![caATe — Commission on Accreditation of Athletic Training Education]

2016 – 2017

CAATE ANALYTICS REPORT

Detailed demographic information on accredited programs at the professional and post-professional degree and residency levels

2016 – 2017 CAATE ACCREDITED PROGRAMS ANALYTICS REPORT

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On behalf of the Commission on Accreditation of Athletic Training Education (CAATE) I'm pleased to bring you the fourth annual analytics report. This report contains detailed demographic information about the 392 accredited programs at the professional and post-professional degree and residency levels. Our programs served a total of 13,271 students and 26 residents across the country. The eAccreditation software that houses our annual report continues to supply us with detailed information that, in addition to informing the public, allows us to annually view the growth and changes to the landscape of athletic training education.

The data from the 2016-2017 academic year demonstrate the continued ripple effect of the announcement made in the preceding year regarding the elevation of the professional degree to the Master's level. This is reflected in the increase in the percentage of professional programs at the graduate level. The number of professional programs at the Master's degree level has nearly doubled in the past two years, and the change is obviously expected to continue at a rapid rate.

Another data point that demonstrates impressive growth is the fact that we have seen the number of accredited residency programs triple in the past three years to six, and at the time of publication of this report we have another six residency programs that are seeking accreditation, potentially resulting in a 500% increase in accredited residency programs in a five-year span. The expansion of athletic training residencies offers exciting prospects to the development of an advanced practice clinician and clinical specialist to the field of athletic training.

Analogous to this reporting period we saw the drafting and revision process of a new set of professional, Master's degree program standards, and you will see data points related to those standards represented within this report. For example, a total of 66% of professional programs report an administrative alignment with other healthcare programs subject to professional accreditation, most commonly aligning with nursing programs. We will continue to incorporate data points such as this in the coming years as we prepare for the transition to the new standards.

Professional programs continue to operate at between two-thirds and three-quarters of their available capacity. Post-professional degree programs continued to achieve near-capacity enrollment at 90% of their available admissions slots while receiving more than four applications for each available position. Post-professional residencies received over seven applications per an available position, and accepted residents to fill 96% of their available capacity.

These are just the highlights of the information provided in this report; there is so much more contained within. I hope that you find this report informative and helpful, and that you are as excited about the progress we have made as I am. I am honored to have the opportunity to serve the profession that I love, and I am equally proud of how far we have come as I am of where we are headed. Please enjoy the 2016-2017 CAATE Analytics Report!

LesLee Taylor, PhD, LAT, ATC
President, CAATE

Athletic Training Professional programs lead to eligibility to sit for the Board of Certification (BOC) examination and to enter the profession of athletic training. These programs are currently available at either the baccalaureate or Master's degree levels.

PROFESSIONAL PROGRAM OVERVIEW

The typical Professional AT program at a glance:	
Accreditation Status:	Continuing Accreditation
Institution Type:	Public
Regional Accreditor:	The Higher Learning Commission
Degree Awarded:	Bachelor of Science in Athletic Training
Admissions Process:	Secondary Admissions
New Students Admitted:	13*
Program Enrollment:	35 students*
Student Enrollment by Gender Ratio:	8:5 Female to Male*
Student Enrollment by Race Ratio:	5:1 White to all other races ‡
Faculty to Student Ratio (Lecture)	1:15
Faculty to Student Ratio (Lab)	1:12
Preceptor to Student Ratio (Clinical)	1:3
Program Director	Tenure Track Faculty, 10-month appointment, Academic Doctorate Degree
Clinical Education Coordinator	10-month appointment, Master's Degree
Number of Preceptors	46‡
Number of Core Faculty	3

**denotes decrease from last year's 'At a Glance' data, ‡ denotes increase from last year's 'At a Glance' data

ACCREDITATION STATUS, INSTITUTION TYPE, CARNEGIE CLASSIFICATION, AND REGIONAL ACCREDITOR

During the 2016-2017 academic year, there were a total of 373 CAATE accredited professional programs, with four (4) receiving their initial accreditation during the year. During the 2016-2017 year there were an additional seven (7) programs actively seeking accreditation (i.e. have begun the self-study process) for a total of 380 professional athletic training programs that were either accredited or actively seeking accreditation. An additional eight (8) institutions have approached the CAATE exploring initial accreditation for an Athletic Training professional program (i.e. have paid for access to eAccreditation, but have not begun the self-study process). During this timeframe 38 programs were in the process of voluntarily withdrawing accreditation (31 of these programs were on probation during the reporting period).

Of the accredited professional programs (*N = 373*), all but one were offered at non-profit institutions with the majority offered at public institutions (56%) and resulted in a baccalaureate degree (80%). Last year (2015-2016) 57% of accredited programs were offered at public institutions and 83% of those programs resulted in a baccalaureate degree.

Professional Program Institution Type

- ■ Public (*n = 212*)
- ■ Private, not-for-profit (*n = 160*)
- ■ Proprietary (private for profit) (*n = 1*)

0.3%

42.9%

Total of 373 Programs

56.8%
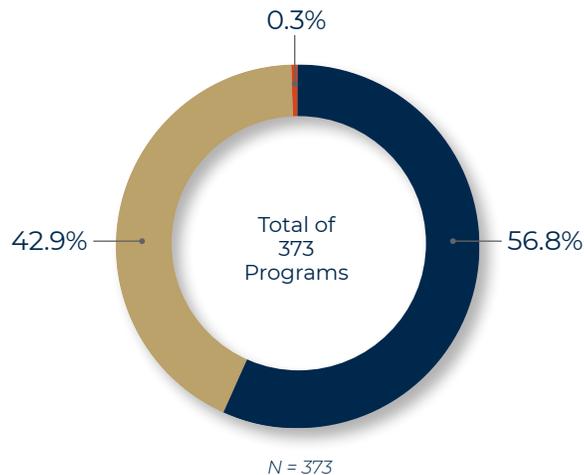
N = 373

Professional Program Institution Carnegie Classification

- ■ Bachelor's (*n = 76*)
- ■ College's and Universities (*n = 69*)
- ■ Doctorate Granting Universities (*n = 37*)
- ■ Master's (*n = 181*)
- ■ Research (*n = 9*)
- ■ Special Focus Institution (*n = 1*)

Carnegie Classification Master's + 181

2.4% 0.3%
20.4%
18.5%
9.9%
48.5%

N = 373
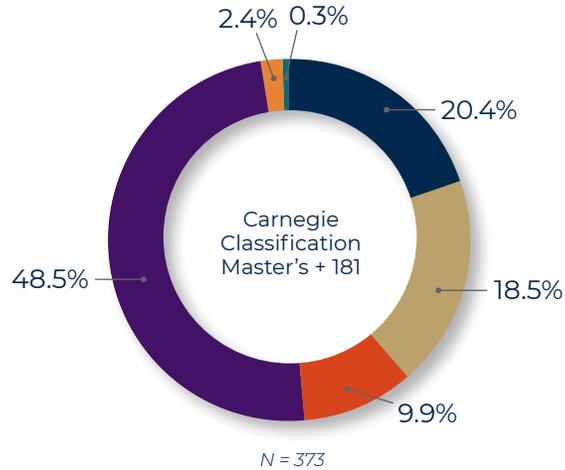
Professional Program Regional Accreditor

- ■ Middle States Association of Colleges and Schools, Commission on Higher Education (*n = 41*)
- ■ New England Association of Schools and Colleges, Commission on Higher Education (*n = 24*)
- ■ North Central Association of Colleges and Schools, The Higher Learning Commission (*n = 155*)
- ■ Northwest Association of Schools and Colleges, Commission on Colleges (*n = 18*)
- ■ Southern Association of Colleges and Schools, Commission on Colleges (*n = 96*)
- ■ Western Association of Schools and Colleges, Accrediting Committion of Colleges and Universities (*n = 15*)
- ■ Did Not Answer (*n = 24*)

North Central Association of Colleges and Schools 42%

4.0% 6.4% 11.0%
6.4%
25.7%
41.6%
4.8%
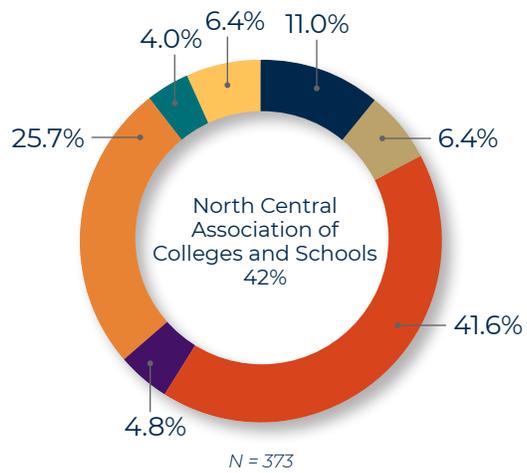
N = 373

Professional Athletic Training Programs by State

WA 3
MT 2
ND 5
MN 7
VT 3
NH 5
ME 4
OR 4
ID 3
SD 6
WI 10
MI 14
NY 11
MA 10
RI 0
WY 0
IA 14
OH 25
PA 23
CT 5
NJ 5
DE 1
NV 1
UT 5
NE 5
IL 12
IN 12
WV 8
VA 11
MD 3
CA 15
CO 5
KS 13
MO 13
KY 6
NC 19
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OK 6
AR 6
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SC 6
MS 1
AL 5
GA 7
TX 20
LA 6
AK 0
FL 14
HI 1
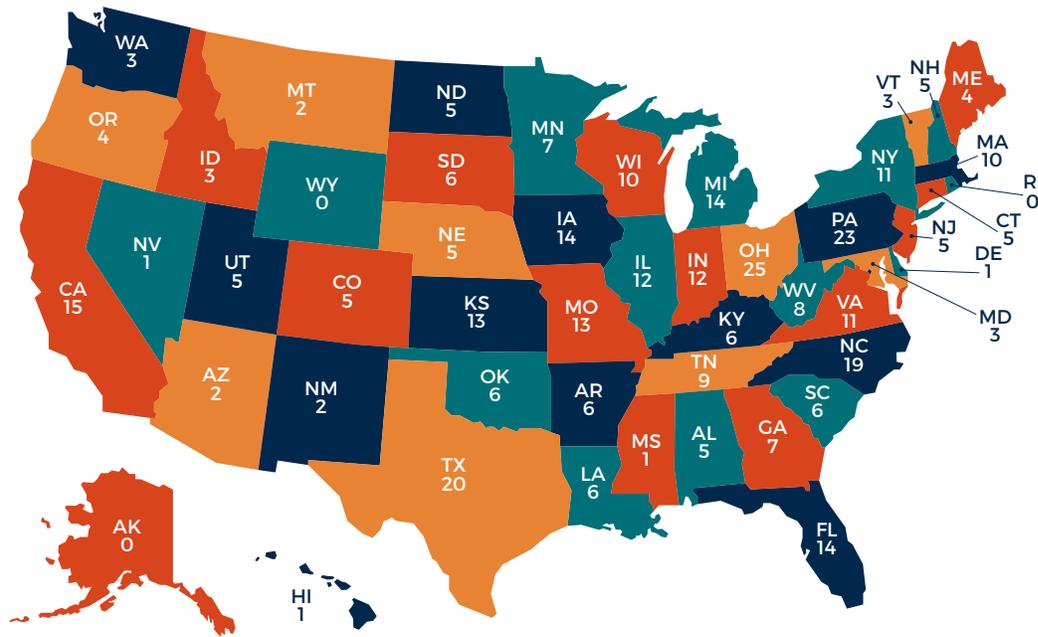
N = 373

DEGREE LEVEL AND DEGREE TYPE

Of the 373 accredited professional programs, 297 programs result in a Baccalaureate degree (down from 335 in 2014-2015 and 307 in 2015-2016) and 76 programs result in a Master's degree (up from 39 in 2014-2015 and 63 in 2015-2016). This pattern of change is an expected result of the professional degree transition announced in 2015.

Professional Program Degree Level

- ■ Bachelors Degree
- ■ Master's Degree

20.4%

79.6%

Undergraduate and Graduate Degrees
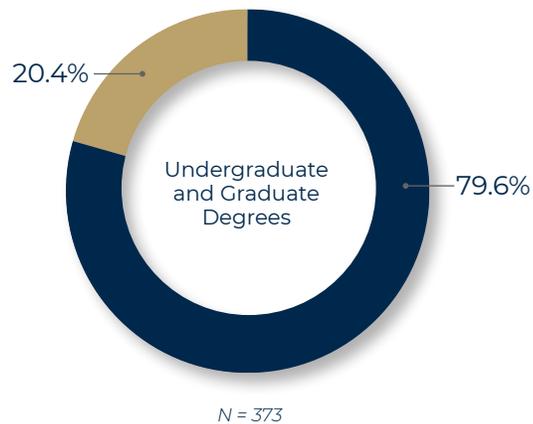
N = 373

PROGRAM ADMINISTRATIVE STRUCTURE

New to the 2016-2017 Annual Report, programs were asked if they were administratively housed with other healthcare programs within their institution. This will become a requirement in the future per the newly released 2020 Standards. Of the 373 accredited professional programs, 245 (66%) indicated existing in an administrative structure with other healthcare programs (see chart for which programs are housed with AT programs). Of the 297 undergraduate programs 183 (62%) are administratively housed with other healthcare programs, and of the 76 Master's programs 62 (82%) are administratively housed with other healthcare programs.

Healthcare Programs Administratively Housed with AT Programs
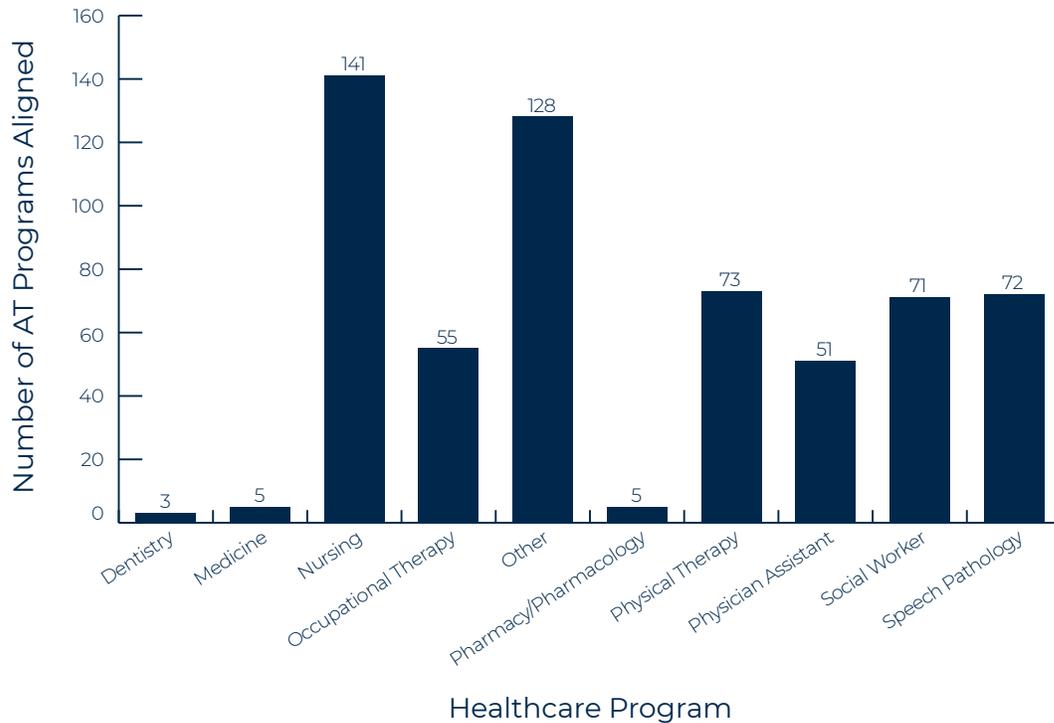
n = 245, programs selected all answers that applied

2016 – 2017 COMPREHENSIVE REVIEWS

For the 2016-2017 academic year, 34 professional programs completed the Comprehensive Review Process. Thirty of these programs sought continuing accreditation. Continuing accreditation awards for this time period ranged from five to 10 years, with an average award of 9.5 ± 1.5 years of continuing accreditation. Four programs sought initial accreditation. Initial accreditation awards for this time period ranged from three to five years, with an average of 4.5 ± 1.0 years of initial accreditation.

STUDENT EXPENSES

Program Directors reported the associated costs to attend the institution and complete the Athletic Training Program. Laboratory fees are contained in the "Annual Fee" section. "Program Specific Costs" included liability insurance and other publicized associated costs for their programs. Data were reviewed for outliers, but none were identified. The sole private-for-profit institution was omitted from this analysis. The mean tuition dollar amounts, across both institution categories, increased as compared to last year's data, but the overall cost of attendance decreased at public institutions for out-of-state students which is the opposite of last year. The overall cost of attendance also decreased by about 20% in 2016-2017 for in-state students at private institutions. The percent change for all variables are included below. Reported in-state tuition for private institutions ranged from $5,460 – $49,220, and for public institutions ranged from $910 - $37,569. Reported out of state tuition for private institutions ranged from $9,500-$49,220, and for public institutions ranged from $1,260 - $40,620.

	Public Institutions			Private Institutions		
	In State	Out of State	% Change from 2015-2016	In State	Out of State	% Change from 2015-2016
Annual Tuition	9,218 ± 6,221	19,768 ± 7,723	+1.7% (In State) +4.0% (Out of State)	29,737 ± 7,657	29,524 ± 7,956	+3.0% (In State) +3.8% (Out of State)
Annual Fees	1,766 ± 1,540	2,221 ± 3,039	+0.4% (In State) +0.2% (Out of State)	1,271 ± 2,031	1,207 ± 1,958	-12.0% (In State) -12.3% (Out of State)
Program Specific Costs	881 ± 2,058	877 ± 2,058	-4.3% (In State) -5.0% (Out of State)	1,056 ± 2,846	1,057 ± 2,845	-39.8% (In State) -37.0% (Out of State)
Total Annual Cost	11,959 ± 6,414	23,060 ± 7,945	+0.6% (In State) -0.6% (Out of State)	25,859 ± 10,258	32,044 ± 8,674	-19.6% (In State) +1.5% (Out of State)

*n = 212, ¥n = 160, Mean dollars ± SD unless otherwise noted

PROGRAM OPERATING EXPENDITURES

Programs reported the program expenditures associated with administrative support and faculty/instructional staff. If positions were shared between programs, respondents were instructed to include only the amount of the position specifically charged to the program. Reported faculty/instructional expenditures ranged from $0.00 to $930,376. A total of 61 programs reported $0.00 in administrative support expenditures, which ranged from $0.00 - $503,568. Beginning with the 2015-2016 Annual Report (the previous academic year's Annual Report) overall operating expenditures were broken out into the categories specifically identified within the *Standards* for Accreditation; Capital Equipment, Expendable Supplies, and Professional Development, so this year is the first year that a percent change was calculated for these categories. There continues to be a large amount of variability in the reporting of the expenditures for all of these categories. A total of 106 programs indicated $0.00* in capital equipment expenditures (20 programs more than reported $0.00 in the previous reporting period). Capital equipment expenditures ranged from $0.00 to $578,884. Overall, 5 programs reported $0.00* in expendable supply expenditures, with reported amounts ranging from $0.00 to $245,319. Lastly, 15 programs indicated $0.00* in professional development expenditures, which ranged from $0.00 - $39,365, with a nearly $20,000 increase in the range of professional development funding provided to program.

	All Professional Programs	% Change from 2015-2016	Public Institutions	% Change from 2015-2016	Private Institutions	% Change from 2015-2016
Expenditures for Administrative Support	23,638 ± 39,809	+3.1%	28,617 ± 48,607	+7.3%	17,082 ± 23,095	-4.8%
Expenditures for Faculty/ Instructional Staff	240,111 ± 152,678	+0.3%	249,416 ± 156,502	+4.0%	228,325 ± 147,070	-4.2%
Expenditures for Capital Equipment	12,930 ± 47,216	+4.6%	14,993 ± 53,991	+41.4%	10,437 ± 37,265	-29.0%
Expenditures for Expendable Supplies	8,978 ± 18,321	+4.8%	7,603 ± 15,015	-1.9%	9,413 ± 11,650	-2.6%
Expenditures for Professional Development	4,629 ± 4,367	+12.1%	4,980 ± 4,836	+17.0%	4,243 ± 3,666	+7.3%

N = 373, Mean dollars ± SD unless otherwise noted, *Programs reporting "0" were cited as non-compliant within the Annual Report

PROGRAM FACULTY

The number of core faculty in each program ranged from 1* (*n = 12*) to 14 (*n = 1*). A total of 47% (*n = 176*) of programs indicated having two core faculty, 26% (*n = 98*) reported having three core faculty, 10% (*n = 39*) reported having four core faculty, and 13% (*n = 48*) indicated five or more core faculty. Numbers of associated faculty ranged from 0 to 14, and numbers of adjunct faculty ranged from 0 to 20.

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Mean ± SD	Mean ± SD	Mean ± SD
Core Faculty	3.0 ± 1.5	2.9 ± 1.5	3.3 ± 1.4
Associated Faculty	2.7 ± 3.1	2.8 ± 3.2	2.4 ± 2.7
Adjunct Faculty	2.8 ± 3.4	2.9 ± 3.5	2.5 ± 3.0

*N = 373, *Programs reporting 0 or 1 core faculty were cited as non-compliant with the Standard within the Annual Report*

PROGRAM ADMISSIONS

Admissions Process

Program Directors were asked to identify the admission process used by their program. A process in which the student is admitted to the program upon admittance to the institution is a direct admissions process, whereas a secondary admission process is one in which the student applies to the program separately from the institution. The majority of responding professional programs (91.4%) use a secondary admissions process. This was an increase from last year's 85.5%.

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
Direct Admissions	38 (10.2)	13 (4.3)	25 (26.6)
Secondary Admissions	335 (89.8)	288 (95.7)	69 (73.4)

N = 373

Admissions Capacity and Enrollment

Professional programs saw a 13.5% decrease in submitted applications, and a 7.1% decrease in admitted students, during the 2016-2017 academic year. Undergraduate programs reported a 17.2% decrease in applications completed, while graduate professional programs reported a 2.1% decrease in applications completed. Undergraduate student admissions decreased by 9.1% and the number of graduate students admitted increased by 4.0%, but the relative percent change in students admitted is likely in part due to a decreased number of undergraduate programs and increased number of graduate programs compared with the previous year. During the 2016-2017 reporting period baccalaureate programs admitted students to fill 69% (down from 70% last year) of their available student spots, while Master's degree programs admitted 67% of their reported capacity (down from 75% last year).

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
Admission Slots Available	18.4	6861	18.5	5493	18.0	1368
Completed Applications	26.2	9789	24.0	7114	35.2	2675
Students Offered Admission	16.4	6109	16.1	4791	17.3	1318
Students Accepting Offer	12.6	4690	12.7	3773	12.1	917

N = 373

STUDENT DEMOGRAPHICS
Enrollment by Gender

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Sum	Mean	Sum	Mean	Sum
Total Student Enrollment	34.8	12,966	35.8	10,641	30.6	2,325
Female Student Enrollment	21.4	7,979	21.9	6.517	19.2	1,462
Male Student Enrollment	13.0	4,829	13.3	3,948	11.6	881
Transgender Student Enrollment	0.01	5	0.1	3	0.03	2

N = 373

Mean Enrollment By Gender; Two Year Comparison
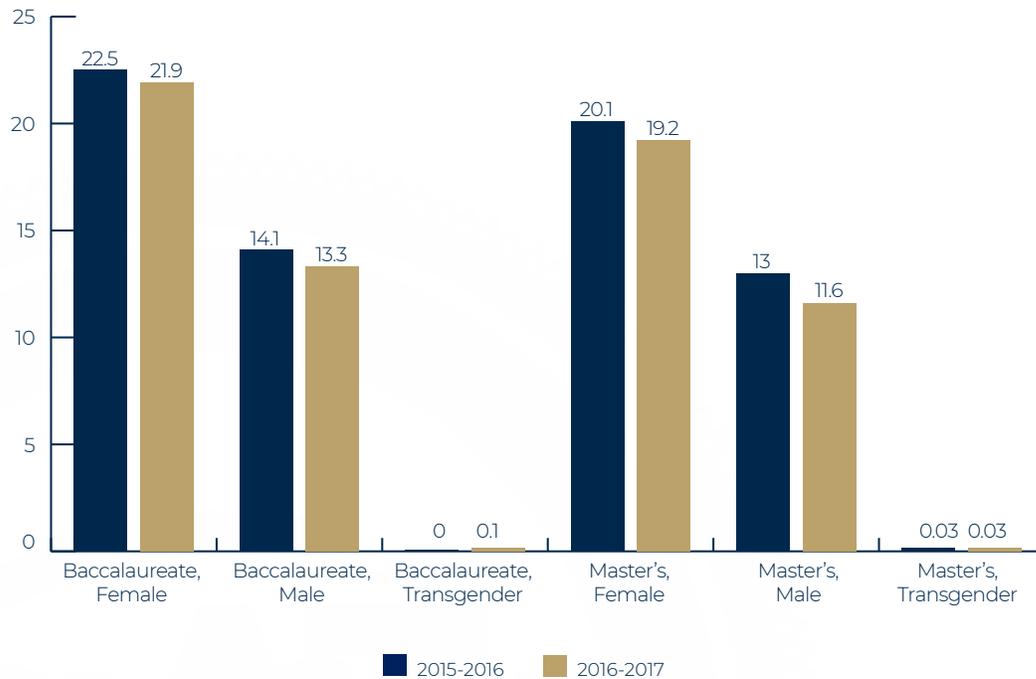
Enrollment by Ethnicity

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Sum	Mean	Sum	Mean	Sum
Hispanic	2.5	949	2.6	769	2.4	180
Non-Hispanic/ Non-Latino	30.0	11,126	31.0	9,216	25.1	1,910
Unknown	1.9	702	1.6	459	3.2	243

N = 373

Mean Enrollment By Ethnicity; Two Year Comparison
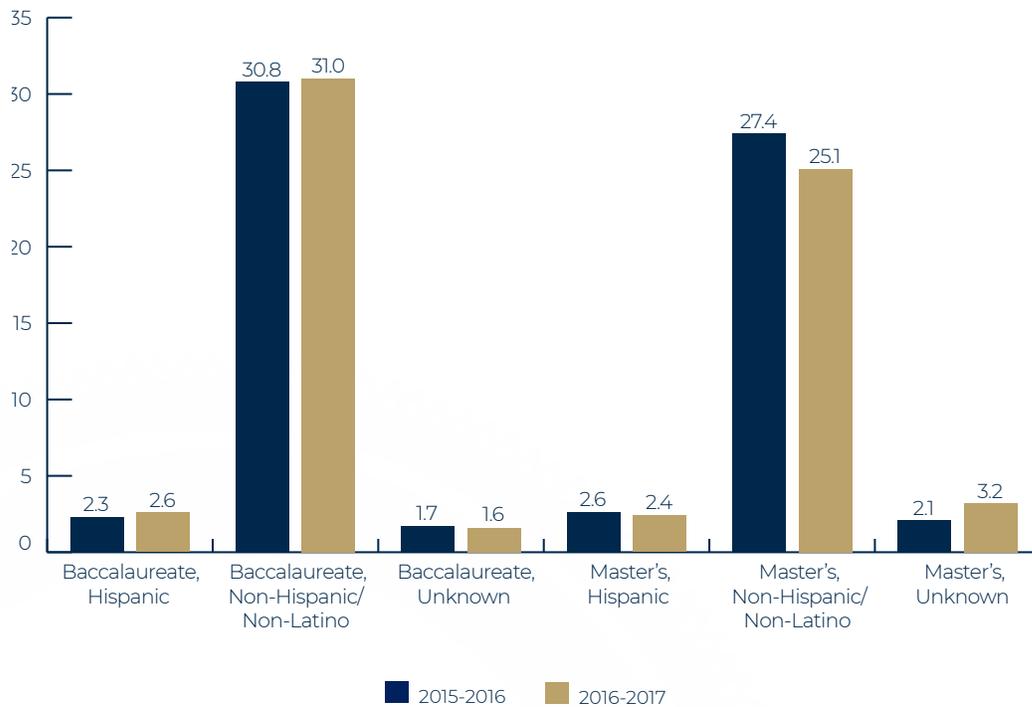
Enrollment by Race

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Sum	Mean	Sum	Mean	Sum
American Indian	0.2	62	0.2	51	0.1	11
Asian	1.0	361	0.9	254	1.4	107
Black	2.6	959	2.6	772	2.5	187
Hawaiian/Pacific Islander	0.2	58	0.2	48	0.1	10
Other	1.5	552	1.4	389	2.3	163
Unknown	1.3	497	1.3	394	1.4	103
White	27.1	10,121	28.3	8,394	22.7	1,727

N = 373

Mean Enrollment by Race; Two Year Comparison
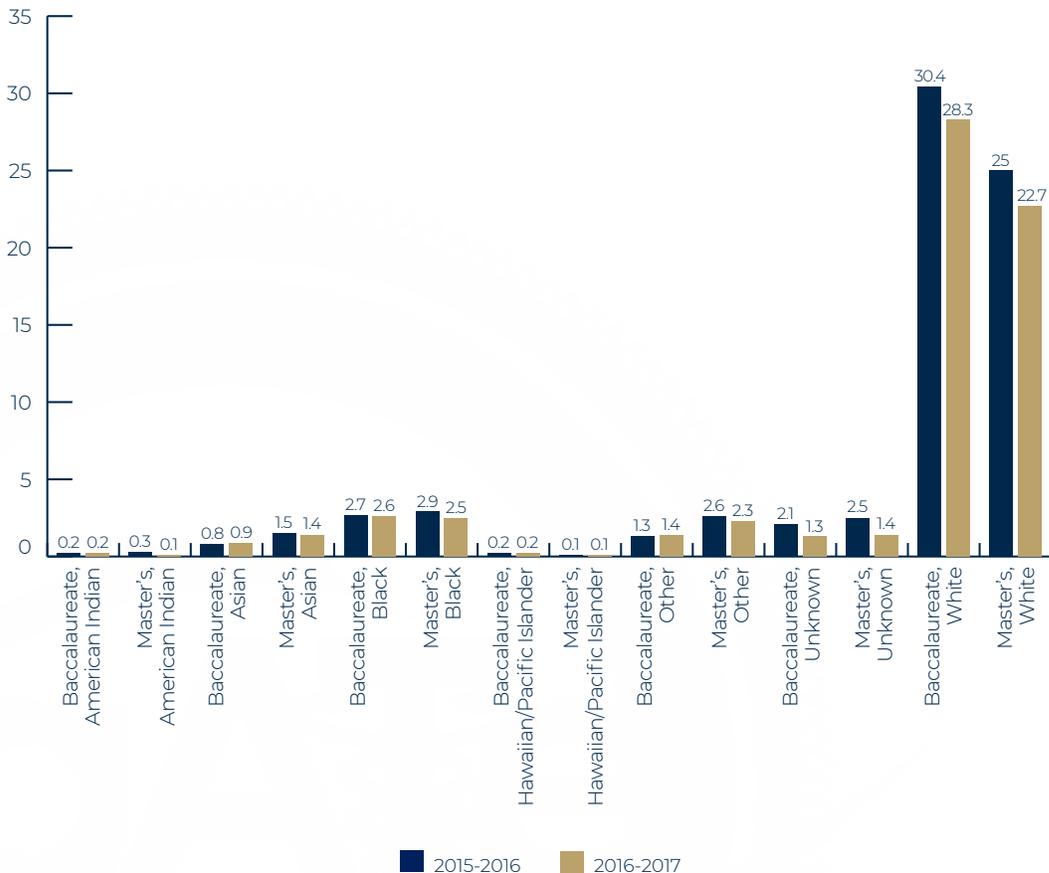
CLINICAL EDUCATION
Preceptor to Student Ratio

Program Directors were asked to report the average preceptor to student ratio using the total number active preceptors for the program with the total number of students that are active in clinical education. The most common ratio (*n = 151*) was 1:2, followed by a ratio of 1:3 (*n=100*). A total of 87% of all programs reported a clinical education ratio of 1:4 or smaller. Eighty (down from 92 last year) programs reported ratios between 1:4 and 1:8, and eight programs reported preceptor to student ratios between 1:9 and 1:12. This demonstrated a continuing trend toward lower preceptor to student ratios as compared to the last two years, both of which saw higher maximum ratios, and more reported ratios above 1:10.

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Maximum	Mean	Maximum	Mean	Maximum
Preceptor to Student Ratio	1:3	1:12	1:3	1:11	1:2	1:15

N = 373

Preceptors

Programs provide information about the preceptors who supervise students for the academic year. In addition to state license numbers and preceptor training dates, this information also includes the preceptors' profession(s) (check all that apply). There were 17,286 active preceptors for the 2016-2017 academic year, an increase from both 2014-2015's and 2015-2016's number of active preceptors, which were 12,722 and 15,275 respectively. There was an average of 46.3 active preceptors per professional program for the reporting period. Of those preceptors 78.1% (*n = 13,503*) were identified as athletic trainers, and the next highest profession designations were physical therapists and physicians at 6.9% each (*n = 1,197* and *n = 1,199* respectively).

FACULTY AND STAFF

For both the Program Director and the Clinical Education Coordinator, credit hours refer to the amount of credits earned per course, which is published in the institution's course catalog and reflected on the student's transcript. Contact hours refer to the amount of time spent in class over the course of a semester. Approximately 44% of program directors are on a 9-month contract, 25% on a 10-month contract, and 22% have a 12-month contract. Consistently, regardless of the academic level of the program, 10.6% of program directors have clinical practice workload as a contractual requirement of their position.

Program Director

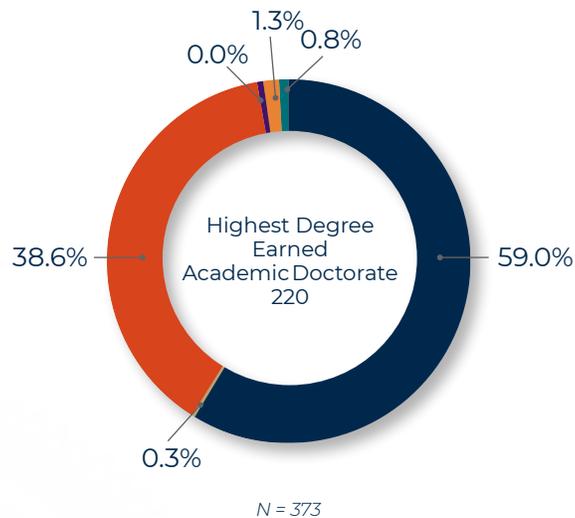|	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
PD is Tenure Track Faculty	225 (60.3)	177 (59.6)	48 (63.2)
PD is Tenured	163 (43.7)	122 (41.1)	41 (53.9)
PD has Clinical Practice Workload	42 (11.2)	32 (10.7)	10 (13.6)
	Mean ± SD	Mean ± SD	Mean ± SD
PD Appointment (months)	9.9 ± 1.2	9.9 ± 1.2	10.0 ± 1.2
PD Contact Hours	265.4 ± 154.3	270.5 ± 147.9	245.2 ± 176.8
PD Credit Hours	17.1 ± 14.5	17.6 ± 16.0	14.9 ± 5.7
PD Release Time (% of overall load)	26.2 ± 14.5	25.3 ± 10.2	29.8 ± 15.4

N = 373

Program Director Degree

When completing the Annual Report, programs are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. The majority (59.0%, *n = 220*) of Program Directors hold an academic doctorate degree. Those who select *Other* are provided a text area to input the name of the degree; 0.3% (*n = 3*) selected this option. Of those that selected *Other*, DHSc (*n = 1*), DPE (*n = 1*), and DrPH (*n = 1*) were the degrees listed. One program selected clinical doctorate, and zero respondents selected the option for Bachelor's Degree. When split by degree type, in undergraduate programs 54% of Program Directors hold an academic doctorate and 44% report a Master's degree as the highest degree earned, and in Master's degree programs 79% of Program Directors have an academic doctorate degree and 18% hold a Master's degree.

Professional Program Director Highest Degree Earned

- Academic Doctorate (*n = 220*)
- Clinical Doctorate (*n = 1*)
- Master's Degree (*n = 144*)
- Bachelor's Degree (*n = 0*)
- DPT (*n = 5*)
- Other (*n = 3*)

Highest Degree Earned
Academic Doctorate
220

1.3% 0.8%
0.0%
38.6%
59.0%
0.3%

N = 373

CLINICAL EDUCATION COORDINATOR

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
CEC is Tenured	60 (16.1)	38 (12.8)	22 (28.9)
CEC *has* Clinical Practice Workload	83 (22.3)	67 (22.6)	16 (21.1)
	Mean ± SD	Mean ± SD	Mean ± SD
CEC Appointment (months)	9.8 ± 1.1	9.7 ± 1.1	9.9 ± 1.2
CEC Contact Hours	272.2 ± 153.3	275.0 ± 152.0	260.9 ± 158.7
CEC Credit Hours	16.9 ± 6.2	17.1 ± 6.3	16.3 ± 6.0
CEC Release Time (% of overall load)	23.6 ± 13.5	22.6 ± 11.8	27.7 ± 18.1

N = 373

### Clinical Education Coordinator Degree

When completing the Annual Report, programs are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. The majority (58.4%, *n = 218*) of Clinical Education Coordinator's hold a Master's degree, down from 61.6% last year. Academic doctorate was the second most common degree selection at 34.9% (*n = 130*), up from 31.9% last year. When split by degree level of the program, 65.0% of CECs at baccalaureate programs have a Master's degree (down from 66.8% last year), compared to 32.9% of CECs at Master's degree programs (down from 36.5% last year). The majority (60.5%) of CECs at Master's degree programs have an Academic Doctorate degree, as compared with just 28.3% of CECs at baccalaureate programs. As reported for all programs, more Clinical Education Coordinators (3.8%, *n = 14*) hold a clinical doctorate degree than do Program Directors (0.3%, *n = 1*).

Clinical Education Coordinator Highest Degree Earned

- Academic Doctorate (*n = 130*)
- Clinical Doctorate (*n = 14*)
- Master's Degree (*n = 218*)
- Bachelor's Degree (*n = 1*)
- DPT (*n = 5*)
- MD/DO (*n = 1*)
- Other (*n = 4*)
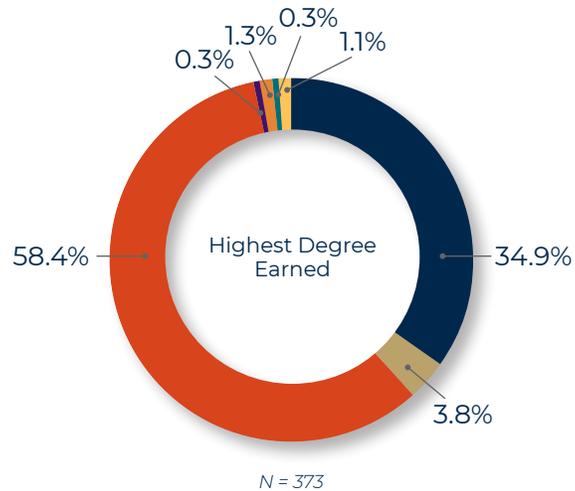
Highest Degree Earned

0.3%
1.3%
0.3%
1.1%
34.9%
58.4%
3.8%

N = 373

FACULTY TO STUDENT RATIO

Program administrators were instructed to calculate their average faculty to student ratio for both laboratory courses and lecture courses, not including ratios for basic science courses or courses taught outside the degree for which the AT program does not have control. For faculty to student ratios in laboratory courses, the bimodal responses (*N = 48* and *N = 46* respectively) reported a 1:12 and 1:10 ratio; lower than last year's data's modes, and 238 (64%) of all responding professional programs, 250 (70%) of programs reported a faculty to student ratio of 1:13 or lower in laboratory courses. Six programs (1.7%), an increase from last year, reported a laboratory faculty to student ratio of 1:25 or higher. For faculty to student ratios in lecture courses, the mode (*N = 39*) reported a 1:15 ratio, and 311 (84%) of all responding professional programs reported a faculty to student ratio of 1:20 or lower. Three programs (0.9%) reported a lecture faculty to student ratio of 1:40 or higher; this number is the same as last year.

OUTCOMES
Aggregate Board of Certification Exam Pass Rates

The three-year aggregate first time BOC exam pass rate scores are used to determine compliance with Standard 11, which mandates an aggregate first-time BOC exam pass rate of 70% or higher. The data included in the analysis contains all BOC pass rates through the October 2017 BOC exam window. New programs are not evaluated for compliance with Standard 11 until the time at which they have three years of BOC Examination data. The number of non-compliant programs (*n = 70*) decreased as compared to last year, which saw 77 programs in non-compliance. The two-year trend shows a 23% decrease in the number of programs with first-time aggregate BOC pass rates of less than 70%.
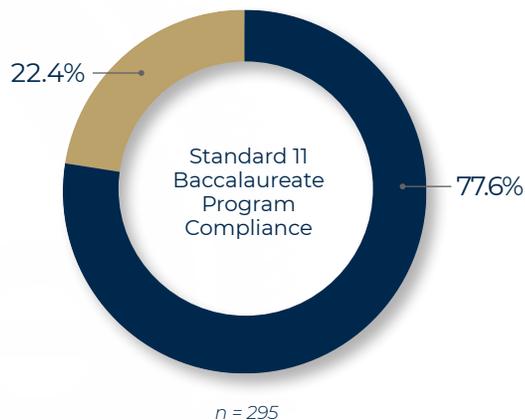
Professional Program Compliance with Standard 11 (2015-2017)

■ Compliant with Standard 11 (*n = 300*)
■ Non-Compliant with Standard 11 (*n = 70*)
■ New Program (*n = 3*)
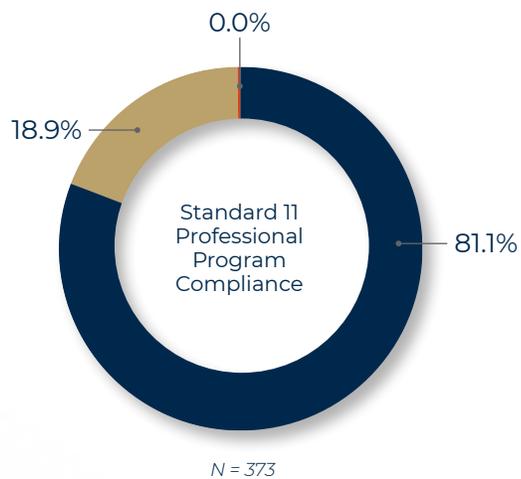
0.0%
18.9%
81.1%

Standard 11 Professional Program Compliance

N = 373

Baccalaureate Program Compliance with Standard 11 (2015-2017)

■ Compliant with Standard 11 (*n = 229*)
■ Non-Compliant with Standard 11 (*n = 66*)

22.4%
77.6%

Standard 11 Baccalaureate Program Compliance

n = 295

Master's Degree Program Compliance with Standard 11 (2015-2017)

- ■ Compliant with Standard 11 (*n = 71*)
- ■ Non-Compliant with Standard 11 (*n = 4*)
- ■ New Program (*n = 3*)

5.1% 3.8%

Standard 11 Master's Degree Program Compliance

91.0%

n = 78
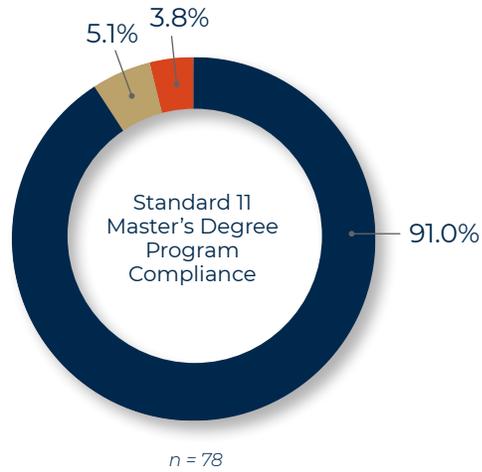
1st Attempt BOC Exam Pass Rate Yearly Comparison; 2017 & 2016

■ 2017 ■ 2016
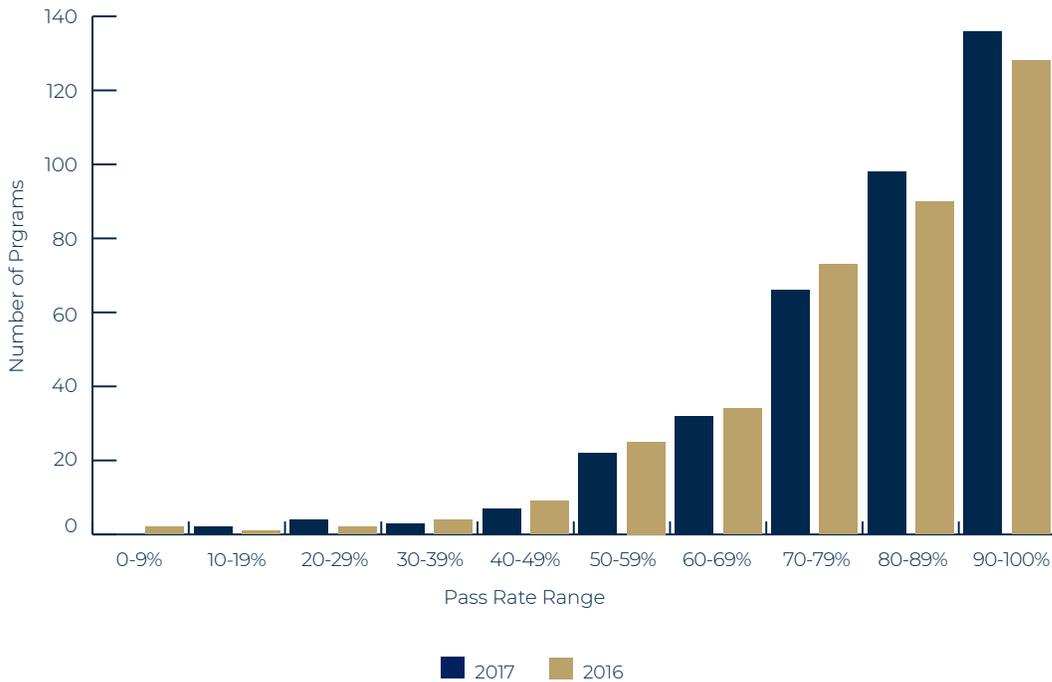
*n = 368 (2016), n = 370 (2017); initial programs without three years of BOC pass rate data are excluded*

Graduates' Employment in Athletic Training

Program Directors were asked to identify the percentage of students from their graduating cohort that are employed in Athletic Training, including graduate assistantships and/or internships.

Percentage of Graduating Cohort Employed in Athletic Training (Three-Year Comparison, 2015-2017)
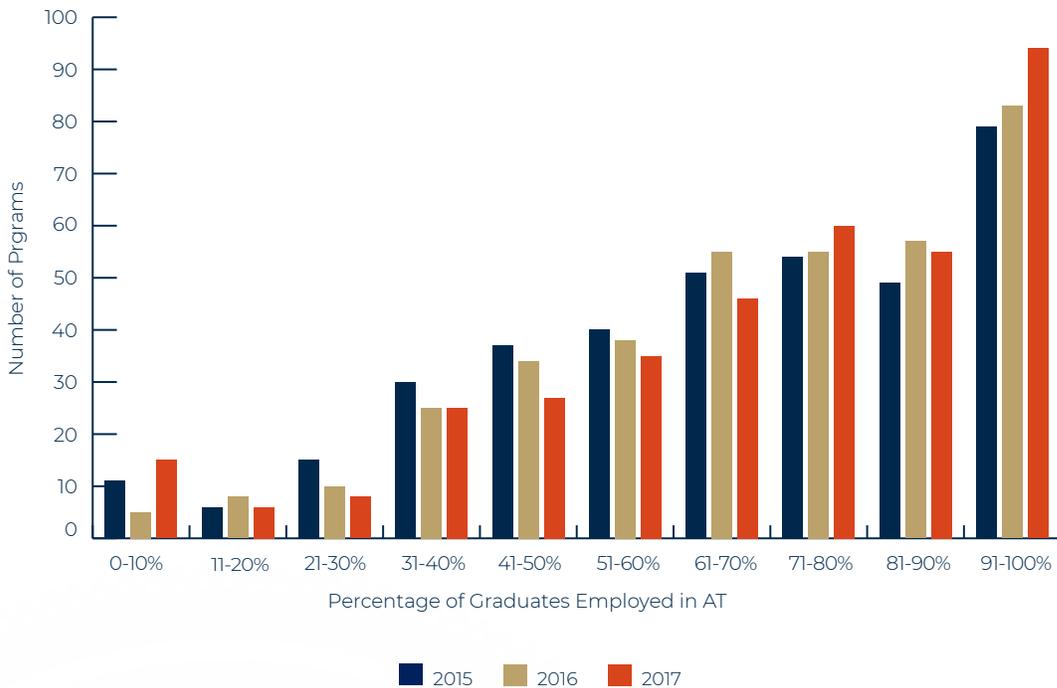
Graduates' Placement

This section of information is provided from data entered by the program director within student profiles. From the 2016-2017 graduating cohort, 3,876 student profiles had been updated with placement information. There were 258 student profiles that had not been updated with placement information.

2016-2017 Graduating Student Placement

- Deceased (*n = 1*)
- Do Not Know (*n = 371*)
- Employed as an Athletic Trainer (*n = 1507*)
- Employed as an Athletic Trainer and in a Degree or Residency Program (*n = 1003*)
- Employed Other than as an Athletic Trainer (*n = 358*)
- Not Employed (*n = 116*)
- Not Employed, Due to Enrollment in Another Degree Program (*n = 499*)
- Not Employed, Due to Military Service (*n = 21*)

Athletic Trainer Student Placement

0.5% 0.0% 9.6% 38.9% 25.9% 9.2% 3.0% 12.9%

n = 3876
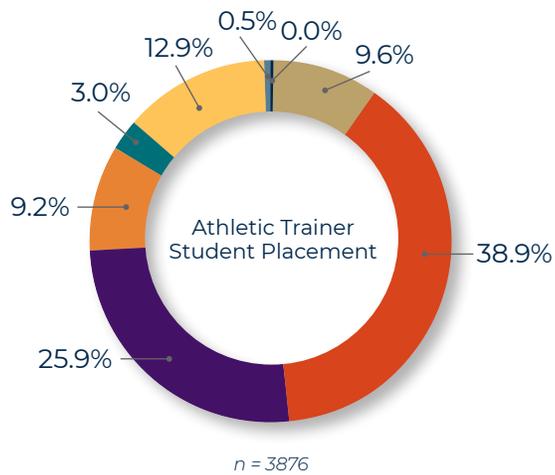
Athletic Training Post-Professional degree programs lead to a degree at the Master's or doctoral level for students that are already credentialed as athletic trainers. These programs are intended to expand the depth and breadth of the applied, experiential, and propositional knowledge and skills of athletic trainer through didactic, clinical, and research experiences.

POST-PROFESSIONAL DEGREE PROGRAM OVERVIEW

The typical Post-Professional AT program at a glance:	
Institution Type:	Public
Degree Awarded:	Master of Science in Athletic Training
Admissions Process:	Direct
New Students Admitted:	10*
Program Enrollment:	24‡
Student Enrollment by Gender Ratio	5:3, Female to Male*
Student Enrollment by Race Ratio:	27:2, White to all other races‡
Faculty to Student Ratio (Lecture):	1:12
Faculty to Student Ratio (Lab):	1:11
Program Director:	Tenured Faculty, 9-month appointment, academic doctorate degree
Clinical Education Coordinator:	10-month appointment, academic doctorate degree
Number of Core Faculty:	3

*denotes decrease from last year's 'At a Glance' data, ‡ denotes increase from last year's 'At a Glance' data
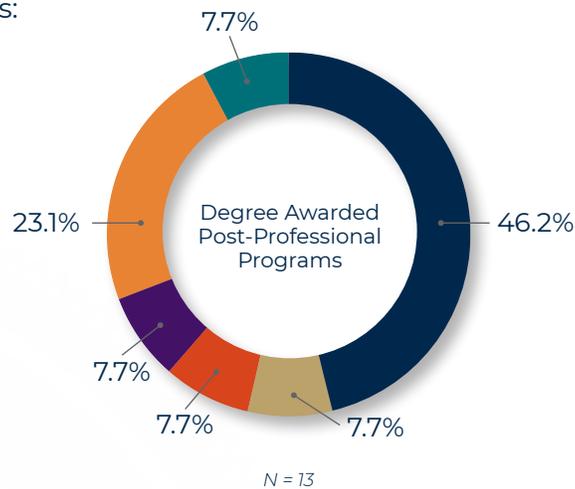
POST-PROFESSIONAL DEGREE PROGRAM ACCREDITATION, INSTITUTION TYPE, AND DEGREE

During the 2016-2017 academic year, there were 13 accredited Post-Professional Degree Programs, which was a 7% decrease from the previous academic year and a 19% decrease from two years ago. Twelve (92.3%) of the programs were offered at public institutions, and 1 (7.7%) program was at a private not-for-profit institution. One program offered a Doctor of Athletic Training (DAT), and the remaining programs were offered at the Master's degree level. Of the 13 programs, four are in the process of voluntary withdrawal of accreditation.

As was true for professional programs, this year's annual report for post-professional programs also asked if programs were housed with other healthcare programs. Of the 13 accredited post-professional programs, nine (69.2%) indicated being housed with other healthcare programs.

.

Post-Professional Degree Programs: Degree Awarded

- Master of Science of Athletic Training (MSAT) (*n* = 6)
- Master of Arts (*n* = 1)
- Master of Education (*n* = 1)
- Master of Science with Major in Athletic Training (*n* = 1)
- Master of Science (MS) with Concentration/Emphasis in AT (*n* = 3)
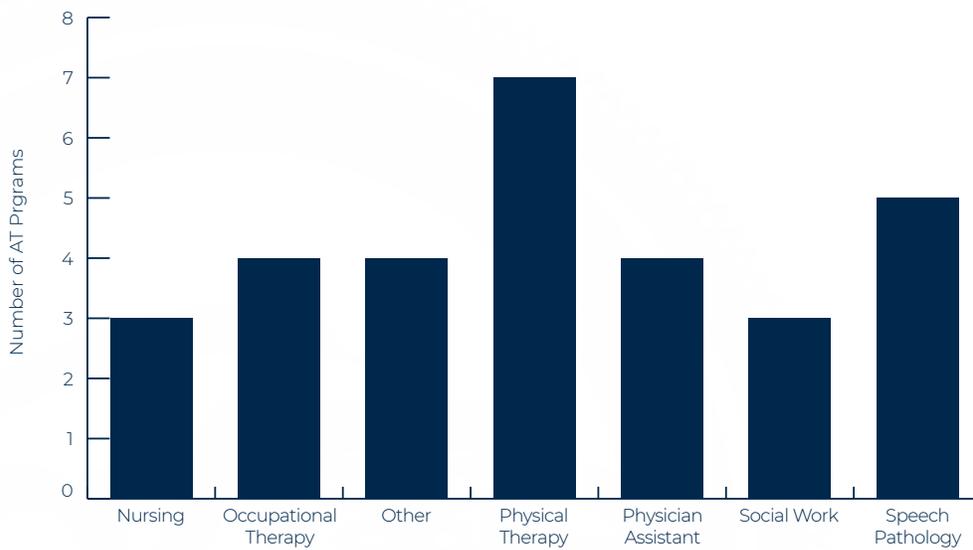- Doctor of Athletic Training (DAT) (*n* = 1)

Degree Awarded Post-Professional Programs

7.7%
46.2%
23.1%
7.7%
7.7%
7.7%

N = 13

POST-PROFESSIONAL DEGREE PROGRAMS BY STATE
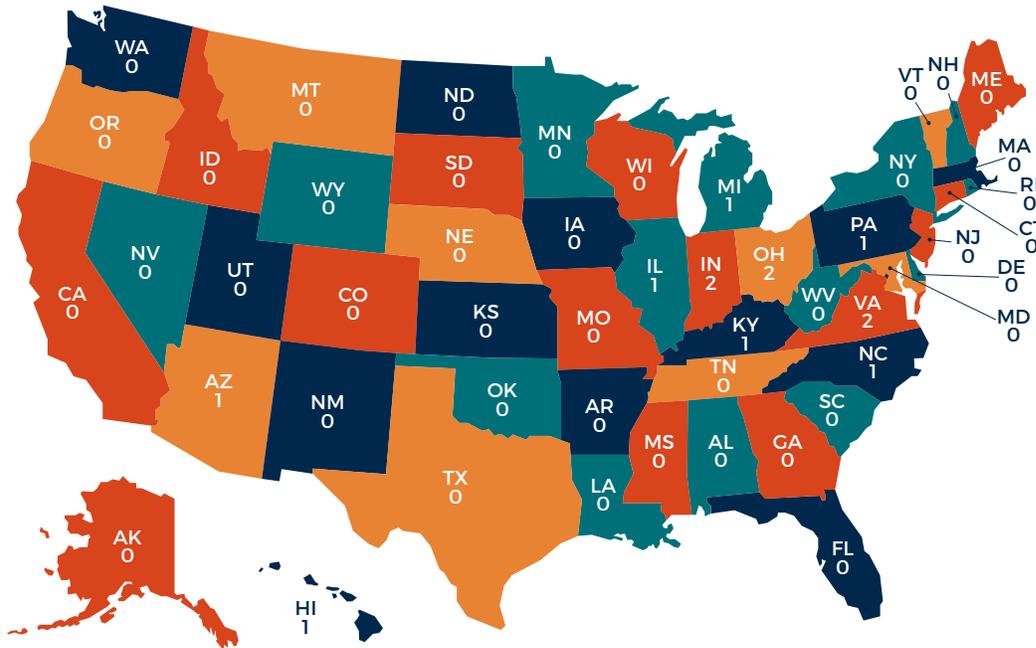
N = 13

Healthcare Programs Administratively Housed with Post-Professional Athletic Training Degree Programs

n = 9, Nine programs indicated being aligned with other healthcare programs, and indicated 'all that apply' when identifying these healthcare programs

PROGRAM ADMISSIONS

Admissions Process

Program Directors were asked to identify the admission process used by their program. A process in which the student is admitted to the program upon admittance to the institution is a direct admissions process, whereas a secondary admission process is one in which the student applies to the program separately from the institution.

	Number (%)
Direct Admissions	10 (76.9)
Secondary Admissions	3 (23.1)

N = 13

Admissions Capacity and Enrollment

Across all programs, there was a 16.5% decrease in available admissions capacity (coinciding with one fewer accredited program, and four programs voluntary withdrawing), but only a 5% decrease in completed applications.

	Mean ± SD per Program	Total for all Programs
Admission Slots Available	10.9 ± 6.5	142
Completed Applications	50.4 ± 34.2	655
Students Offered Admissions	12.7 ± 8.0	166
Students Accepting Offer	10.0 ± 6.3	130

N = 13

PROGRAM ENROLLMENT

Program Enrollment by Gender

	Mean per Program	Total for all Programs
Female	14.8 ± 8.9	192
Male	8.6 ± 7.0	112
Transgender	0.8 ± 0.3	1
Total	23.5 ± 15.4	305

N = 13

Post-Professional Degree Program: Enrollment by Gender Yearly Comparison
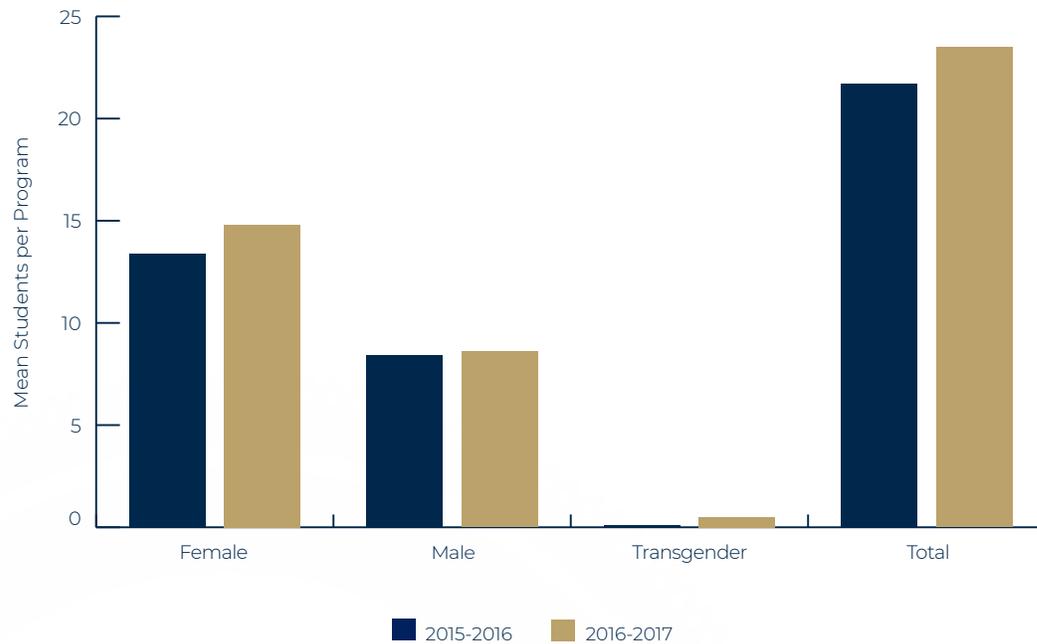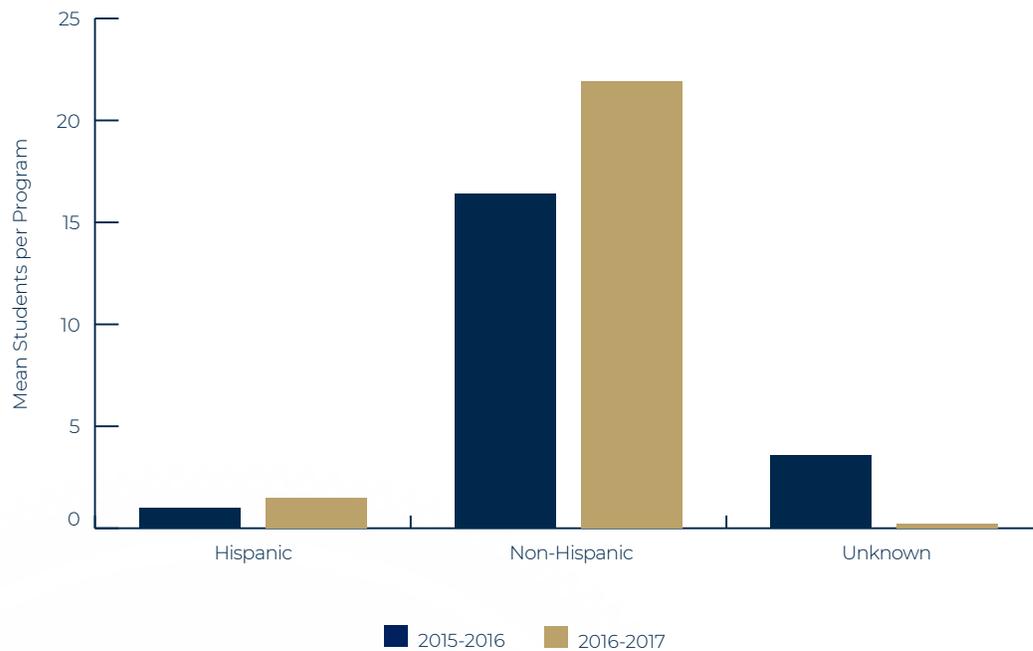

N = 13

Program Enrollment by Ethnicity

	Mean ± SD per Program	Total for all Programs
Hispanic	1.5 ± 2.0	19
Non-Hispanic	21.9 ± 14.0	284
Unknown	0.2 ± 0.0	2

N = 13

Post-Professional Degree Program Student Ethnicity Yearly Comparison


N = 13

Program Enrollment by Race

	Mean ± SD Per Program	Total of all Programs*
American Indian	0	0
Asian	0.4 ± 0.7	5
Black	0.7 ± 0.8	9
Hawaiian/Pacific Islander	0	0
Other	0.2 ± 0.6	3
Unknown	0.2 ± 0.4	3
White	21.1 ± 14.9	274

*N = 13, *Total of all reported student races (n = 294) does not equal the sum of all reported enrolled students (N = 305)*

Post-Professional Degree Program Student Race Yearly Comparison
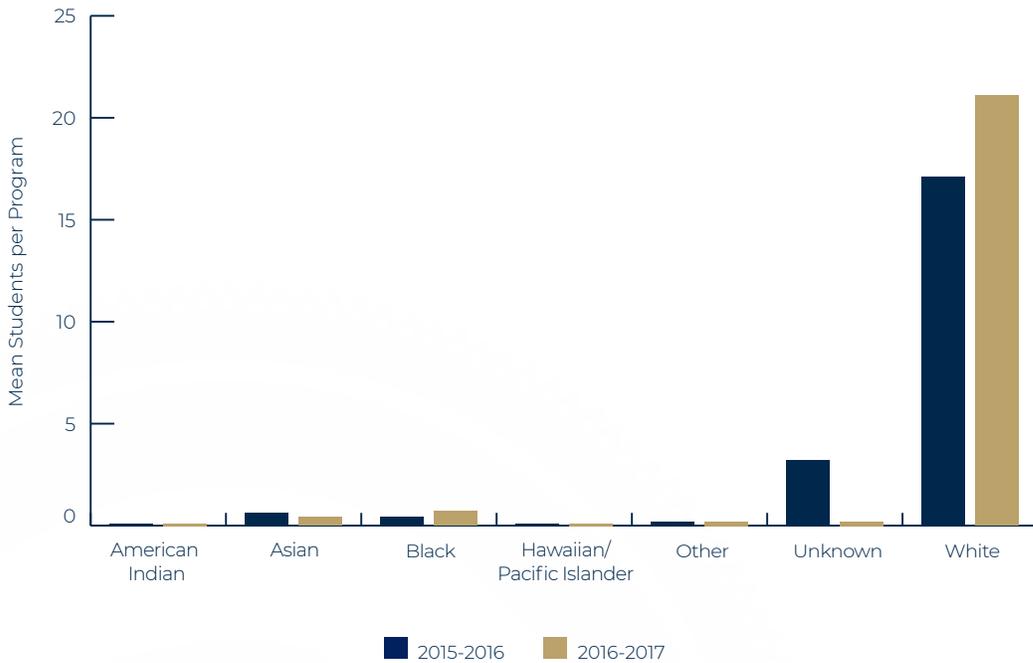
N = 13

STUDENT EXPENSES

Program Directors listed the associated costs to attend the institution, and were instructed to include lab fees in the annual fee section. 'Annual Other Costs' included program specific costs such as liability insurance, background checks, and/or other publicized associated costs for their program. The information provided by the single private institution fell within the range of data provided for all public institutions, so therefore were not differentiated in these analyses.

	In State Costs	% change from previous year's report	Out-of-State Costs	% change from previous year's report
Annual Tuition	12,065 ± 3,933	+14.5 %	23,689 ± 7,218	+17.5%
Annual Fees	1,164 ± 1,001	+10.4%	1,221 ± 1,113	+10.3%
Annual Other Costs	1,522 ± 4,657	+11.6%	1,640± 5,081	+11.6.7%
Total Annual Cost	14,751 ± 5,372	+14.3%	26,515 ± 10,098	+16.6%

N = 13, mean $ ± SD unless otherwise noted

PROGRAM OPERATING EXPENDITURES

Programs indicated the program expenditures associated with administrative support, faculty and instructional staff, expendable supplies, professional development, and operational expenditures. If positions were shared between programs, respondents were instructed to include only the amount of the position specifically charged to the program.

	Range (dollars)	Mean Dollars ± SD
Administrative Support*	0 – 95,751	22,353 ± 26,167
Faculty/Instructional Staff	93,000 – 845,000	345,979 ± 216,845
Expendable Supplies*	0 – 41,510	6,614 ± 12,004
Professional Development	1,500 – 13,600	5,828 ± 3,944
Capital Equipment*	0 – 40,000	7,148 ± 12,402

*N = 13, *n = 12; outliers removed.*

FACULTY & STAFF

For both the Program Director and the Clinical Education Coordinator, credit hours refer to the amount of credits earned per course, which is published in the institution's course catalog and reflected on the student's transcript. Contact hours refer to the amount time spent in class over the academic year.

Program Director

All 13 (100%) of the post-professional degree programs' Program Directors reported holding an academic doctorate degree. Contract length ranged from 9 – 12 months, with six PDs on a 9-month contract, two PDs with 10-month contract, and five PDs on 12-month contract. Nearly half (46.2%) of Program Directors carry a 12 credit/year course load, with only 2 programs (15%) of programs reporting credit load of higher than 12.

	Number (%)
PD is Tenure Track Faculty	12 (92.3)
PD is Tenured	11 (84.6)
	Mean ± SD
PD Appointment (months)	10.3 ± 1.4
PD Contact Hours	155.9 ± 132.6
PD Credit Hours	11.3 ± 6.4
PD Release Time (% of overall load)	20.6 ± 12.9

n = 13

Clinical Education Coordinator

Clinical Education Coordinators are not required by the Standards for post-professional degree programs. Of the 13 accredited programs, seven reported having a designated clinical coordinator on contract (down from 13 programs with a designated CEC last year). Five (71.4%) of those seven CECs have an earned academic doctorate degree, one (14.3%) has a Master's degree, and one (14.3%) has a DHSc.

	Number (%)
CEC is Tenured	1 (7.7)
	Mean ± SD
CEC Appointment (months)	10.3 ± 1.1
CEC Contact Hours	204.6 ± 167.0
CEC Credit Hours	14.7 ± 6.6
CEC Release Time (% of overall load)	23.3 ± 12.9

n = 7

FACULTY TO STUDENT RATIO

Program administrators were instructed to calculate their average faculty to student ratio for both laboratory courses and lecture courses, not including ratios for basic science courses or courses taught outside the degree for which the AT program does not have control. For faculty to student ratios in laboratory courses, 53.8% of programs reported a faculty to student ratio of 1:10 or higher, with a maximum reported ratio of 1:22 (a notable change from last year's annual report, in which 50% of programs reported a laboratory ratio of 1:8 or *lower*). For faculty to student ratios in lecture courses, the majority of programs (53.8%) reported a ratio 1:10 or lower, with a maximum reported ratio of 1:22.

For preceptor to student ratios in the clinical environment, the mode (*N = 6*) reported a 1:2 ratio, and 10 (76.9%) of all responding post-professional programs reported a preceptor to student ratio of 1:4 or lower. The maximum ratio for preceptors to students was 1:8.

PROGRAM FACULTY

The number of core faculty in each program ranged from 1 (*n = 2*) to 8 (*n = 1*). The mode (*n = 7*) was three core faculty, and 92.3% of programs indicated have five or fewer core faculty. Numbers of associated and adjunct faculty both ranged from 0 to 4.

	Mean ± SD
Core Faculty	3.7 ± 1.7
Associated Faculty	1.1 ± 1.3
Adjunct Faculty	0.5 ± 1.1

n = 13

OUTCOMES
Graduates' Employment in Athletic Training
Program Directors were asked to identify the percentage of students from their graduating cohort that are employed in Athletic Training, including graduate assistantships and/or internships.

Percentage of Graduating Cohort Employed in Athletic Training

Number of Prgrams (y-axis)
Percentage of Graduates Employed in AT (x-axis)
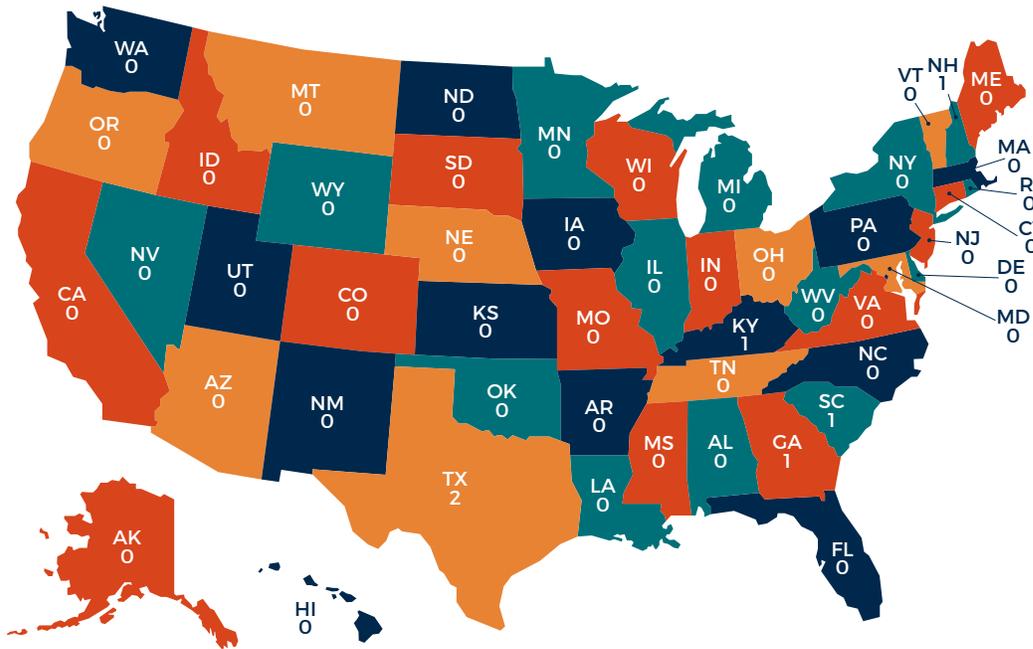
Legend: 2015, 2016, 2017

Athletic Training Residency programs are non-degree, post-professional programs that provide structured, practice based curricula in an identified focused area of clinical practice to those who are already credentialed athletic trainers. These programs are designed to prepare clinical specialists by building upon and expanding an athletic trainer's knowledge and experience in a focused area of clinical practice. For the 2016-2017 academic year there were six accredited residency programs in Athletic Training, one of which received initial accreditation during this time frame. The program profiles are presented below, and all other data provided in this report have been aggregated.

Name of the Program	Focused Area of Clinical Practice	Sponsoring Organization Type	Residency Length (months)
Emory Athletic Training Residency	Orthopedics	University Medical Center	12
Houston Methodist Sugar Land – Athletic Training Residency	Rehabilitation	Medical Center/ Hospital	12
New Hampshire Musculoskeletal Institute - Integrated Clinical Sports Medicine Residency	Primary Care	501(c)3 non-profit	12
Palmetto Health - USC Orthopedic Center Athletic Training Residency	Musculoskeletal Evaluation and Diagnosis	Medical Center/ Hospital	12
St Luke's Sports Medicine – Athletic Training Residency	Orthopedics	Physician Practice/Clinic	12 (+ 1 week)
Texas Health Ben Hogan Sports Medicine Athletic Training Residency	Rehabilitation	Medical Center/ Hospital	12

POST-PROFESSIONAL RESIDENCY PROGRAMS *(N = 6)*

RESIDENCY LOCATIONS

ADMISSIONS CAPACITY AND ENROLLMENT

Accredited residency programs are seeing more than six times the number of applicants than available positions, and are operating at 96% of their reported capacity. The majority of residency programs (66.7%) offer two resident positions per year.

	Mean ± SD per Program	Total for all Programs
Admission Slots Available	4.5 ± 4.8	27
Completed Applications	28.2 ± 9.6	169
Residents Offered Admissions/Positions	4.5 ± 4.8	27
Residents Accepting Offer	4.3 ± 4.4	26

N = 6

PROGRAM ENROLLMENT
Program Enrollment by Gender

	Mean ± SD per Program	Total for all Programs
Female	3.2 ± 3.4	19
Male	1.2 ± 1.2	7
Transgender	0.0 ± 0.0	0
Total	4.3 ± 4.4	26

n = 5

Residency Program Enrollment by Gender: Two Year Comparison

N = 5 in 2016, N = 6 in 2017

Program Enrollment by Ethnicity

	Mean ± SD per Program	Total for all Programs*
Hispanic	0.2 ± 0.4	1
Non-Hispanic	1.8 ± 1.8	11
Unknown	0	0

*Number of reported residents by ethnicity does not equal total reported number of residents (*N = 26*)

Residency Program Reported Resident Ethnicity: Two Year Comparison

N = 5 in 2016, N = 6 in 2017

Program Enrollment by Race

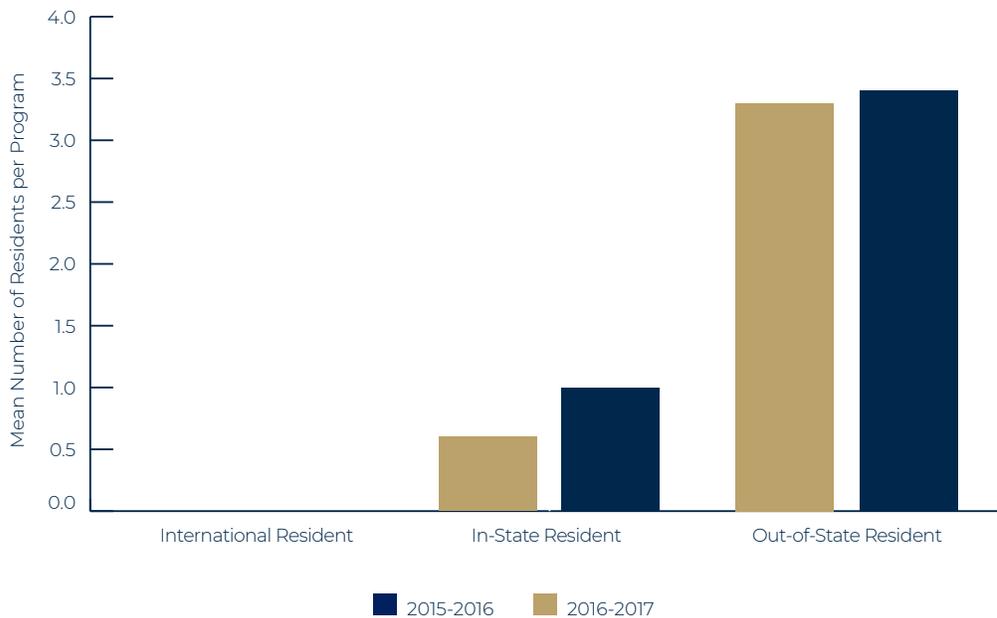|	Mean ± SD Per Program	Total of all Programs*
American Indian	0.0 ± 0.0	0
Asian	0.0 ± 0.0	0
Black	0.3 ± 0.8	2
Hawaiian/Pacific Islander	0.0 ± 0.0	0
Unknown	0.0 ± 0.0	0
White	3.8 ± 3.3	23

*Sum of residents of race categories was less than the total number of resident reported

RESIDENT STATUS

	Mean ± SD Per Program	Total of all Programs
International Resident	0.0 ± 0.0	0
In-State Resident	1.0 ± 1.5	6
Out-of-State Resident	3.3 ± 2.9	20

N = 5 in 2016, N = 6 in 2017

Residency Program Reported Resident Status: Two Year Comparison

N = 5 for 2016, N = 6 for 2017

PERSONNEL

Preceptors

The number of preceptors at each program ranged from three to 17. The majority of programs (66.7%) report having eight or fewer preceptors affiliated with their program.

	Mean ± SD Per Program	Total of all Programs
Total Number of Preceptors	8.7 ± 6.0	52

N = 6

Faculty

The number of faculty at each program ranged from two to 16. The majority of programs (66.7%) report having five or fewer faculty members affiliated with their program.

|	Mean ± SD Per Program	Total of all Programs
Total Number of Faculty	6.7 ± 5.9	40

COSTS AND BENEFITS

Costs

Programs were asked to provide the annual program specific costs that residents will incur by participating in the residency program. The average cost was $4,933 with three programs reporting $0 in costs, and the other three programs reporting a range of costs from $1,600 - $20,000. Programs are required to make program specific costs publicly available on their website.

Salary

Programs were asked to report in which salary range their residents are paid. Three of the six accredited programs reported paying their residents between $30,000-$39,000.

Resident Salary by Program
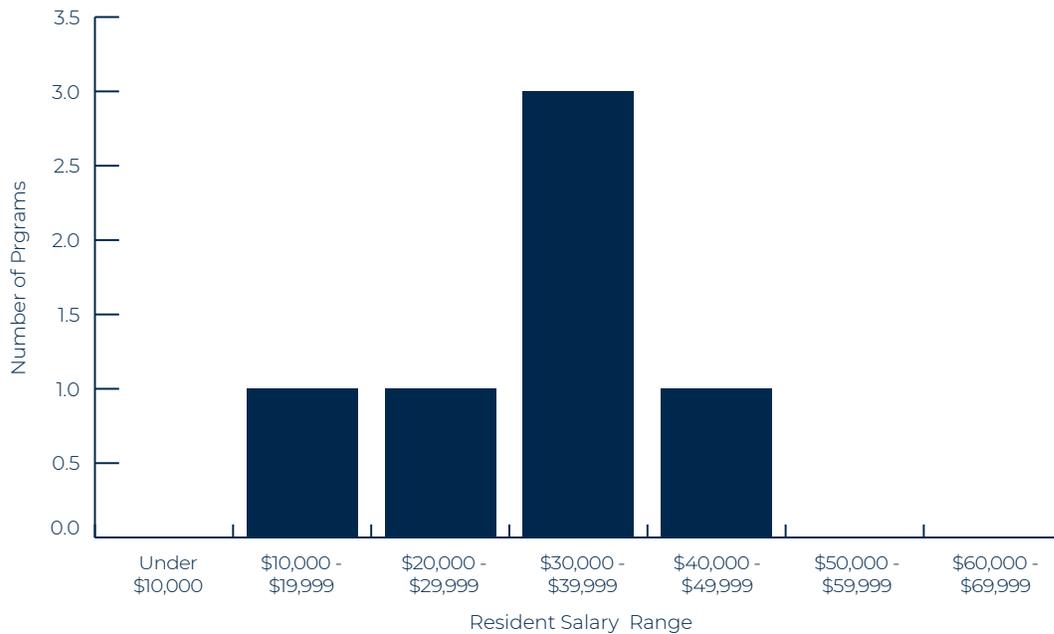
N = 6

Benefits

Programs were asked what, if any, additional benefits are residents eligible to receive while completing the Residency Program. Only one program selected the 'other' option, and identified the additional benefit as a continuing education budget, which has been identified in the graph below. Medical, Dental, and Vision/Eye Care Insurance were the only benefits that residents were eligible to receive at all six residency programs.

## Residency Program Employment Benefit Eligibility
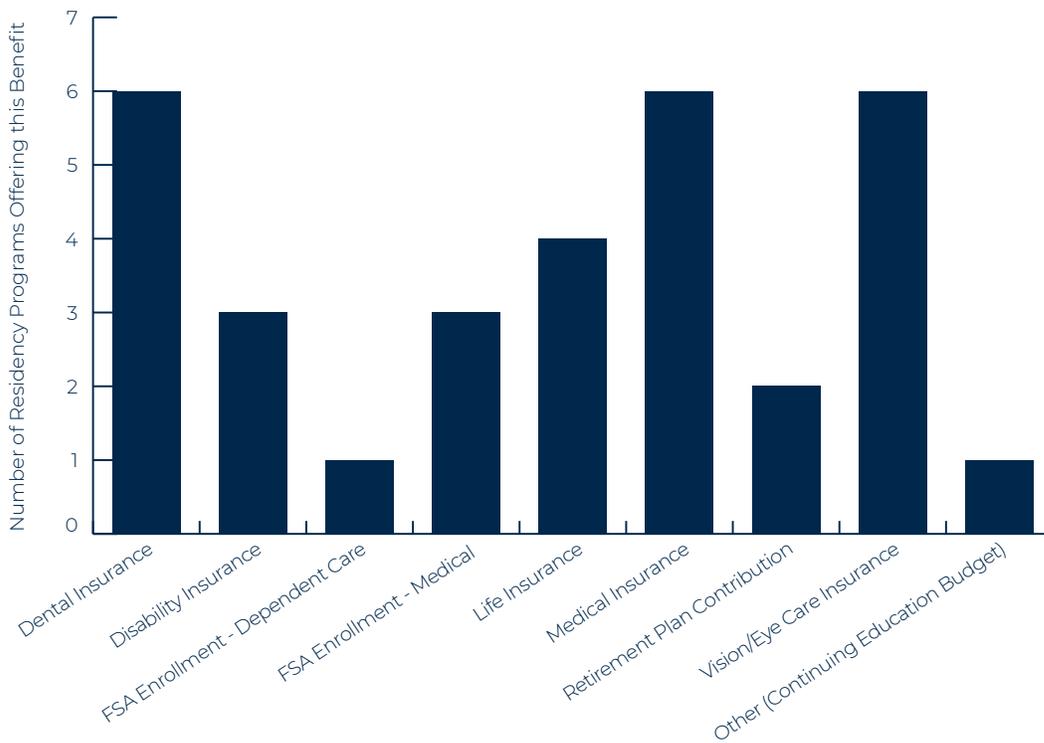
N = 6

OUTCOMES

Employment

Residency program directors were asked to provide the percentage of residents that completed the residency program during the reporting period that ultimately gained employment within the field of athletic training. Of the six accredited program, three reported that 100% of residents completing the program had gained employment in the field of athletic training. One program reports 92% employment in the field of AT, and two programs reported a 50% employment rate in the field of athletic training.

Salary

Residency program directors were asked to provide the average salary range made by residents upon employment following completion of the residency program. Two programs reported an average salary range of $50,000-$59,999 for residents following completion of the residency program.

Resident Salary Range Following Program Completion
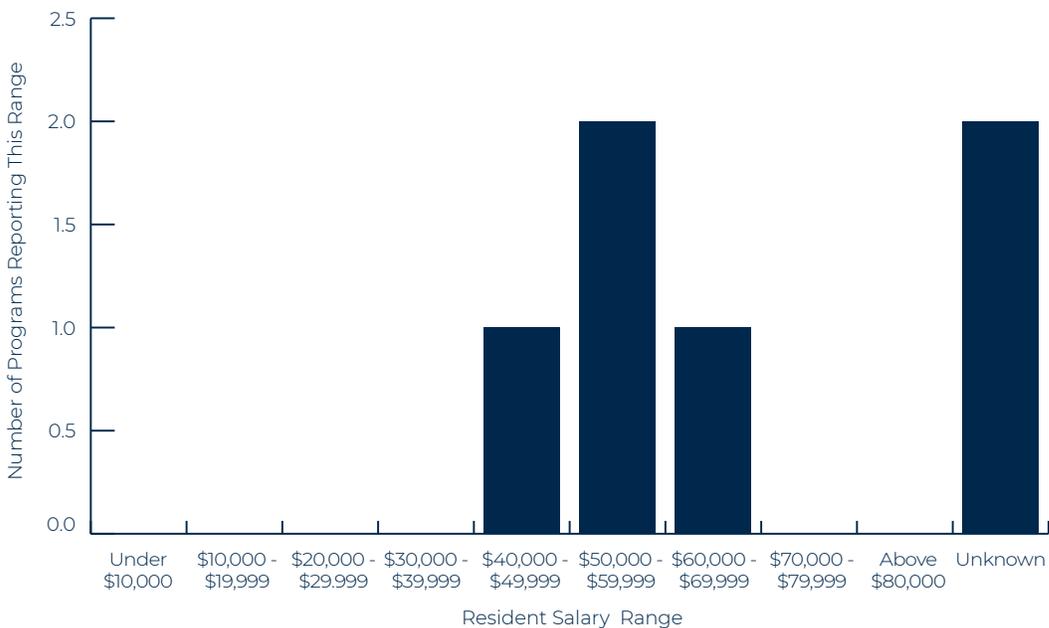
N = 6

This report describes Professional and Post-Professional Athletic Training programs, students, and faculty. Unless otherwise noted, the data included in this fact sheet were derived from the 2016-2017 Annual Report completed in October of 2017, data from online accreditation software profiles at the time of Annual Report submission, and from the BOC pass rate information provided by the BOC in December of 2017.