Commission on Accreditation of Athletic Training Education

CAATE Customer Satisfaction Survey Summary 2009

WE'VE HEARD YOU!!!

Overview

It is clear throughout the survey that the respondents would like to see the CAATE move in a direction that improves and supports, via the overall accreditation process, the quality of education offered by the accredited ATEPs. It is also evident from the responses that the CAATE needs to communicate more with the ATEP community, regarding changes on the horizon that impact the design and content of the ATEP. Finally, the respondents would like clarity on the differing roles among the CAATE, BOC and the NATA.

Here is what we are committed to doing, not only in response to your feedback in this survey, but the concerns, ideas and needs expressed overtime. In November 2009, the Commission developed and agreed to the strategic objectives (listed below), along with the initiatives to achieve the objectives:

- Strengthening the Administrative and Business Structure
- Customer Service Excellence
- Continuous Improvement
- Outcomes-based Educational Standards
- New Services Development

Summary of Responses

The CAATE Customer Satisfaction Survey was sent to all **366** CAATE accredited ATEPs. The program directors, chairs and deans within the ATEPs were invited to complete the survey. The total number of possible responses was **1100**. The *total number of respondents* = **358 or 33%**.

Please see the attached Excel Charts highlighting the responses for questions **#1** through **#5**.

The summaries of responses for questions **# 6** and **# 7** have been framed in categories reflecting the "prevailing" themes. First, you will see a sample of the responses and then a brief summary statement(s).

#6 - What are the key strategic issues for ATEP accreditation for the next 5 – 10 years?

Total number of respondents for #6 = 219 or 61% of the total respondents

33% of the responses for this question focused on Site Visit experiences. The responses for the remaining categories were more evenly distributed in terms of %age of respondents.

I. **Site Visitor Issues :**

"There is wide room for interpretation not only in the Standards, but within the opinions of the site visitors."

"Are site visitors using the same evaluation criteria….are they all on the same page?"

"Educate the site visitors and move toward standard responses during the accreditation site visit"

"The site visit examination is very subjective depending on the site visitors. A reduction in the use of subjective behavior would assist in better program administration."

"The site team was looking at very minor issues and not looking at the quality of the overall program."

"Site visitors tend to determine compliance with the ATEP Standards based on their own biases."

Develop consistency with site evaluators in their ability to determine compliance with CAATE Standards within ATEPs. It seems that some site visitors are more liberal than others."

"Continue to work on consistency – continue to develop QUALITY site visitors."

"Site visitors should be trained to interpret the Standards CONSISTENTLY across all programs."

Summary: The general concern among respondents is the lack of consistency assessing Standards among site visitors, the presence of personal biases during site evaluation and lack of focus on overall program quality.

II. **Communication -Response Time – Consistency:**

"You try to be so broad with your interpretation that they end up being very vague."

"*There are still many instances in which schools are told different answers on the same questions."*

"Quicker communication regarding inquiries"

"There needs to be a better mechanism to answer accreditation questions."

"Overall, the communication with the institution prior to the site visit was very good. The Standards are comprehensive and clear, and the organization seems willing to provide helpful information in a timely manner."

"Better more frequent communication with the ATEPs."

"There needs to be a better way to communicate with CAATE and get answers to questions."

"Too much time between submission of annual report and "acceptance" / "request for more info" letter"

Summary: The general concern among respondents is similar to the site visit feedback in terms of consistency with the application of the Standards. The respondents also expressed the need for the CAATE to develop a more efficient and accurate system for addressing ATEP inquiries. Finally, while most understand the need to evaluate and revise the Standards, there exists a general perception that accreditation requirements are constantly changing and it is difficult to realign the ATEP with the changes.

III. **Automate Accreditation Services:**

"*Streamline documents and submission of materials. Move towards more of an online submission process and writable PDF documents for annual reports."*

"Streamline information. Make it an electronic submission. Get rid of paper!"

"Transition to web-based (or at least CD-based) self-study and annual reports"

"Moving toward a paperless submission for all accreditation documentation would be a plus."

"Improve the website."

Summary: The general position of respondents here is clear in that all would like to move toward an automated environment. The respondents also, think the automation of accreditation services could have a positive impact on program budgets, improve response time and create consistency within the accreditation process.

IV. **Need Outcomes-Based Standards:**

"*Focus on outcomes, benchmarks and stop "micromanaging" the institutions of higher learning. Move to quality education measures…"*

"Investigate quality of education and outcomes (are graduates functioning as professionals) as opposed to simply meeting the basic standards."

"Outcomes-based accreditation (e.g. % of students becoming certified and % practicing in the field)."

"Should be more concerned with assessing outcomes and leave the implementation to programs."

"Rewrite Standards to require that outcomes be measured and those measurements used to drive curricular change."

"Get away from micromanagement. I had the impression that the accreditation process was outcomes based, yet the annual report, self-study, and on-site visit spends very little time investigating outcomes."

Summary: The general consensus (desire) among respondents is to develop an accreditation process that is focused on the overall quality (outcomes) of the ATEP program.

V. **Standards Issues (Standards revision, the major and clinical education):**

"I'd like to see the CAATE examine the Standards to determine if the rationale behind them still holds water."

"Clarification within the Standards - There are still a few Standards that are very open to interpretation to the point of confusion."

"Revising the Standards to implement evidenced-based practice into curricula and developing strategic ways that this is occurring."

"Need ongoing revisions and consistent interpretation of Standards."

"Clarify the confusion regarding the oncoming need for a Bachelor degree of Athletic Training."

"Our recommendation is that the accrediting body reconsiders the requirement that the degree must be a stand-alone major and allow our program and others to offer it within the major format that is appropriate for the academic home for the program."

"Clearing defining what constitutes a degree in athletic training."

"Clinical education must be re-evaluated. Should we say knowledge or skills should be taught and assessed before a student can perform it in a clinical situation? There are some skills, like filling an ice bag or dressing a wound that can and should be observed and taught in a clinical situation."
"I believe that we clearly have to look at clinical education in all areas, especially general medical. There is wide room for interpretation not only in the Standards, but within the opinions of site visitors"
"How we handle student clinical hours is cause for concern. "Work Study" terminology should be a part of this conversation. We need to have date on average number of total clinic hours across BS and entry MS programs".
"I fear that the clinical experience will continue to be deemphasized and future athletic trainers will not be adequately prepared for the job once they become certified."
"Consistency, communication, and not taking steps back in areas of great importance, like quality supervision of clinical experiences"

Summary: The general concern among the respondents involves the need to develop clearly defined standards of education for ATEPs, the major and clinical education.

VI. **Entry-level bachelors or entry-level masters**

"Need to consider entry-level masters as a minimal degree. I know this is somewhat outside the scope of the CAATE, but this should be examined."
"Please consider using the CAATE influence to promote the graduate level entry level degree."
"From my perspective as Dean at an institution now considering moving to a Master's level in Athletic Training, it would be helpful to see an interface between CAATE accreditation and the NATA Education Council's guidelines for accreditation of graduate programs."

Summary: There was a mixed response regarding the entry-level degree. There are respondents who would like to consider the masters degree as the entry-level degree, while others were not supportive. The rationale for either entry-level was unclear within the survey.

#7 – Please provide additional comments regarding specific measures the CAATE could employ to improve services. Note: Fewer comments are featured for question #7 to avoid repeating comments captured in #6. Though the questions are different, the concerns and ideas expressed are generally the same.

The total number of respondents = **153** or **43%** of the total respondents.

I. **Site Visit Process:**

"Consistent training for site visitors"
"During the site visit, site visitors should not ask questions beyond the requirements of the Standards.
"Find a way to determine how well site visitors are really doing."
"Find a way to ensure consistent application of Standards by site visitors."

Summary: Again, the respondents would like well-trained objective site visitors.

II. **Communication – Service Oriented – Consistency**:
"Provide consistent, friendly, customer service that is geared toward positive feedback rather than threatening."
"It is imperative that ALL reviewers are consistent."
"If questions go to the Board for a response, the time between question and response could be faster."
"Faster response time regarding accreditation decisions"
"Meeting to answer inquiries more efficiently by either meeting or more frequent conference calls"

Summary: The respondents would like frequent, consistent and service-oriented communication with the CAATE.

III. **Automation of Accreditation Services**:
"Electronic submission of annual reports would be very beneficial."
"Electronic submission of documents, eliminating paper copies and mailing"
"The only major thing would be to re-vamp the website to make it more "user friendly" in accessing information, which may incorporate an FAQ or blog section that is easy to use."

Summary: The general consensus throughout the survey is that online submission of documents would assist in the quality and efficiency of the accreditation process.

IV. **General Comments**:
"I think the instructions for completing the tables and other annual report documentation need to be clear. There was obviously a glitch if there were enough problems this year that it warranted clarification in the newsletter."
"Move away from a process dominated system to a student learning outcomes based accreditation."
"Offer a list of FAQs and answers to commonly asked questions."
"Provide access to model self-studies, so others can see how other programs are operating."
"A lot of improvement has been made. Continue to support various approaches and institutional autonomy."

THANK YOU FOR YOUR FEEDBACK!!
WE ARE LISTENING!!