

## Appendix C – Sample Site Visit Questions

### Questions to Ask of the President or Senior Administration Representative

1. If there were budget cuts how do you envision that this program would be affected?
2. Will this department be allotted adequate funding for the next few years?
3. How much is research a part of faculty members' mandate?
4. Can you indicate the degree of the Senior Administration's on-going support for this program?
5. Please identify any other strengths and weaknesses of the overall program?

### Questions to Ask of Athletic Therapy Program Director

1. What are your day-to-day responsibilities with the AT curriculum?
2. Are you responsible for any other programs? Which ones? What percentage do you devote to this program?
3. Are you a member of the teaching faculty?
4. What are your academic qualifications? How do your qualifications affect your role as program coordinator for sports injury management?
5. How many teaching faculty are tenured?
6. How many teaching faculty are contracted?
7. How many clinical faculty are tenured?
8. How many clinical faculty are contracted?
9. If there were budget cuts how do you envision that your program would be affected?
10. What is the faculty/student ratio?
11. Discuss the standards and process of admission to the university. What is the minimal entrance grade point?
12. What support staff (ie, clerical) are provided to faculty?
13. What resources and opportunities are allotted to faculty for professional development?
14. Will your department be allotted adequate funding for the next few years?
15. Are there sufficient physical resources?
16. Any plans for facility changes in the near future?
17. Any planned changes in the number of entering students?
18. What criteria do you look for in the students who apply?
19. What would the typical first year class "look like" on day one?
20. What program review processes are conducted of the sports therapy program?
21. How is the program effectiveness verified?
22. Please identify any other strengths and weaknesses of the overall program?
23. What is the percentage of graduating students getting jobs related to the field?
  
24. What is the percentage of graduating students getting CATA certified out of your program?
25. Is research a part of faculty members' mandate?

### Questions to Ask of Faculty / Staff

1. Does the program enable students to attain the competencies specified for the CATA certification exam?
2. Please discuss the role of students in the learning process in the present school setting. Are you learning to be “mature problem-solving professionals?”
3. Please discuss the Relationships, Rapport and Response students have with the present faculty. Is there a fostering of student-faculty interaction, student-student interaction, student-administration interaction?
4. This question relates to the perceived quality of instruction/learning facilitation. Compared to other learning experiences, how is information delivered in the program? Discuss systems presently utilized to deliver programming. Could this be improved and if so, how?
5. What type of classroom teaching environment is promoted overall (i.e. lecture style vs. studio/lab?)
6. How does the program support students’ educational interests and protects your rights?
7. Does the program provide an integrated learning experience for students?
8. Discuss the major strengths and weaknesses of faculty as a complement (not individually.)
9. Compared to other institutions how is learning assessed? Could this be improved and if so, how?
10. Does the program’s evaluation process result in continuous quality improvement of the student?
11. Are facilities adequate for present curriculum/programming requirements?
12. Are the program’s resources adequate to support student learning in order to prepare for CATA certification?
13. Please identify any other strengths and weaknesses of the overall program?
14. Would you establish the present framework that enables this program to be on the “cutting edge”?
15. What are your perceptions of the direction that the program has taken in the past and where will CATA accreditation take this program in the future?
16. Outside of the curriculum/program what are the unique characteristics of this university?

### Questions to Ask of Students

1. Does the program enable students to attain the competencies specified for the CATA certification exam?
2. Please discuss the role of students in the learning process in the present school setting. Are you learning to be “mature problem-solving professionals?”
3. Please discuss the Relationships, Rapport and Response students have with the present faculty. Is there a fostering of student-faculty interaction, student-student interaction, student-administration interaction?
4. How does the program support students’ educational interests and protects your rights?
5. This question relates to the perceived quality of instruction/learning facilitation. Compared to other learning experiences, how is information delivered in the program? Discuss systems presently utilized to deliver programming. Could this be improved and if so, how?
6. What type of classroom teaching environment is promoted overall (i.e. lecture style vs.

studio/lab?

7. Does the program provide an integrated learning experience for students?
8. Discuss the major strengths and weaknesses of faculty as a complement (not individually.)
9. Compared to other institutions how is learning assessed? Could this be improved and if so, how?
10. Does the program's evaluation process result in continuous quality improvement of the student?
  
11. Are facilities adequate for present curriculum/programming requirements?
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13. Please identify any other strengths and weaknesses of the overall program?
14. Would you establish the present framework that enables this program to be on the "cutting edge"?
15. What are your perceptions of the direction that the program has taken in the past and where will CATA accreditation take this program in the future?
16. Outside of the curriculum/program what are the unique characteristics of this university?