



2015 – 2016

CAATE ANALYTICS REPORT



This report describes Professional and Post-Professional Athletic Training programs, students, and faculty. Unless otherwise noted, the data included in this report were derived from the 2015-2016 Annual Report completed in October of 2016, 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 2016. This report describes only accredited Professional and Post-Professional programs in the United States, and unless otherwise indicated, the data reflect the 2015-2016 academic year.

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2015 – 2016 CAATE ACCREDITED PROGRAMS ANALYTICS REPORT

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MESSAGE FROM THE PRESIDENT



On behalf of the Commission on Accreditation of Athletic Training Education, I'm pleased to bring you the following *2015-2016 CAATE Analytic Report*, describing the 389 Professional, Post-Professional, and Residency programs accredited by the Commission. This is the Commission's third such report and it presents data collected from our accredited programs' 2015-16 annual reports through our eAccreditation software platform. The report presents complete population level data and parameters rather than sampled data and statistics. Aside from certification exam data provided directly from the Board of Certification, this report is compiled from data directly entered by the individual programs into eAccreditation. The information presented herein is valuable not only for benchmarking and future historical comparison, but more importantly it serves to inform the public.

During 2015-2016, the CAATE accredited 389 programs across three levels (professional N = 370 total with 307 baccalaureate and 63 Master's; post-professional N = 14 total with 13 Master's and 1 doctoral; residency N = 5), enrolling 13,650 students (13,326 professional; 304 post-professional; 20 residency). Total programs numbers remain relatively stable, however the 389 total programs represent a small net decrease of 6 programs from 2014-15 (395 programs) but still a small net increase from 2013-14 (386 programs). All programs are located within the United States; however the Commission has received its first application for accreditation from an international program (in Spain) and international accreditation of programs is on the horizon although much work remains before this will be accomplished.

As athletic training education continues to evolve toward the 2022-2023 finale of baccalaureate professional education, professional programs are now heavily engaged in their master's degree transitions. One year ago, there were 39 professional programs that offered master's degrees and just a single program with a pending master's degree transition while 13 others indicated they were working toward a degree change. One year later, there are now 63 professional programs who indicate that they offer a master's degree (and counting). Although the numbers and profile of these programs are changing, professional programs continue to report available admissions capacity, with 4,168 of 6,540 offered applicants accepting one of 7,164 available admission slots for which programs received 11,322 completed applications. Post-professional programs are nearer to admission capacity, with 158 of 195 offered applicants accepting one of 170 available admission slots for which programs received 691 completed applications. Residency programs are at or above capacity, reporting that 21 of 23 offered applicants accepted one of 17 available admission slots for which there were 133 completed applications.

I hope you enjoy reviewing this report and find the information herein to be both informative and useful. As always, the Commission welcomes your feedback and suggestions on how this report might be improved in coming years.



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

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 average professional AT program at a glance	
Accreditation Status:	Continuing Accreditation
Institution Type:	Public
Degree:	Baccalaureate (BSAT)
Admissions Process:	Secondary Admissions
New Students Admitted:	14
Program Enrollment:	36
Student Enrollment by Gender Ratio:	11:7, Female to Male
Student Enrollment by Race Ratio:	15:4, White to all other races*
Faculty to Student Ratio (Lecture):	1:11
Faculty to Student Ratio (Lab):	1:15
Preceptor to Student Ratio (Clinical):	1:3
Program Director:	Tenure Track Faculty, 10 month appointment, Academic Doctorate Degree
Clinical Education Coordinator:	10 month appointment
Number of Core Faculty:	3
Number of Preceptors:	41.2‡

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



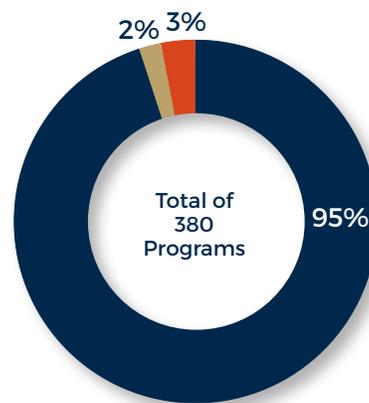
PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

ACCREDITATION STATUS, INSTITUTION TYPE, AND CARNEGIE CLASSIFICATION

During the 2015-2016 academic year, there were 370 CAATE accredited professional programs, and seven (7) of the 370 received initial accreditation during the 2015-2016 academic year. An additional 10 programs have contacted the CAATE indicating an interest in seeking initial accreditation, for a total of 380 professional athletic training programs that were either accredited or seeking accreditation. Of the accredited programs (N = 370), the majority were offered at public institutions (57%), and resulted in a baccalaureate degree (83%). Last year (2014-2015) 56% of accredited programs were offered at public institutions and 89% of those programs resulted in a baccalaureate degree.

Professional Program Accreditation Status

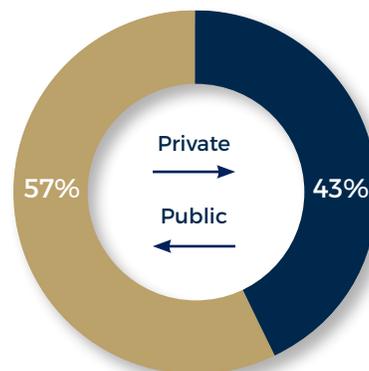
- Continuing Accreditation
- Initial Accreditation
- Seeking Accreditation



n = 380

Professional Program Institution Type

- Private Not-For-Profit
- Public



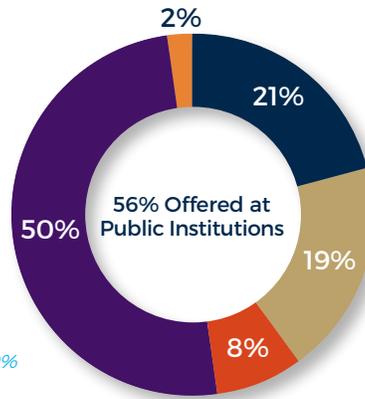
n = 370



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

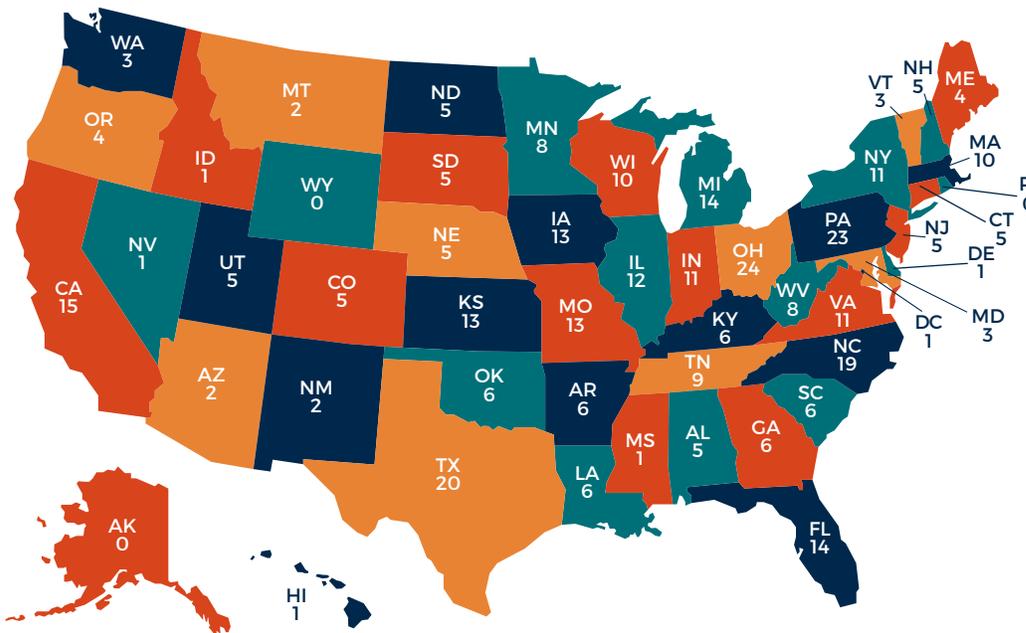
Professional Program Institution Carnegie Classification

- Bachelor's (N = 78)
- College's and Universities (N = 69)
- Doctorate Granting Universities (N = 30)
- Master's (N = 183)
- Research (N = 9)
- Special Focus Institution (N = 1) - *percentage at 0%*



n = 370

PROFESSIONAL ATHLETIC TRAINING PROGRAMS BY STATE



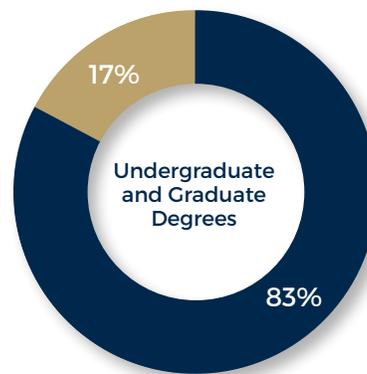
PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

DEGREE LEVEL AND DEGREE TYPE

Of the 370 programs, 307 programs result in a Baccalaureate degree (down from 335 in 2014-2015) and 63 programs result in a Master's degree (up from 39 in 2014-2015). Of the programs that award a Baccalaureate degree the majority award a Bachelor of Science of Athletic Training, while most programs that award a Master's degree award a Master of Science of Athletic Training. It is important to note that when reporting degree type, programs are instructed to select all that apply, so if a program is in a transition period with both undergraduate and graduate students, they may be awarding both Baccalaureate and Master's degrees.

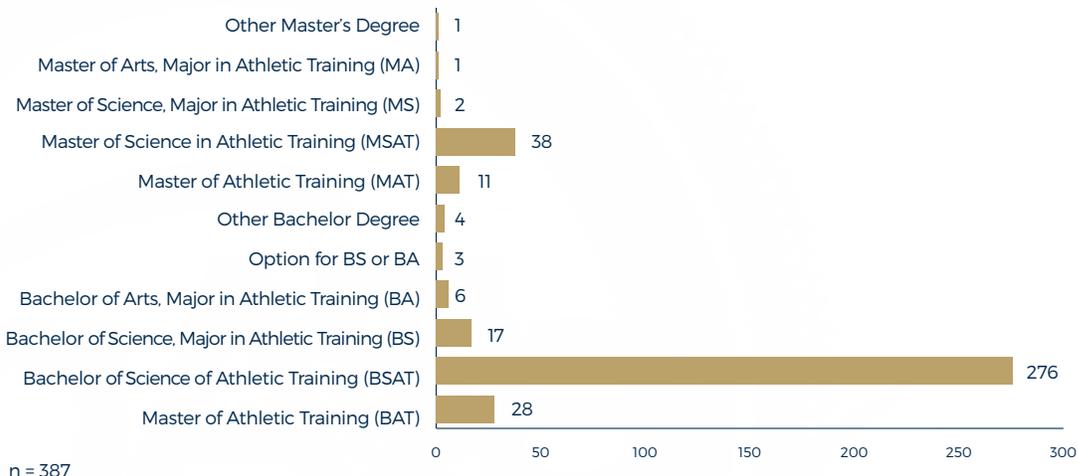
Professional Program Degree Level

- Baccalaureate Degree
- Master's Degree



n = 370

Professional Program Degree Type



n = 387



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

2015 – 2016 COMPREHENSIVE REVIEWS

For the 2015-2016 academic year 32 programs completed the Comprehensive Review Process. Twenty-five programs sought continuing accreditation. Continuing accreditation awards for this time period ranged from three to 10 years, with an average award of 7.9 ± 2.6 years. Seven programs sought initial accreditation, and all seven programs were awarded the maximum five 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. “Annual Other Costs” included liability insurance and other publicized associated costs for their programs. Data were reviewed for outliers, but none were identified. 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 in-state students, and at private institutions for all students. The percent change for all variables are included below. Reported in-state tuition for private institutions ranged from \$5,300 – \$48,700, and for public institutions ranged from \$910 - \$35,409. Reported out of state tuition for private institutions ranged from \$5,300-\$47,422, and for public institutions ranged from \$1,260 - \$39,000.

	Public Institutions			Private Institutions		
	In State	Out of State	% Change from 2014-2015	In State	Out of State	% Change from 2014-2015
Annual Tuition	9,069 ± 6,321	19,000 ± 7,619	+0.7% (In State) +2.7% (Out of State)	28,875 ± 7,241	28,440 ± 7,848	+4.8% (In State) +4.0% (Out of State)
Annual Fees	1,759 ± 1,583	2,216 ± 2,914	+3.5% (In State) -1.2% (Out of State)	1,443 ± 2,400	1,377 ± 2,346	-20.9% (In State) -27.1% (Out of State)
Annual Other Costs	921 ± 2,242	923 ± 2,245	-55.6% (In State) -55.1% (Out of State)	1,754 ± 3,739	1,679 ± 3,656	+39.9% (In State) +41.0% (Out of State)
Total Annual Cost	11,887 ± 6,740	23,195 ± 12,456	-7.1% (In State) +1.6% (Out of State)	32,164 ± 8,901	31,573 ± 9,233	-0.9% (In State) -1.3% (Out of State)

n = 370. Mean dollars ± SD unless otherwise noted



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

PROGRAM OPERATING COSTS

Programs reported the program costs 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 costs ranged from \$10,000 to \$2,600,000. A total of 62 programs reported \$0.00 in administrative support costs, which ranged from \$0.00 - \$306,770. For the 2015-2016 Annual Report overall operating costs were broken out into the categories specifically identified within the Standards for Accreditation; Capital Equipment, Expendable Supplies, and Professional Development. A total of 86 programs indicated \$0.00* in capital equipment costs, which ranged from \$0 to \$450,000. Overall, 9 programs reported \$0.00 in expendable supply costs, with reported amounts ranging from \$0 to \$258,678. Lastly, 18 programs indicated \$0.00 in professional development costs, which ranged from \$0 - \$20,221.

	All Professional Programs	% Change from 2014-2015	Public Institutions	% Change from 2014-2015	Private Institutions	% Change from 2014-2015
Cost for Administrative Support	22,924 ± 33,608	-0.6%	26,667 ± 39,285	+1.9%	17,952 ± 23,224	-5.9%
Cost for Faculty/ Instructional Staff	239,295 ± 189,264	+9.1%	239,737 ± 145,627	+5.0%	238,426 ± 236,713	+13.6%
Costs for Capital Equipment	12,358 ± 31,315	‡	10,605 ± 15,500	‡	14,710 ± 44,408	‡
Costs for Expendable Supplies	8,566 ± 19,109	‡	7,752 ± 19,332	‡	9,664 ± 18,810	‡
Costs for Professional Development	4,128 ± 3,529	‡	4,258 ± 3,615	‡	3,953 ± 3,413	‡

n = 370. Mean dollars ± SD unless otherwise noted. *Programs reporting "0" were cited as non-compliant within the Annual Report

‡Previous year's data not available.



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

PROGRAM FACULTY

The number of core faculty in each program ranged from 0* (n = 3) to 13 (n = 1). A total of 48% (n = 176) of programs indicated having two core faculty, 27% (n = 98) reported having three core faculty, 11% (n = 42) reported having four core faculty, and 11% (n = 42) indicated five or more core faculty. Numbers of associated faculty ranged from 0 to 24, and numbers of adjunct faculty ranged from 0 to 19.

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Mean ± SD	Mean ± SD	Mean ± SD
Core Faculty	2.9 ± 1.5	2.9 ± 1.5	3.2 ± 1.5
Associated Faculty	2.7 ± 3.3	2.8 ± 3.4	2.3 ± 2.9
Adjunct Faculty	2.9 ± 3.4	2.9 ± 3.4	3.0 ± 3.5

n = 370. *Programs reporting 0 or 1 core faculty were cited as non-compliant 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	32 (8.6)	11 (3.6)	21 (33.3)
Secondary Admissions	338 (91.4)	296 (96.4)	42 (66.7)

n = 370



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

Admissions Availability

Professional programs at the undergraduate level saw a slight decrease in the average and total numbers of completed applications this year as compared with the previous (2014-2015) academic year. The 2014-2015 average number of completed applications for baccalaureate programs was 31.6, with a total of 10,514 applications completed. Master's degree programs had an increase in the average and total number of completed applications as compared with last year. The 2014-2015 average number of completed applications for Master's degree programs was 33.6, with a total of 1,344 applications completed. Baccalaureate programs admitted students to fill 70% of their available student spots, while Master's degree programs admitted 75% of their reported capacity.

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
Admission Slots Available	19.4	7164	19.5	5988	18.7	1176
Completed Applications	30.6	11322	28.0	8591	43.4	2731
Students Offered Admission	17.7	6540	17.0	5223	20.9	1317
Students Accepting Offer	13.7	5050	13.6	4168	14.0	882

n = 370



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

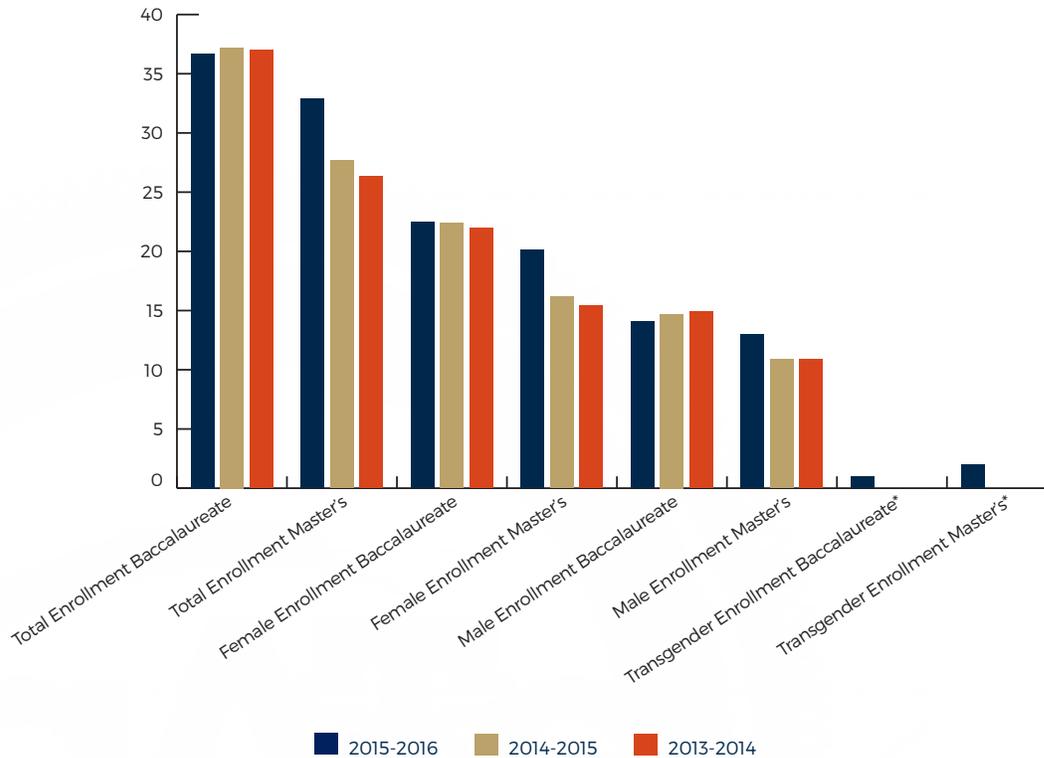
STUDENT DEMOGRAPHICS

Enrollment by Gender

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
Total Student Enrollment	36.0	13326	36.7	11254	32.9	2072
Female Student Enrollment	22.1	8175	22.5	6908	20.1	1267
Male Student Enrollment	13.9	5144	14.1	4328	13.0	816
Transgender Student Enrollment	0.01	3	0.0	1	0.03	2

n = 370

Mean Enrollment By Gender; 3-Year Comparison



*Transgender data collection began in the 2015-2016 academic year



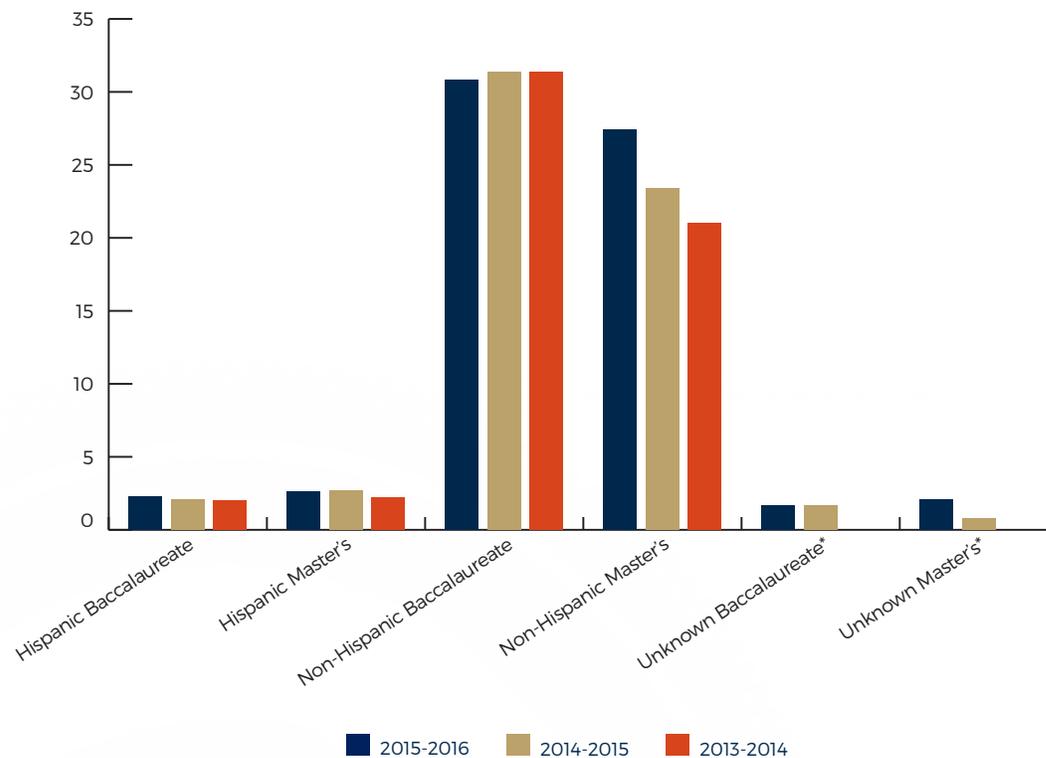
PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

Enrollment by Ethnicity

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
Hispanic	2.4	869	2.3	703	2.6	166
Non-Hispanic/ Non-Latino	30.2	11188	30.8	9459	27.4	1729
Unknown	1.8	659	1.7	527	2.1	132

n = 370

Mean Enrollment By Ethnicity; 3-Year Comparison



*Unknown ethnicity not an option in 2013-2014



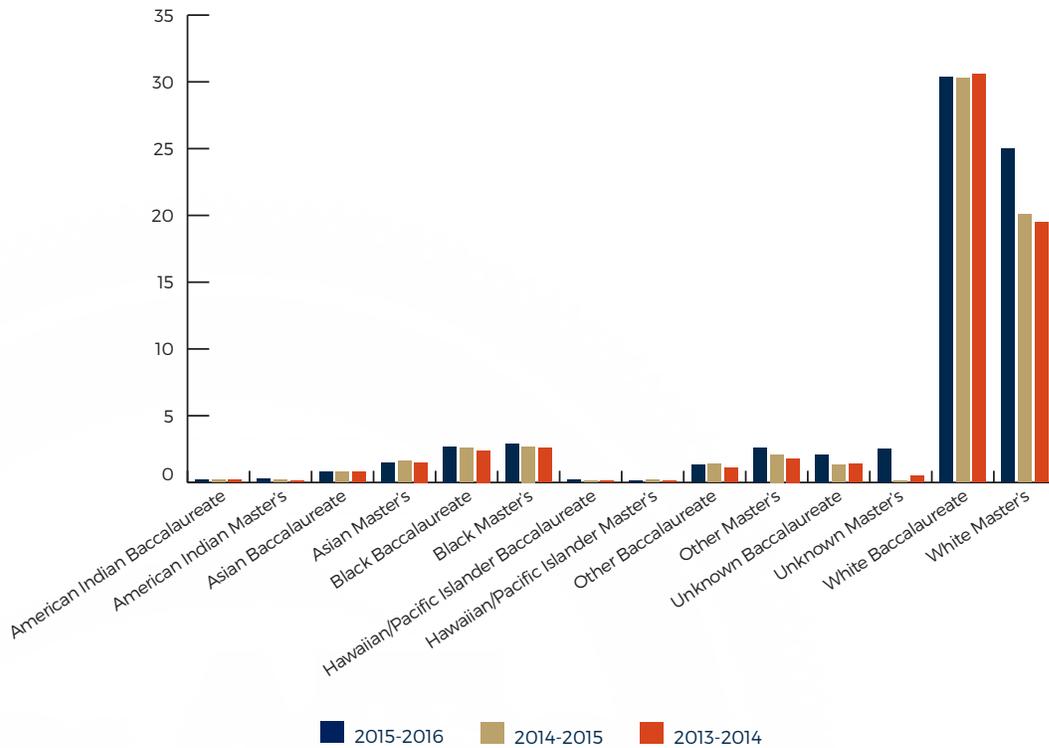
PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

Enrollment by Race

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
American Indian	0.2	63	0.2	45	0.3	18
Asian	0.9	331	0.8	236	1.5	95
Black	2.7	1005	2.7	822	2.9	183
Hawaiian/Pacific Islander	0.2	54	0.2	46	0.1	8
Other	1.5	552	1.3	400	2.6	152
Unknown	2.2	811	2.1	654	2.5	157
White	29.4	10891	30.4	9317	25.0	1574

n = 370

Mean Enrollment by Race; 3-Year Comparison



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

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 = 140) was 1:2, followed by a ratio of 1:3 (N = 97). Ninety-two programs reported ratios between 1:4 and 1:8, and 12 programs reported preceptor to student ratios between 1:10 and 1:15. There was a trend toward lower preceptor to student ratios as compared to last year, which saw a higher maximum ratio, 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	1:15	1:3	1:11	1:3	1:15

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 15,275 active preceptors for the 2015-2016 academic year, an increase from 2014-2015's number of active preceptors, which was 12,722. This yields an average of 41.2 preceptors per professional program. Of those preceptors 81% (n = 12,360) were identified as athletic trainers, and the next highest profession designations were physical therapists and physicians at 7.3% each (n = 1,121 and n = 1,114 respectively).



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

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.

Program Director

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
PD is Tenure Track Faculty	218 (58.9)	177 (57.7)	41 (65.1)
PD is Tenured	159 (43)	123 (40.1)	36 (57.1)
PD has Clinical Practice Workload	84 (22.8)	67 (22.3)	17 (25.0)
	Mean ± SD	Mean ± SD	Mean ± SD
PD Appointment (months)*	9.9 ±1.2	9.9 ±1.2	10.1 ±1.3
PD Contact Hours ‡	252.2 ± 141.9	257.8 ± 147.9	224.7 ± 104.5
PD Credit Hours	16.8 ± 13.3	17.3 ± 14.2	14.4 ± 6.2
PD Release Time (% of overall load)	26.4 ± 17.5	25.8 ± 18.2	29.7 ± 13.8

n = 370, *n = 368, ‡n = 369, outliers removed



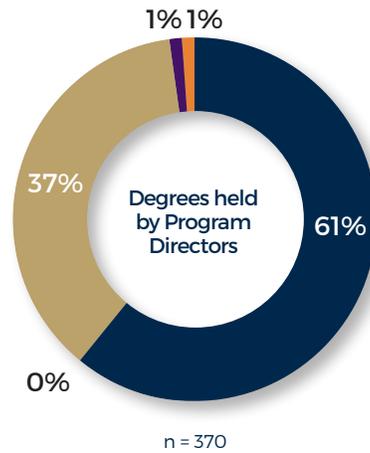
PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

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 (60.1%, n = 225) of Program Directors hold an Academic Doctorate degree. Those who select Other are provided a text area to input the name of the degree; 1.1 % (n = 4) selected this option. Of those that selected Other, DHSc (n = 2), DPE (n = 1), and DrPH (n = 1) were the degrees listed. One program selected Clinical Doctorate, and no respondents selected the option for Bachelor's Degree.

Professional Program Director Highest Degree Earned

- Academic Doctorate
- Clinical Doctorate - *percentage at 0%*
- Master's Degree
- DPT
- Other



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

CLINICAL EDUCATION COORDINATOR

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
CEC <i>has</i> Clinical Practice Workload	149 (40.3)	118 (38.4)	31 (49.2)
	Mean ± SD	Mean ± SD	Mean ± SD
CEC Appointment (months)*	9.8 ± 1.1	9.8 ± 1.1	9.9 ± 1.2
CEC Contact Hours ‡	261.5 ± 141.6	263.7 ± 143.6	250.7 ± 132.1
CEC Credit Hours	17.5 ± 13.2	17.7 ± 14.2	16.4 ± 6.7
CEC Release Time (% of overall load)	24.2 ± 18.4	23.4 ± 18.5	28.1 ± 17.5

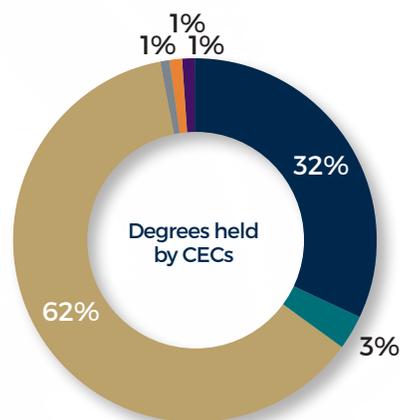
n = 370, *n = 369, ‡n = 368, outliers removed

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 (61.6%, n = 228) of Clinical Education Coordinators hold a Master's degree. Academic Doctorate was the second most common degree selection, at 31.9% (n = 118). When split by degree level of the program, 66.8% of CECs at Baccalaureate Programs have a Master's Degree, compared to 36.5% of CECs at Master's Degree Programs. The majority (60.3%) of CECs at Master's Degree Programs have an Academic Doctorate degree. As reported for all programs, more Clinical Education Coordinators (3.0%, n = 11) hold a Clinical Doctorate degree than do Program Directors (0.3%, n = 1).

Clinical Education Coordinator Highest Degree Earned

- Academic Doctorate
- Clinical Doctorate
- Master's Degree
- Bachelor's Degree
- DPT
- Other



n = 370



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 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.

PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

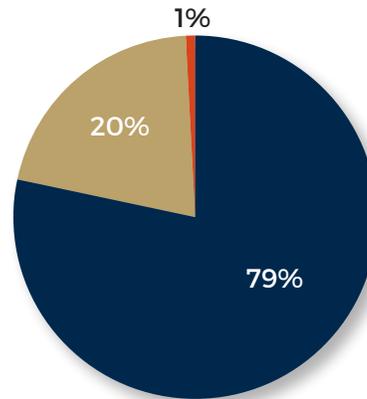
OUTCOMES

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 BOC exam pass rate of 70% or higher. The data included in the analysis contains all BOC pass rates through the October 2016 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 decreased as compared to last year, which saw 91 programs in non-compliance.

Professional Program Compliance with Standard 11 (2014-2016)

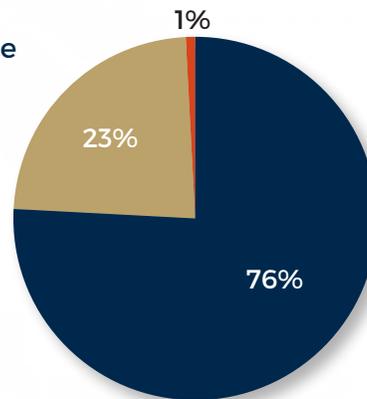
- Compliant
- Non-Compliant
- New Program



n = 370

Baccalaureate Program Compliance with Standard 11 (2014-2016)

- Compliant
- Non-Compliant
- New Program



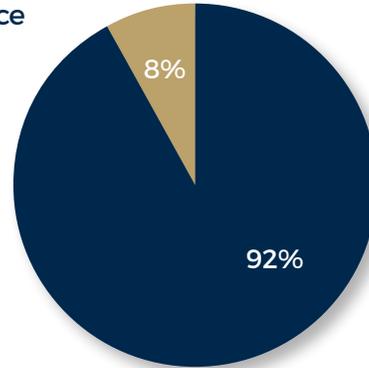
n = 307



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

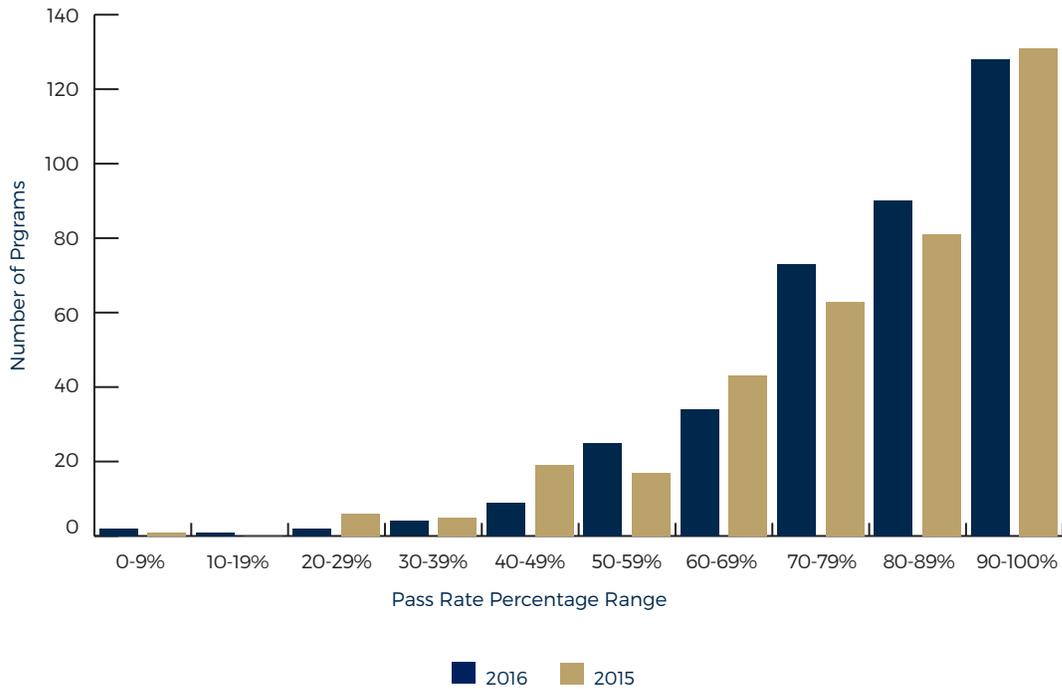
Master's Degree Program Compliance with Standard 11 (2014-2016)

■ Compliant
■ Non-Compliant



n = 63

1st Attempt BOC Exam Pass Rate Yearly Comparison; 2016 & 2015

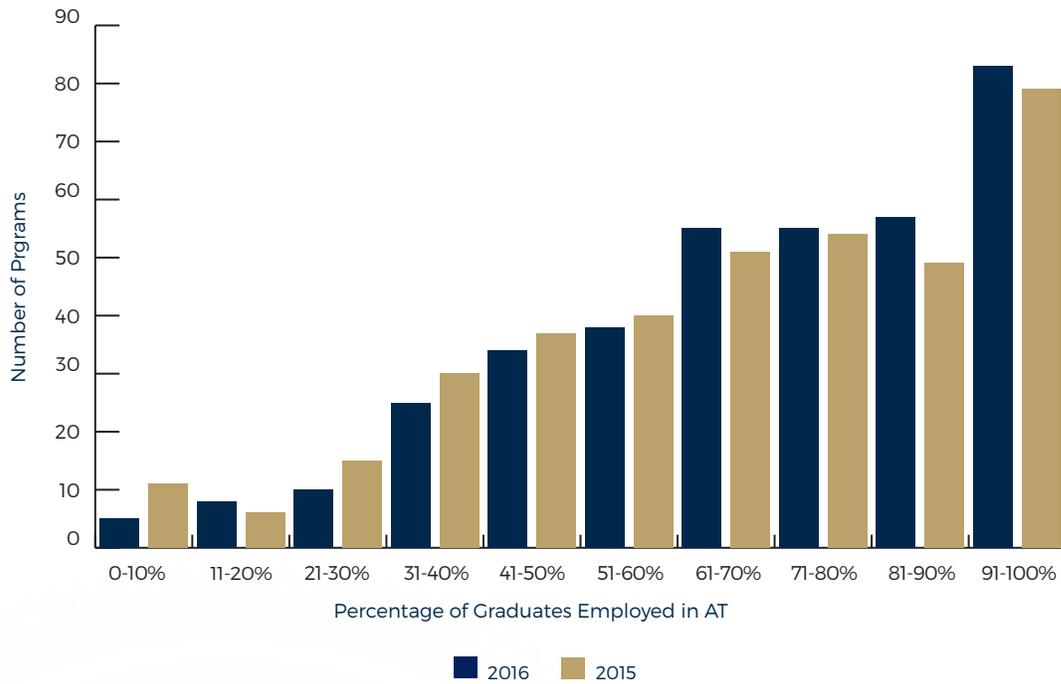


PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

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.

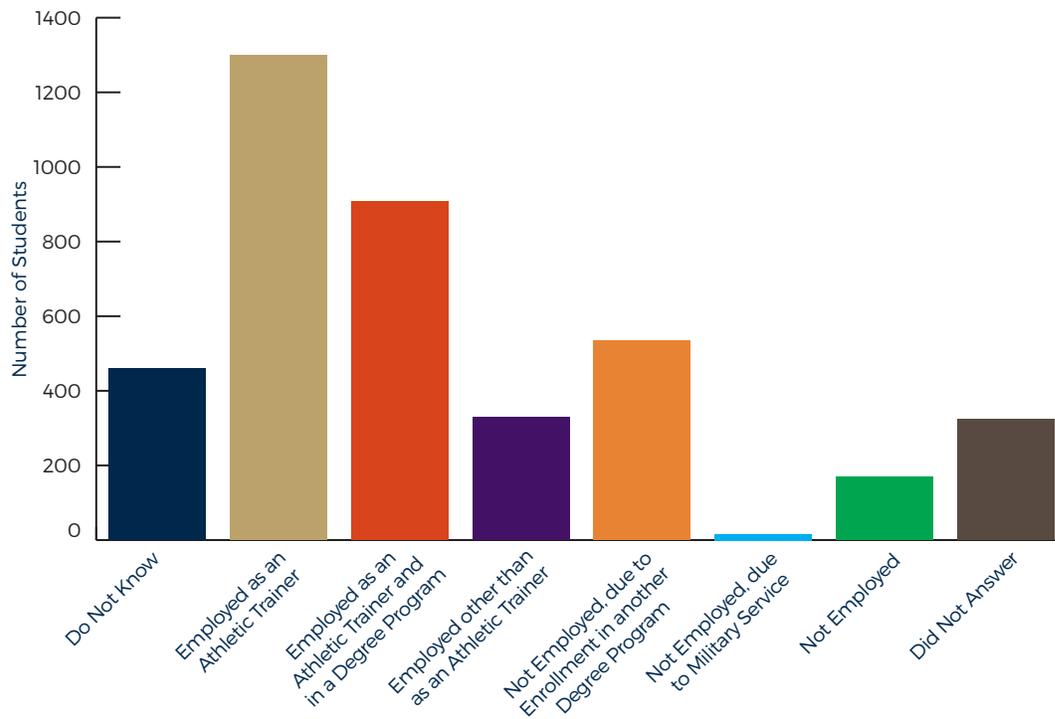
Percentage of Graduating Cohort Employed in Athletic Training



PROFESSIONAL DEGREE PROGRAM INFORMATION (N = 370)

Graduates' Placement

2015-2016 Graduating Student Placement



n = 4040



POST-PROFESSIONAL DEGREE PROGRAMS

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 trainers through didactic, clinical, and research experiences.

POST-PROFESSIONAL DEGREE PROGRAM OVERVIEW

Institution Type:	Public
Degree:	MSAT
Admissions Process:	Direct
New Students Admitted:	11‡
Program Enrollment:	22‡
Student Enrollment by Gender Ratio	7:4, Female to Male
Student Enrollment by Race Ratio:	15:4, White to all other races*
Faculty to Student Ratio (Lecture):	1:11
Faculty to Student Ratio (Lab):	1:10
Program Director:	Tenured Faculty, 10-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 PROGRAMS

POST-PROFESSIONAL DEGREE PROGRAM ACCREDITATION, INSTITUTION TYPE, AND DEGREE

During the 2015-2016 academic year there were 14 Post-Professional Degree Programs, which was a 14% decrease from the previous academic year. Thirteen (92.9%) of the programs were offered at public institutions, and 1 (7.1%) program was at a private not-for-profit institution. At the time of Annual Report submission, one program had been approved to offer the Doctor of Athletic Training (DAT), but had not yet graduated any doctoral level cohorts.

Post-Professional Degree Programs: Degree Awarded

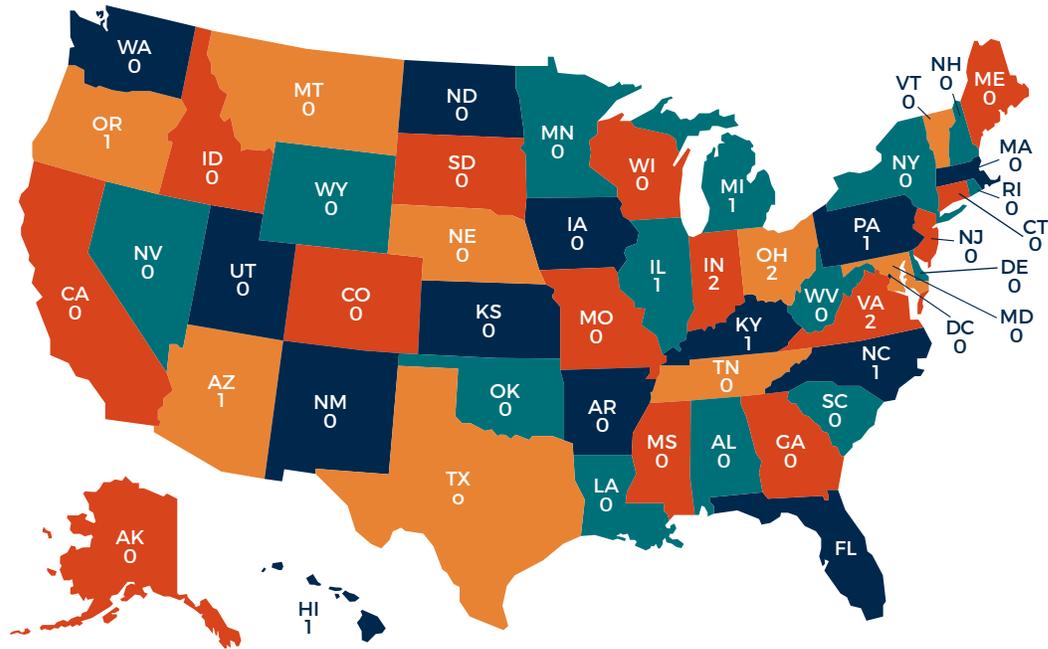
- MSAT
- MS
- MS with Emphasis/Concentration in Athletic Training
- MEd
- MA



Master of Science (MS), Master of Science of Education (MEd), Master of Arts (MA), Master of Science of Athletic Training (MSAT)

POST-PROFESSIONAL DEGREE PROGRAMS

POST-PROFESSIONAL DEGREE PROGRAMS BY STATE



POST-PROFESSIONAL DEGREE 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	12 (85.7)
Secondary Admissions	2 (14.3)

n = 14

Admissions Availability

	Mean per Program	Total for all Programs
Admission Slots Available	12.1	170
Completed Applications	49.4	691
Students Offered Admissions	13.9	195
Students Accepting Offer	11.3	158

n = 14

POST-PROFESSIONAL DEGREE PROGRAMS

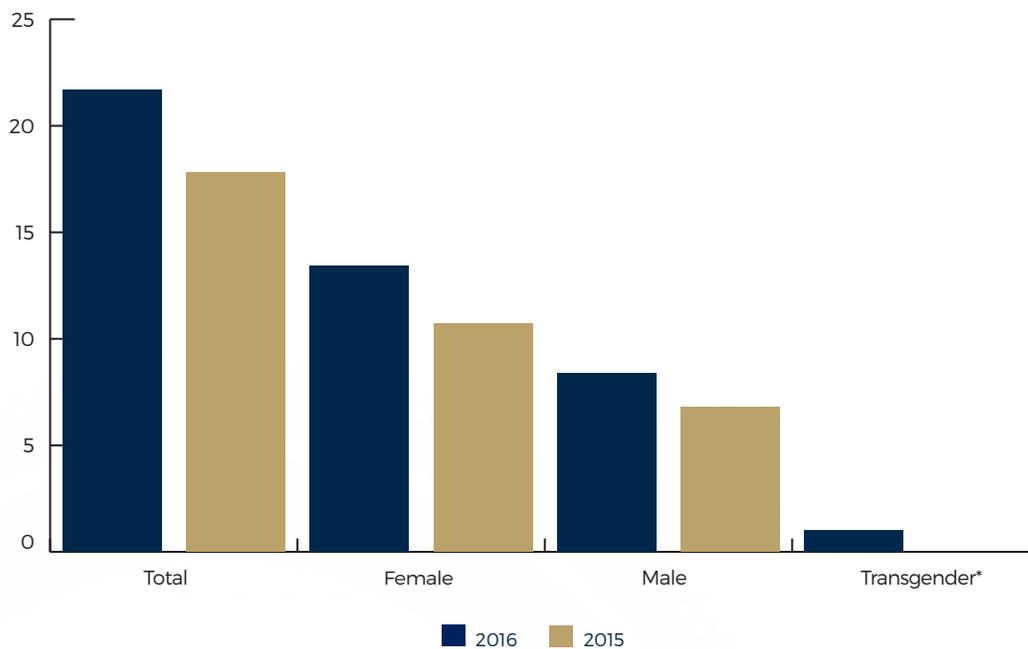
PROGRAM ENROLLMENT

Program Enrollment by Gender

	Mean per Program	Sum for all Programs
Female	13.4	188
Male	8.4	118
Transgender	0.1	1
Total	21.7	304*

n = 14 programs. * Total number of students enrolled reported does not equal the total number of reported female, male, and transgender students enrolled.

Post-Professional Degree Program: Enrollment by Gender Yearly Comparison



Mean Students per Program, n = 14. *Transgender data not collected in 2015

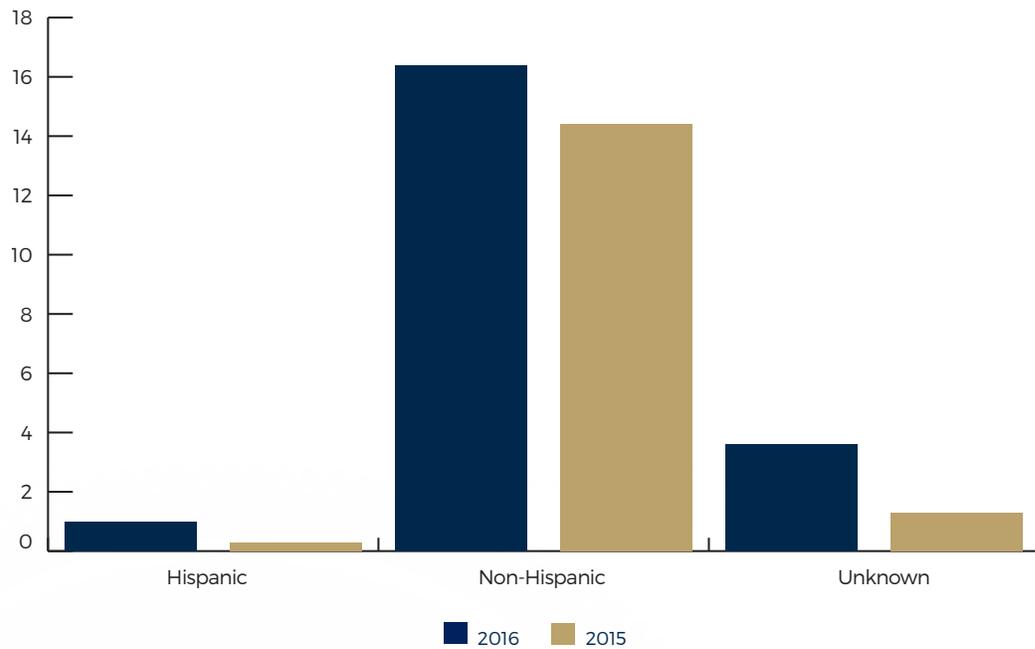
POST-PROFESSIONAL DEGREE PROGRAMS

Program Enrollment by Ethnicity

	Mean per Program	Sum for all Programs
Hispanic	1.0	14
Non-Hispanic	16.4	229
Unknown	3.6	50

n = 14

Post-Professional Degree Program Student Ethnicity Yearly Comparison



Mean Students per Program, n = 14

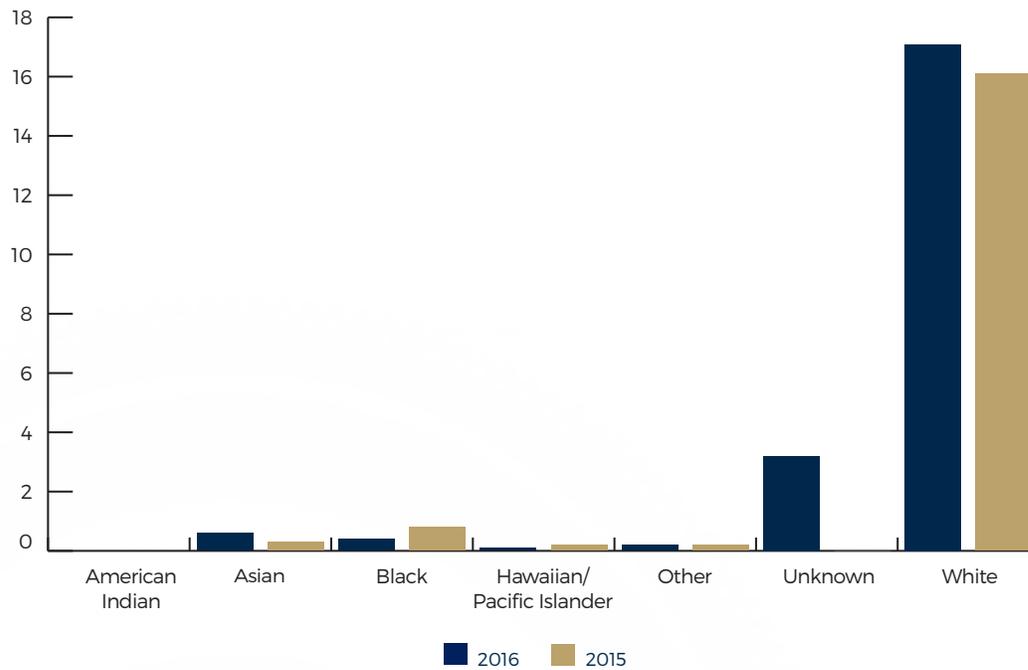
POST-PROFESSIONAL DEGREE PROGRAMS

Program Enrollment by Race

	Mean per Program	Sum of all Programs
American Indian	0.0	0
Asian	0.6	9
Black	0.4	6
Hawaiian/Pacific Islander	0.1	1
Other	0.2	3
Unknown	3.2	45
White	17.1	240

n = 14

Post-Professional Degree Program Student Race Yearly Comparison



POST-PROFESSIONAL DEGREE PROGRAMS

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 liability insurance and other publicized associated costs for their program. The information provided by the 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	10534 ± 4897	No Change	20156 ± 8368	-1.5%
Annual Fees	1054 ± 902	-13.5%	1107 ± 1022	-19.3%
Annual Other Costs	1364 ± 4244	+19.3%	1470 ± 4640	-57.7%
Total Annual Cost	12909 ± 8368	+5.9%	22733 ± 11325	+7.1%

n = 14. Mean dollars ± SD unless otherwise noted

PROGRAM OPERATING COSTS

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

	Mean Dollars ± SD
Administrative Support	43144 ± 79911
Faculty/Instructional Staff	302517 ± 198504
Expendable Supplies*	9004 ± 18648
Professional Development	6244 ± 4637
Operational Costs	4809 ± 10602

n = 14, *n = 13; one outlier removed.



POST-PROFESSIONAL DEGREE PROGRAMS

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 14 (100%) of the post-professional degree program's Program Directors reported holding an academic doctorate degree.

	Number (%)
PD is Tenure Track Faculty	12 (85.7)
PD is Tenured	11 (78.6)
	Mean ± SD
PD Appointment (months)	10.1 ± 1.5
PD Contact Hours	185.6 ± 133.7
PD Credit Hours	12.8 ± 5.1
PD Release Time (% of overall load)	20.0 ± 8.9

n = 14

Clinical Education Coordinator

Clinical Education Coordinators are not required by the Standards for post-professional degree programs. Of the 14 accredited programs, 13 reported having a designated clinical coordinator. Nine (69.2%) of the programs' CEC have an earned academic doctorate degree, one (7.1%) has a master's degree, and three (21.4%) have a DPT

	Mean ± SD
CEC Appointment (months)	10.5 ± 1.2
CEC Contact Hours	183.4 ± 157.0
CEC Credit Hours	12.9 ± 8.2
CEC Release Time (% of overall load)	13.1 ± 14.2

n = 14



POST-PROFESSIONAL DEGREE PROGRAMS

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 50% of programs reported a faculty to student ratio of 1:8 or lower, with a maximum reported ratio of 1:21. For faculty to student ratios in lecture courses, the mode (N = 4) of faculty to student ratios was 1:10. Eleven programs (78.6 %) reported a ratio of 1:10 or lower, and the maximum ratio reported was 1:24.

For preceptor to student ratios in the clinical environment, the mode (N = 6) reported a 1:2 ratio, and 11 (78.6%) 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 = 5) was three core faculty, and 85.7% of programs indicated have five or fewer core faculty. Numbers of associated faculty ranged from 0 to 3, and numbers of adjunct faculty ranged from 0 to 5.

	Mean ± SD
Core Faculty	3.2 ± 1.8
Associated Faculty	1.2 ± 0.9
Adjunct Faculty	0.7 ± 1.4

n = 14



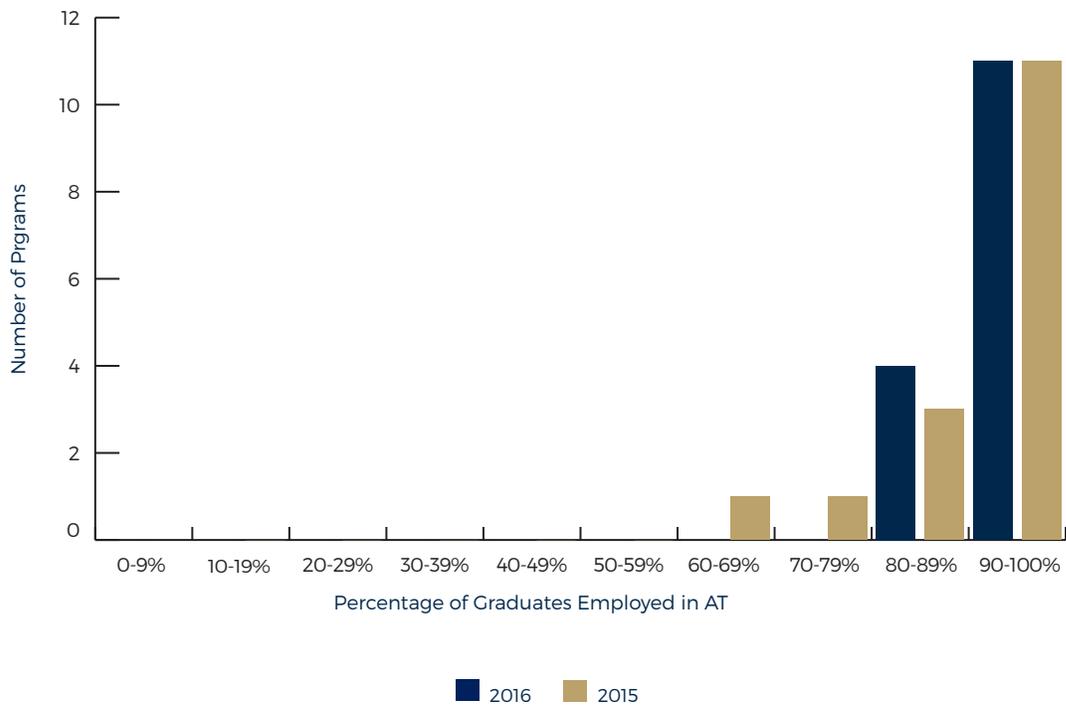
POST-PROFESSIONAL DEGREE PROGRAMS

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



POST-PROFESSIONAL RESIDENCY PROGRAMS

Residency programs offer structured curricula, including didactic and clinical components in an identified focused area of clinical practice to those that are already credentialed athletic trainers. These programs are designed to build upon and expand an athletic trainer's knowledge and experience acquired during entry-level education. For the 2015-2016 academic year there were five 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)
Ben Hogan Sports Medicine Athletic Training Residency	Orthopedic Rehabilitation	Hospital	12
Emory Athletic Training Residency	Musculoskeletal Evaluation and Diagnosis	University	12
Houston Methodist Sugar Land - Athletic Training Residency	Orthopedic Rehabilitation	Hospital	12
New Hampshire Musculoskeletal Institute - Integrated Clinical Sports Medicine Residency	Primary Care	501(c)3 Non-Profit	12
St Luke's Sports Medicine - Athletic Training Residency	Clinical Evaluation and Diagnosis	Hospital	12 (+ 1 week)

n = 5



POST-PROFESSIONAL RESIDENCY PROGRAMS

ADMISSIONS AVAILABILITY

	Mean per Program	Total for all Programs
Admission Slots Available	3.4	17
Completed Applications	26.6	133
Residents Offered Admissions	4.6	23
Residents Accepting Offer	4.2	21

n = 5

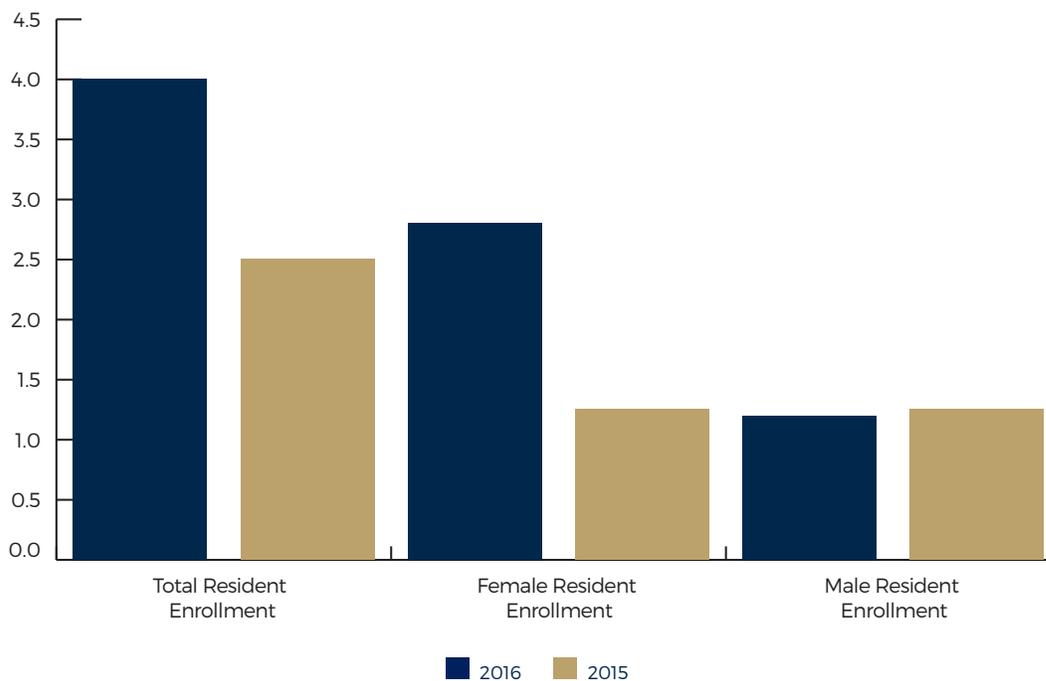
PROGRAM ENROLLMENT

Program Enrollment by Gender

	Mean per Program	Sum for all Programs
Female	2.8	14
Male	1.2	6
Transgender	0.0	0.0
Total	4.0	20

n = 5

Post-Professional Residency Program: Enrollment by Gender Yearly Comparison



Mean Residents per Program, n = 4 in 2015, n = 5 in 2016



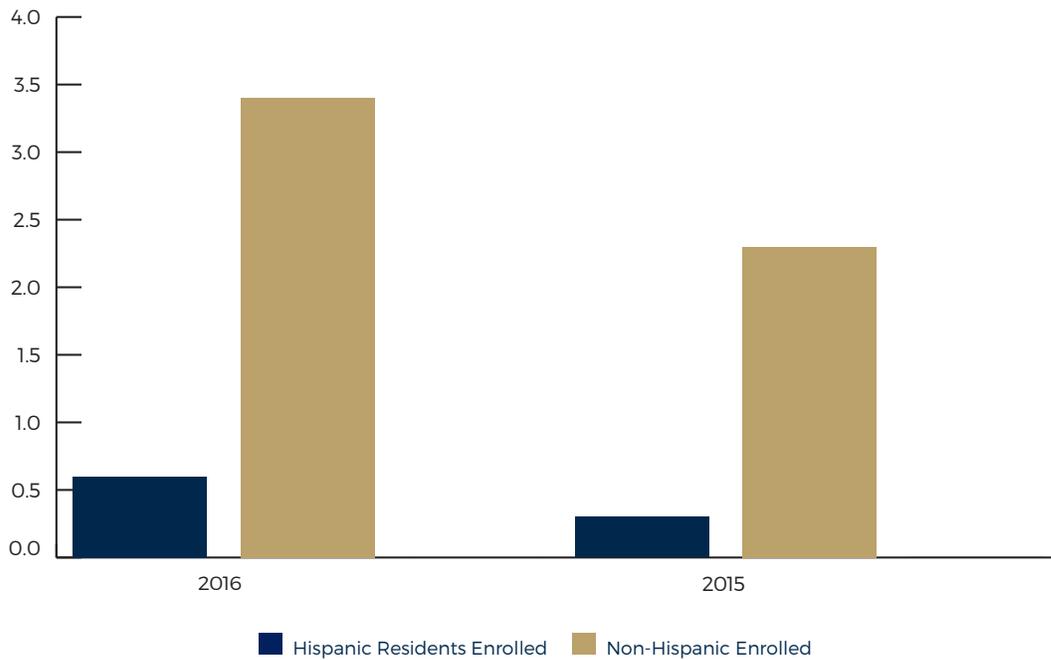
POST-PROFESSIONAL RESIDENCY PROGRAMS

Program Enrollment by Ethnicity

	Mean per Program	Sum for all Programs
Hispanic	0.6	3
Non-Hispanic	3.4	17
Unknown	0.0	0

n = 5

Post-Professional Residency Program: Enrollment by Ethnicity Yearly Comparison



Mean Residents per Program, n = 4 in 2015, n = 5 in 2016

POST-PROFESSIONAL RESIDENCY PROGRAMS

Program Enrollment by Race

	Mean Per Program	Sum of all Programs*
American Indian	0.0	0
Asian	0.0	0
Black	0.8	4
Hawaiian/Pacific Islander	0.0	0
Other	0.2	1
Unknown	0.0	0
White	2.6	13

n = 5. *Sum of residents of race categories was less than the total number of resident reported

RESIDENT STATUS

	Mean Per Program	Sum of all Programs
International Resident	0.0	0
In-State Resident	0.6	3
Out-of-State Resident	3.4	17

n = 5

PERSONNEL

Preceptors

	Mean Per Program	Sum of all Programs
Total Number of Preceptors	7.8	39
Preceptors with AT Credential	2.0	10
Preceptors with MD Credential	3.0	15
Preceptors with PT Credential	1.6	8
Preceptors with Dual AT/PT Credential	0.4	2
Preceptors with DC Credential	0.2	1
Preceptors with DPM Credential	0.2	1
Preceptors with PA Credential	0.6	3

n = 5



POST-PROFESSIONAL RESIDENCY PROGRAMS

Faculty

	Mean Per Program	Sum of all Programs
Total Number of Faculty	8.4	42
Faculty with AT Credential	2.8	14
Faculty with MD Credential	3.6	18
Faculty with PT Credential	1.8	9
Faculty with Dual AT/PT Credential	0.4	2

n = 5

OUTCOMES

Salary

Residency program directors were asked to provide the average salary made by residents upon employment following completion of the residency program. Based upon the reported salaries of the known residents' employment the mean salary obtained by residents following completion of the residency program was \$47,133. Three (3) programs reported a starting salary average of \$51,000+, one program reported that one of its residents had gone on to pursue a PhD, and the other took at position at \$40,000 (thus an average salary of \$40,000) and the final program reported an average salary of \$36,500 for its two residents completing their program.

Employment

Residency program directors were asked to provide the percentage of residents completed that residency program during the reporting period that ultimately gained employment within the field of athletic training. All five residency programs reported a 100% employment rate within the field of athletic training.



COMMISSION ON ACCREDITED

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