning in fall 2023 (tentative timeline)

Plan 2
Obtain externally funded DAT stipends/assistantships by developing collaborative community partnerships in Western Montana

Timeline: Ongoing

2. Interactions with Other Units/Campuses within the UM System

IPAT continues to cultivate and nurture collaborations within and outside of the University of Montana.

**Internal collaborations** – The School of IPAT actively collaborates with other UM Units and entities for instruction, research, and service/outreach.

- Affiliate faculty appointments exists between IPAT and
  - School of Physical Therapy
  - MedStart Program
  - Neural Injury Center
  - REACH Program
  - School of Speech, Language, Hearing and Occupational Sciences
- Research collaborations exist between IPAT faculty and faculty within
  - School of Physical Therapy
  - School of Public and Community Health Sciences
  - Division of Biological Sciences
  - Neural Injury Center
  - Skaggs School of Pharmacy
  - School of Social Work
  - Phyllis J Washington College of Education

**External collaboration** – The School of IPAT has developed strategic collaborations within the Montana University System.

- Instructional collaborations include
  - MSU-Billings MAT and UM MAT collaborative partnership
- Interprofessional Education- MAT involvement in College of Health IPE, which facilitates collaboration in instruction, research and student learning opportunities
- AHEC Scholars program- 10 MAT students graduated this program this spring
- **External collaboration outside of the MUS** – The School of IPAT has developed strategic collaborations and MOU with programs outside of the MUS.
Part E. Other

1. Additional Information and Recommendations

The last program review of our Unit was performed in 2014. At that time a series of strategic planning recommendations were put forth by the external reviewer. Based upon that input, IPAT has been highly responsive, achieving most of the recommendations that could be accomplished during a period of time where our central fund allocation declined significantly. Accordingly, the following table provides a brief summary of the 2014 recommendations, the current disposition of that recommendation, and additional comments for further evolving IPAT. It is worth noting that the 2014 recommendation that remain unresolved have been limited by a drop in general fund allocations and a loss in faculty lines. While IPAT remains a highly productive academic unit in terms of instruction, research, and service, it is clear that we are unable to meet our even higher potential without additional resource investment.

<table>
<thead>
<tr>
<th>2014 recommendation</th>
<th>Current disposition</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain instructional strengths, but reduce/tailor degree offerings to improve faculty instructional flexibility</td>
<td>Health Enhancement degree option was put into moratorium (remains in College of Education)</td>
<td>Faculty instructional flexibility remains poor, but due to a loss of faculty lines, in as much as the ongoing need for additional instructional lines remains unresolved</td>
</tr>
<tr>
<td>Become more entrepreneurial as an academic unit</td>
<td>The ACTivity Class Program transitioned to self-funding Community testing programs were ramped up to support student experiences, generate lab support</td>
<td>Additional resource investment is needed to expand our entrepreneurial capacity</td>
</tr>
<tr>
<td>Advance fundraising initiatives</td>
<td>Integrative Physiology and Athletic Training arms have been active in securing philanthropy</td>
<td>With the Col of Ed affiliation, access to fund raising resources was highly limited, a fact that has improved in the College of Health</td>
</tr>
<tr>
<td>Strategically plan the retirement process for faculty nearing the end of their careers</td>
<td>4 IPAT (HHP) faculty have retired since 2014, 2 of those faculty lines have been lost</td>
<td>Accreditation mandates preserved ½ faculty lines that remain, but the loss of instructional bandwidth remains in IPAT</td>
</tr>
<tr>
<td>Streamline advising</td>
<td>Our academic advising has increased to a 1.0 advisor line Peer advising used implemented</td>
<td>Despite increasing our professional advising, volunteer peer advisor are needed to bridge the current need (~2/1 the recommended student:advisor)</td>
</tr>
<tr>
<td><strong>Eliminate overreliance on adjuncts and hire non-tenurable lines</strong></td>
<td>2 tenurable lines have been converted to non-tenurable lines</td>
<td>Given the 1:1 exchange of tenure lines for non-tenure lines, overreliance on adjuncts remains a concern</td>
</tr>
<tr>
<td><strong>Consider cluster hiring for strategic growth</strong></td>
<td>No new hires have been approved</td>
<td>Historical tenurable faculty lines have been eliminated despite strong enrollment in IPAT</td>
</tr>
<tr>
<td><strong>Seek tuition sharing agreements to better support unit needs</strong></td>
<td>No tuition sharing requests have been approved</td>
<td>IPAT instructional funding has decreased 40% since the last program review, despite strong enrollment</td>
</tr>
<tr>
<td><strong>Development undergrad/grad recruitment plans</strong></td>
<td>Recruitment plans related to professional and pre-professional degree seeking students have been developed in recent years</td>
<td>While these efforts have been mildly successful, recent UM-level improvements in recruitment and the new College affiliation have helped in this regard</td>
</tr>
<tr>
<td><strong>Develop workload distribution plans to maximize strengths</strong></td>
<td>FRIP reassignment of a faculty member and two conversions of faculty lines to non-tenurable lines have improved instructional redistribution strengths</td>
<td>Other than the self-funded FRIP-based faculty line (which produced a loss in instructional capacity), IPAT currently has no capacity to modify FTE to maximize faculty research efforts</td>
</tr>
<tr>
<td><strong>Offer a post-doctoral training program</strong></td>
<td>IPAT has had one post-doctoral trainee to date with the intent of recruiting others – funding dependent</td>
<td>Post-doctoral trainees typically follow a strong PhD program, which is in the works</td>
</tr>
<tr>
<td><strong>Offer a PhD program to bolster research and Unit prestige</strong></td>
<td>A PhD in Integrative Physiology and Rehabilitation Sciences is in the planning stages</td>
<td>Pending faculty approval, faculty senate, and board of regents approval in the 20/21 year</td>
</tr>
<tr>
<td><strong>Build stronger alliances across campus for teaching and research</strong></td>
<td>The collegial realignment has facilitated improved instructional and research collaborations within UM</td>
<td>Additional research and teaching alliance are in the formative process</td>
</tr>
<tr>
<td><strong>Advance strategic initiatives quickly to capitalize on trends with academia which favor programs such as IPAT (HHIP)</strong></td>
<td>IPAT has made numerous strategic advances, despite declining funds from central administration</td>
<td>To date, the low/no cost initiatives have been largely achieved, but additional resource investment is needed to realize additional gains</td>
</tr>
<tr>
<td><strong>Stop doing those things that do not directly advance the Unit mission is clear ways</strong></td>
<td>Elimination of under-enrolled degree options, refinement in the course offerings have helped to mitigate budgetary strain</td>
<td>IPAT remains at a minimum of 3 FTE faculty lines short of what is needed to provide enrolled students with the minimum of course offerings needed to graduate</td>
</tr>
</tbody>
</table>
Integrative Physiology & Athletic Training 2020 Program Review
November 2020, conducted by Dr. Edward Acevedo, PhD Associate Dean
Virginia Commonwealth University

Overall summary: Despite being underfunded for the last decade, IPAT is highly successful in terms of undergraduate/graduate education/enrollment, service/outreach, and research. In particular, IPAT has 4 very highly published/cited research faculty, and an Athletic Training program, headed by top faculty in the field, that are highly regarded within the region and nation.

Current successes - Collegial reorganization, rebranding to IPAT (from HHP) have already started to reverse enrollment declines and enhance productivity. These Unit changes will continue to resonate with undergraduate and graduate students in the coming years. The new PhD and undergraduate concentration offering will further bolster success if adequately resourced.

Current failings – Under-resourcing in general fund budgeting, the loss of multiple faculty lines (creating a 65:1 student-tenure line faculty ratio), and the loss of graduate teaching assistantships (50% loss) have taken a toll on one of the most successful programs at UM. A program that once boasted more than 550 undergraduates is now down ~30% in its enrollment (despite high student:faculty ratios). This issue should be viewed as a fundamental concern to UM administration as IPAT is successfully evolved from a founding major (1893) and continues to be an under-utilized economic driver of the University during troubled times.

Future recommendations – The fortunes of UM, the College of Health, and IPAT will be advanced in tandem by the immediate investment in this highly productive Unit. The following recommendations are essential in advancing the collective cause.

Recommendations for advancing IPAT, the College of Health, and UM though resource investment:

- New tenure track and non-tenureable faculty lines should be added immediately
  - Onerously high student:faculty ratios can be solved in 2 ways:
    1) continue to underfund IPAT resulting in student attrition, to the detriment of UM.
    2) invest in IPAT faculty to balance student faculty ratios in one of the highest enrolled programs at UM, thereby placing student success at the center of all we do.
- Continue to emphasize recent philanthropy efforts: The CoH realignment and Tim Sorensen efforts should continue for both Integrative Physiology & Athletic Training arms of the Unit, driving excellence and innovation in teaching, learning and research.
- Fund graduate student assistantships: IPAT has lost 50% of centrally funded graduate assistantships in recent years, despite relatively strong enrollment as compared to the rest of campus. Restoration of assistantships at the MS, and PhD level (pending final program approval) are essential.
- Space and facility renovations: Given the remaining enrollment numbers and research prominence of IPAT, new funds are badly needed to update crumbling facilities and equipment in order to maximize IPAT student recruiting potential which could double from current numbers.
- Academic advisor: Current advisor workloads are nearly double the advertised UM upper limit. Addition of an advisor, perhaps in combination with a College-wide health professions initiative, is a cost-effective means of improving this essential student service within IPAT and the College.
- Improve the IPAT web-presence and marketing materials: Given the nation-wide interest in Integrative Physiology and Athletic Training as a pre-health and allied health major (IPAT programs are among the highest enrolled in the US), program numbers could be bolstered through improved marketing of the program.
- Evolve the Chair position: Earmark funding to compensate current and future Chairs for the assigned work demands of leading an academic Unit that is larger than many Colleges on the UM campus. Given the size of the Unit and the year-round day-to-day demands, further consider redesignating the Chair (or “Head”, “Director”) as an Administrative Officer position.
SUMMARY
Experiential Learning and Career Success works with academic departments to track and support UM students pursuing internships for academic credit. Internship data are gathered each semester, compiled and analyzed and reported to administration and academic entities collectively at the end of each fiscal year.

METHODOLOGY
ELCS developed two surveys to gather information from student interns and their employers. Students evaluated their satisfaction with their experience in an internship setting and supervisors evaluated intern performance. Surveys were launched for 539 internships spanning summer 2019, fall 2019 and spring 2020. Respondents were invited via e-mail to take the online survey at the end of each semester. Of those invited, 240 interns responded, a 44% response rate. 384 supervisors responded, a 71% response rate.

POPULATION
Some interns were employed in multiple internships or in one internship spanning multiple semesters. This report summarizes data gleaned from internship contracts submitted through the Handshake database and survey data administered to student interns and their supervisors. Data do not capture non credit-bearing internships nor credit-bearing internships deemed unsuitable by academic departments for tracking through this process.

DISTRIBUTION & REGISTRATION

<table>
<thead>
<tr>
<th>Department</th>
<th>Internships</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTH</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>HFD</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>HHP</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>KIN</td>
<td>48</td>
<td>19%</td>
</tr>
<tr>
<td>PUBH</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>SW</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

Average Credit Hours per Internship: 3
Total Credit Hours: 253
Total Internships Reported: 80
Internships Found on Handshake: 4 (5%)
International Students: 2

<table>
<thead>
<tr>
<th>Internship Location</th>
<th>Internships</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abroad</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>United States</td>
<td>77</td>
<td>96%</td>
</tr>
<tr>
<td>Montana</td>
<td>70</td>
<td>88%</td>
</tr>
<tr>
<td>Missoula</td>
<td>63</td>
<td>79%</td>
</tr>
<tr>
<td>University of Montana</td>
<td>16</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Distribution</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Grad/Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>93%</td>
<td>8%</td>
</tr>
</tbody>
</table>

ACCOMPLISHMENTS & CONTRIBUTIONS

| Total Unpaid Internships | 69 |
| Total Unpaid Hours       | 9,990 |
| Total *Value of Unpaid Service | $254,046 |
| Average *Value per Unpaid Internship | $3,682 |
| Total Paid Internships   | 11 |
| Total Paid Hours         | 1,395 |
| Total Intern Earnings    | $48,870 |
| Average Intern Compensation | $4,443 |

Student Reported (n=539) Handshake Database, Summer 2019, Fall 2019, Spring 2020

*National Value of Volunteer Time 2019, Nationwide, Bureau of Labor Statistics, $25.43/hr
OUTCOMES

SKILL IMPROVEMENT  Charts represent interns who reported that they exhibited skill improvement or personal/professional growth in the following areas (Strongly Agree or Agree):

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication &amp; Active Listening</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning, Organization &amp; Time Management</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Critical Thinking &amp; Problem Solving</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative &amp; Mathematical Reasoning</td>
<td>39%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Technical Proficiency</td>
<td>89%</td>
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</table>

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude &amp; Professional Behavior</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use of Initiative &amp; Positive Contribution</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic Preparedness</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Relationship &amp; Teamwork Building</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural, Community, or Global Knowledge</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability &amp; Flexibility</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Accept &amp; Incorporate Feedback</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet or Exceed Expectations/Objectives</td>
<td>98%</td>
<td></td>
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</tbody>
</table>

OVERALL INTERNSHIP EXPERIENCE

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has this internship expanded your overall skill set? (Strongly Agree/Agree)</td>
<td>98%</td>
</tr>
<tr>
<td>Has this internship strengthened your employability? (Yes)</td>
<td>95%</td>
</tr>
<tr>
<td>Did this internship encourage your commitment to complete your academic program? (Strongly Agree/Agree)</td>
<td>98%</td>
</tr>
<tr>
<td>Did this internship offer an opportunity to connect &amp; engage with the local or global community? (Strongly Agree/Agree)</td>
<td>95%</td>
</tr>
<tr>
<td>Was your faculty advisor supportive during the internship?</td>
<td>91%</td>
</tr>
<tr>
<td>How would you rate your internship experience? (Excellent /Good)</td>
<td>98%</td>
</tr>
<tr>
<td>Would you recommend this internship to a fellow student? (Yes)</td>
<td>98%</td>
</tr>
<tr>
<td>Did your internship employer offer you employment at the completion of your internship?</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Internship Survey: Intern; Summer 2019, Fall 2019, Spring 2020
OUTCOMES

SKILL IMPROVEMENT  Supervisors reported their interns exhibited improvement or personal/professional growth in the following areas (Strongly Agree or Agree):

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>94%</td>
<td>85%</td>
<td>2%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Communication &amp; Active Listening</td>
<td>94%</td>
<td>94%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Planning, Organization, &amp; Time Management</td>
<td>94%</td>
<td>94%</td>
<td>2%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>Critical Thinking &amp; Problem Solving</td>
<td>35%</td>
<td>83%</td>
<td>10%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Quantitative &amp; Mathematical Reasoning</td>
<td>40%</td>
<td>56%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Technical Proficiency</td>
<td>38%</td>
<td>60%</td>
<td>2%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Attitude &amp; Professional Behavior</td>
<td>98%</td>
<td>75%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Use of Initiative &amp; Positive Contribution</td>
<td>96%</td>
<td>73%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Academic Preparedness</td>
<td>83%</td>
<td>73%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Interpersonal Relationship &amp; Teamwork Building</td>
<td>96%</td>
<td>69%</td>
<td>4%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Intercultural, Community, or Global Knowledge</td>
<td>90%</td>
<td>44%</td>
<td>4%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Dependability &amp; Flexibility</td>
<td>98%</td>
<td>96%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Ability to Accept &amp; Incorporate Feedback</td>
<td>94%</td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Meet or Exceed Expectations/Objectives</td>
<td>96%</td>
<td>96%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

OVERALL INTERNSHIP EXPERIENCE

Did the internship improve the intern’s employability? (Yes) 96%

How would you rate the overall internship experience? (Excellent or Good) 96%

Was the intern offered employment at the end of the internship?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
</tr>
</tbody>
</table>

Based on this experience, would you hire additional interns in the future? (Yes) 98%