

CAATE

Commission on Accreditation
of Athletic Training Education

2018-2019 CAATE ANALYTIC REPORT

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 2018-2019 Annual Report completed in October of 2019, 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 2019.

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2018-2019 CAATE ANALYTIC REPORT OVERVIEW

This report describes accredited professional, post-professional degree, and post-professional residency athletic training programs, students, and faculty. Unless otherwise noted, the data included in this fact sheet were derived from the 2018-2019 Annual Report completed in October 2019, 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 2019.

This sixth annual analytics report contains detailed demographic information about the 383 accredited programs at the professional and post-professional degree and residency levels. The eAccreditation software that houses our annual report supplies the CAATE 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.

PROGRAMS AT A GLANCE

	NUMBER OF PROGRAMS	NUMBER OF STUDENTS/ RESIDENTS ADMITTED	TOTAL NUMBER OF STUDENTS/ RESIDENTS	NUMBER OF GRADUATES/ RESIDENCY COMPLETIONS
Professional	365	3,127	9,797	3,806
Post-Professional Degree	9	115	252	101
Post-Professional Residency	9	37	37	35

This report was originally published on November 1, 2020.

This 2018-2019 CAATE Analytic Report is only available online. To download, view and print the report as a PDF file, go to the CAATE's website at www.caate.net.

For questions, please contact support@caate.net.



PROFESSIONAL DEGREE PROGRAM INFORMATION

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. Programs will no longer be able to admit, enroll, or matriculate students into undergraduate professional programs as of fall 2022.

PROFESSIONAL PROGRAM OVERVIEW

THE TYPICAL PROFESSIONAL AT PROGRAM AT A GLANCE:	
Accreditation Status:	Continuing Accreditation
Institution Type:	Public
Degree Awarded:	Bachelor of Science in Athletic Training
Admissions Process:	Secondary Admissions
New Students Admitted:	9 Students*
Program Enrollment:	27 Students*
Student Enrollment by Gender Ratio:	2:1 Female to Male
Student Enrollment by Race Ratio:	4:1 White to All Other Races
Preceptor to Student Ratio (Clinical):	1:2
Program Director:	Tenure Track Faculty, 10-month Appointment, Academic Doctorate Degree
Coordinator of Clinical Education:	10-month Appointment, Master's Degree

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



ACCREDITATION STATUS

During the 2018-2019 academic year, there were a total of 365 CAATE accredited professional programs (a 0.6% increase in accredited programs from the previous year), with nine (2.5%) of those receiving initial accreditation during the year. One of these received accreditation in August, and as such did not complete an annual report. Therefore, throughout this report for information reported in the program profile (e.g. degree, Carnegie classification, location, etc.) there will be a reported N=365. For any annual report data there will be a reported N=364.

During the 2018-2019 year there were an additional nine (9) programs actively seeking initial accreditation (i.e. submitted the self-study on July 1, 2019) for a total of 374 professional athletic training programs that were either accredited or actively seeking accreditation. An additional 18 institutions had initiated the process of seeking initial accreditation for a professional program (i.e. have paid for access to eAccreditation but have not completed the self-study process as of July 1, 2019). Lastly, during the 18-19 academic year, the CAATE received 26 voluntary withdrawals of accreditation, which indicates that a program will be no longer accepting students but will continue to teach out the students they have already accepted. Programs that voluntarily withdraw accreditation will continue to complete annual reports each year until after graduating their final cohort, and as such will continue to appear as accredited programs in the analytics report until the time at which no more students are enrolled.

2018 - 2019 COMPREHENSIVE REVIEWS

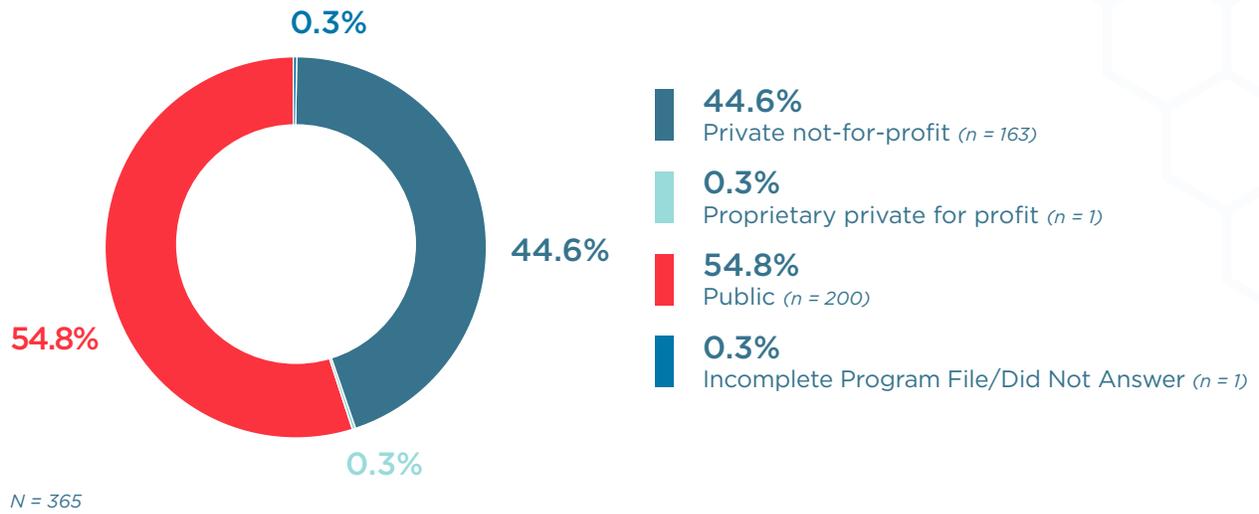
For the 2018-2019 academic year, 50 professional programs completed the Comprehensive Review process. Forty-one (41) of these programs sought continuing accreditation. All continuing accreditation awards for this time period were for a period of 10 years. All nine (9) initial accreditation awards for this time period were for five years.

INSTITUTION TYPE, CARNEGIE CLASSIFICATION, AND REGIONAL ACCREDITOR

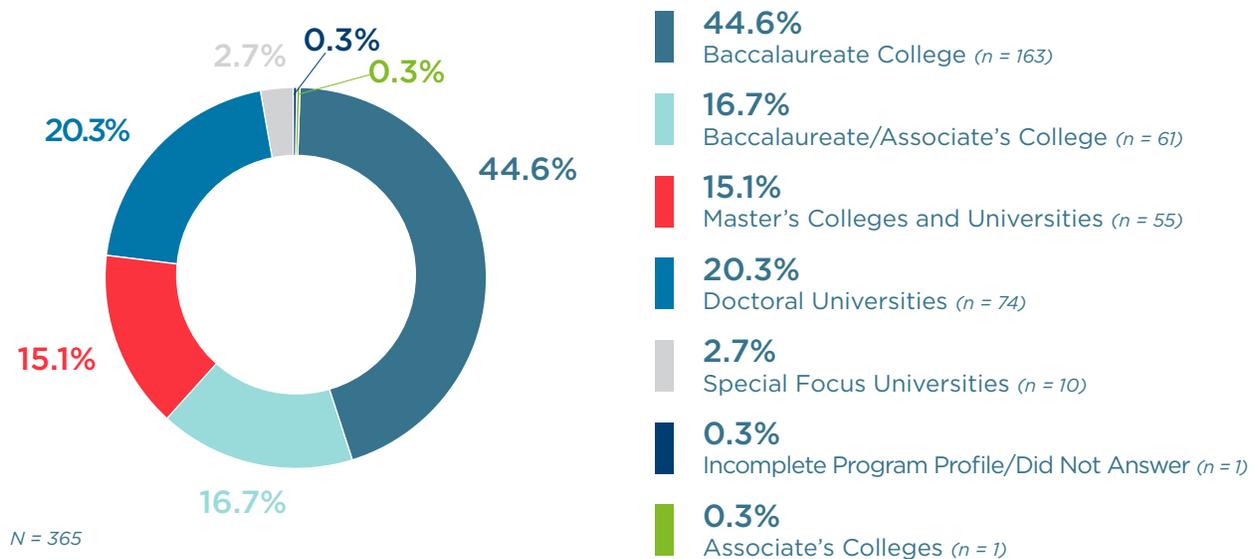
Of the accredited professional programs (N=365), one was offered at a proprietary (private for profit) institution. The majority of professional programs were offered at public institutions (54.8%) and resulted in a baccalaureate degree (57.3%). Last year (2017-2018) 55% of accredited programs were offered at public institutions and 69% of those programs resulted in a baccalaureate degree.



PROFESSIONAL PROGRAM INSTITUTION TYPE

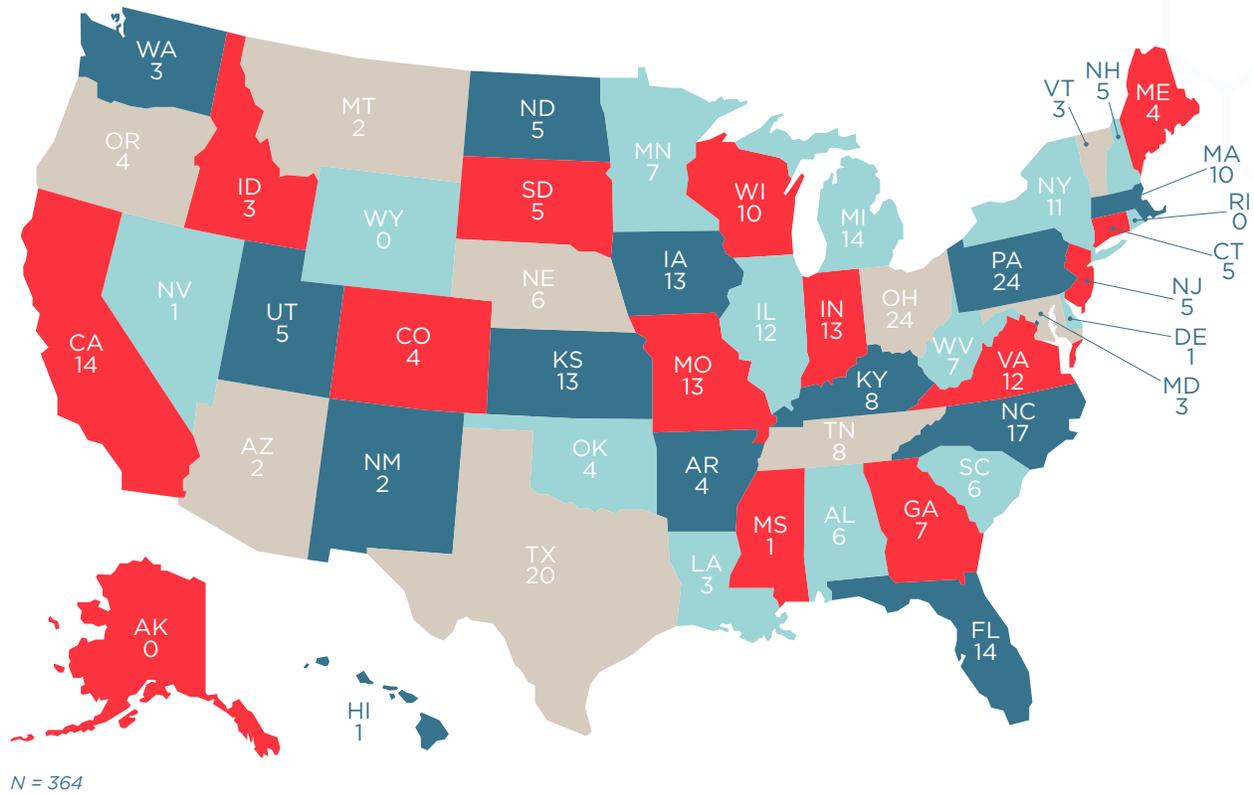


PROFESSIONAL PROGRAM CARNEGIE CLASSIFICATION



PROFESSIONAL ATHLETIC TRAINING PROGRAMS BY STATE

One program received accreditation in August and did not submit an annual report and therefore is not included in the map below.

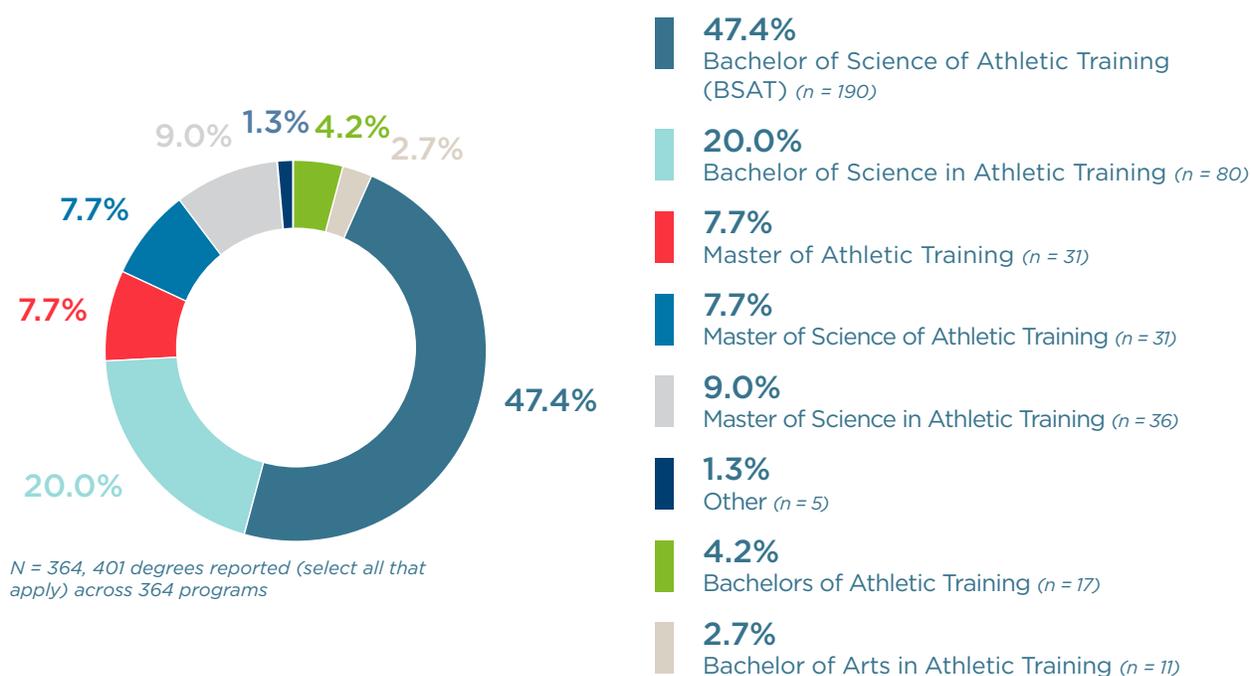


DEGREE LEVEL AND DEGREE TYPE

Of the 365 accredited professional programs, 209 (57.3%) programs result in a Baccalaureate degree (down from 297 in 2016-2017 and 252 in 2017-2018) and 156 (42.7%) programs result in a master's degree (up from 76 in 2016-2017 and 111 in 2017-2018). This pattern of change is an expected result of the professional degree transition announced in 2015.

Programs were asked to identify which athletic training degree(s) are offered. Programs are given the option to select all that apply, and therefore if a program was still teaching out undergraduate cohorts while simultaneously offering a master's degree, both the undergraduate and graduate degrees were reported. The majority of undergraduate programs offer a Bachelor of Science of Athletic Training (n=190), while master's programs are split near evenly between three different degree types; Master of Science with a major in Athletic Training (n=36), Master of Athletic Training (MAT, n=31), and a Master of Science of Athletic Training (MSAT, n=31).

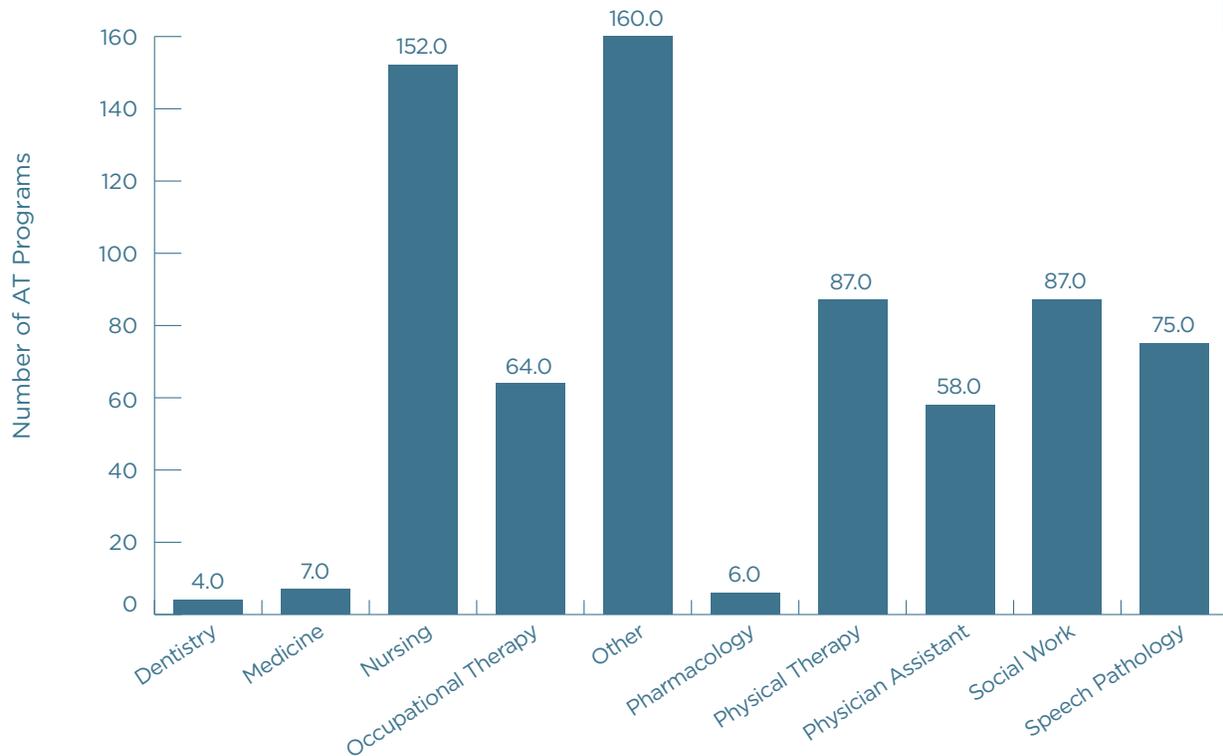
PROFESSIONAL PROGRAM DEGREE(S) OFFERED



PROGRAM ADMINISTRATIVE STRUCTURE

Of the 364 accredited professional programs that completed the annual report, 265 (72.6%) indicated existing in an administrative structure with other healthcare programs. This is a 3.9% increase from the reported number from the 2017-2018 academic year. Of the 209 undergraduate programs, 138 (66.0%) are administratively housed with other healthcare programs, and of the 156 graduate programs, 127 (81.4%) are administratively housed with other healthcare programs.

HEALTHCARE PROGRAMS ADMINISTRATIVELY HOUSED WITH ATHLETIC TRAINING



n = 265, programs selected all answers that applied.



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, and one program’s data was removed (68.1% higher than the next highest value). The mean tuition dollar amounts for public institutions increased as compared to last year’s data, whereas mean tuition dollar amounts for private institutions decreased as compared to last year’s data. Reported in-state tuition for private institutions ranged from \$5,790 – \$53,830, and for public institutions ranged from \$500 - \$37,500. Reported out of state tuition for private institutions ranged from \$2,310-\$53,830, and for public institutions ranged from \$2,310 - \$45,500.

	OVERALL [^]			PUBLIC [*]			PRIVATE [¥]		
	In-State	Out of State	% Change from 2017-2018	In-State	Out of State	% Change from 2017-2018	In-State	Out of State	% Change from 2017-2018
Annual Tuition	18,777± 12,387	24,663 ± 9,987	+0.6% (In-State) +0.4% (Out of State)	9,857 ± 5,980	20,660 ± 8,772	+4.1% (In-State) +1.9% (Out of State)	29,713 ± 8,982	29,566 ± 9,208	-1.6% (In-State) -1.4% (Out of State)
Annual Fees	1,562 ± 1,798	1,865 ± 2,782	+4.2% (In-State) +11.5% (Out of State)	1,966 ± 2,125	2,524 ± 3,479	+6.7% (In-State) +14.6% (Out of State)	1,068 ± 1,113	1,057 ± 1,114	-1.0% (In-State) +3.5% (Out of State)
Program Specific Costs	755 ± 1,844	727 ± 1,776	-1.7% (In-State) -5.7% (Out of State)	782 ± 1,947	732 ± 1,829	+6.0% (In-State) -0.8% (Out of State)	724 ± 1,720	724 ± 1,720	+81.5% (In-State) -11.9% (Out of State)
Total Annual Cost	21,110 ± 12,126	27,308 ± 9,557	+0.7% (In State) -0.5% (Out of State)	12,546 ± 5,950	23,917 ± 8,283	+4.2% (In State) +0.1% (Out of State)	31,613 ± 9,163	31,464 ± 9,419	+1.9% (In-State) -1.6% (Out of State)

[^]n = 364, ^{*}n = 200, [¥]n = 164, Mean dollars ± SD unless otherwise noted



PROGRAM OPERATING EXPENDITURES

Programs reported the program expenditures associated with administrative support, expendable supplies, and professional development. One (1) outlier (55.4% higher than the next highest number) was removed from the analysis for administrative support, two (2) outliers (48.2% higher than the next highest number) were removed from the analysis for expendable supplies, and two (2) outliers (111.2% higher than the next highest number) were removed from the analysis for professional development.

There continues to be a large amount of variability in the reporting of the expenditures for all categories. There were 113 programs that reported \$0.00* in capital equipment spending, 31 programs indicated that while funding was available for capital equipment, none was purchased for the reporting period, and capital equipment spending ranged from \$0-\$450,500. Overall, 6 programs reported \$0.00* in expendable supply expenditures, with reported amounts ranging from \$0.00 to \$118,130. Lastly, 13 programs indicated \$0.00* in professional development expenditures, which ranged from \$0.00 - \$70,885.

Although all spending categories increased compared to last year, expendable supplies and professional development saw the greatest increases this year. It is possible, as this annual report coincided with the lead-up to the implementation of the *2020 Standards for Professional Master's Athletic Training Programs*, that programs were purchasing supplies and developing faculty to deliver the new curricular content standards.

**Programs reporting \$.00 expenditures in CAATE required budget categories were required to submit a rejoinder on the annual report.*

	ALL PROFESSIONAL PROGRAMS	% CHANGE FROM 2017-2018	PUBLIC INSTITUTIONS	% CHANGE FROM 2017-2018	PRIVATE INSTITUTIONS	% CHANGE FROM 2017-2018
Expenditures for Administrative Support	24,370 ± 37,250	+1.2%	29,094 ± 42,640	+1.7%	18,629 ± 28,597	+3.4%
Expenditures for Expendable Supplies	8,109 ± 9,194	+7.3%	7,105 ± 7,695	+12.2%	9,374 ± 10,662	+4.4%
Expenditures for Professional Development	4,790 ± 4,163	+5.9%	4,785 ± 3,706	+2.7%	4,826 ± 4,667	+13.2%

N = 364, Mean dollars ± SD unless otherwise noted.

	ALL PROFESSIONAL PROGRAMS	BACCALAUREATE PROGRAMS	MASTER'S DEGREE PROGRAMS
	Mean \$ ± SD	Mean \$ ± SD	Mean \$ ± SD
Faculty Costs	256,758 + 163,412	224,618 + 151,560	286,190 + 168,667

N = 364



PROGRAM FACULTY

The number of core faculty in each program ranged from 1* (n=8, up from n=7 last year, but still down from n=12 from two years ago) to 13 (n=1). A total of 40.5% (n=140) of programs indicated having two core faculty, 31.5% (n=109) reported having three core faculty (up from 26% of programs last year), 11.8% (n=41) reported having four core faculty, and 12.2% (n=42) indicated five or more core faculty. Numbers of associated faculty ranged from 0 to 27 (up from a maximum of 16 last year), and numbers of adjunct faculty ranged from 0 to 16.

	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mean ± SD	Mode	Mean ± SD	Mode	Mean ± SD	Mode
Core Faculty	3.0 + 1.5	2	2.8 + 1.5	2	3.3 + 1.4	3
Associated Faculty	2.5 + 3.3	0	3.1 + 4.0	0	1.9 + 2.3	0
Adjunct Faculty	2.6 + 3.0	0	2.7 + 3.3	0	2.4 + 2.7	0

*N = 364, *Programs reporting 0 or 1 core faculty were cited as non-compliant with the Standard within the Annual Report*

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 (83.0%) use a secondary admissions process. This was a decrease from last year's 86.2%.

	ALL PROFESSIONAL PROGRAMS	BACCALAUREATE PROGRAMS	MASTER'S DEGREE PROGRAMS
	Number (%)	Number (%)	Number (%)
Direct Admissions	62 (17.0)	9 (4.3)	53 (34.2)
Secondary Admissions	302 (83.0)	200 (95.7)	102 (65.8)

N = 364



ADMISSIONS CAPACITY AND ENROLLMENT

Professional programs saw a 19% decrease in submitted applications, after a 23.5% decrease in the previous year. There was a 18.8% decrease in the total number admitted students during the 18-19 academic year. Undergraduate programs reported a 36.5% decrease in applications completed, while graduate professional programs reported a 19.9% increase in applications completed. Undergraduate student admissions decreased by 36.9%, and the number of graduate students admitted increased by 24.1%, 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. The average number of students admitted per program by graduate programs decreased from 10.3 to 9.2 (-10.7%). During the 18-19 reporting period, baccalaureate programs admitted students to fill 56.3% (down from 63.6% last year) of their available student spots, while master's degree programs admitted 54.4% of their reported capacity (down from 56.4% last year).

	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mean	Total	Mean	Total	Mean	Total
Slots Available	15.5	5643	14.5	3034	16.8	2609
Completed Applications	16.7	6063	15.7	3280	18.0	2783
Students Offered Admission	11.5	4108	10.6	2222	12.6	1958
Students Accepting Offer	8.6	3127	8.2	1708	9.2	1419

N = 364

STUDENT DEMOGRAPHICS

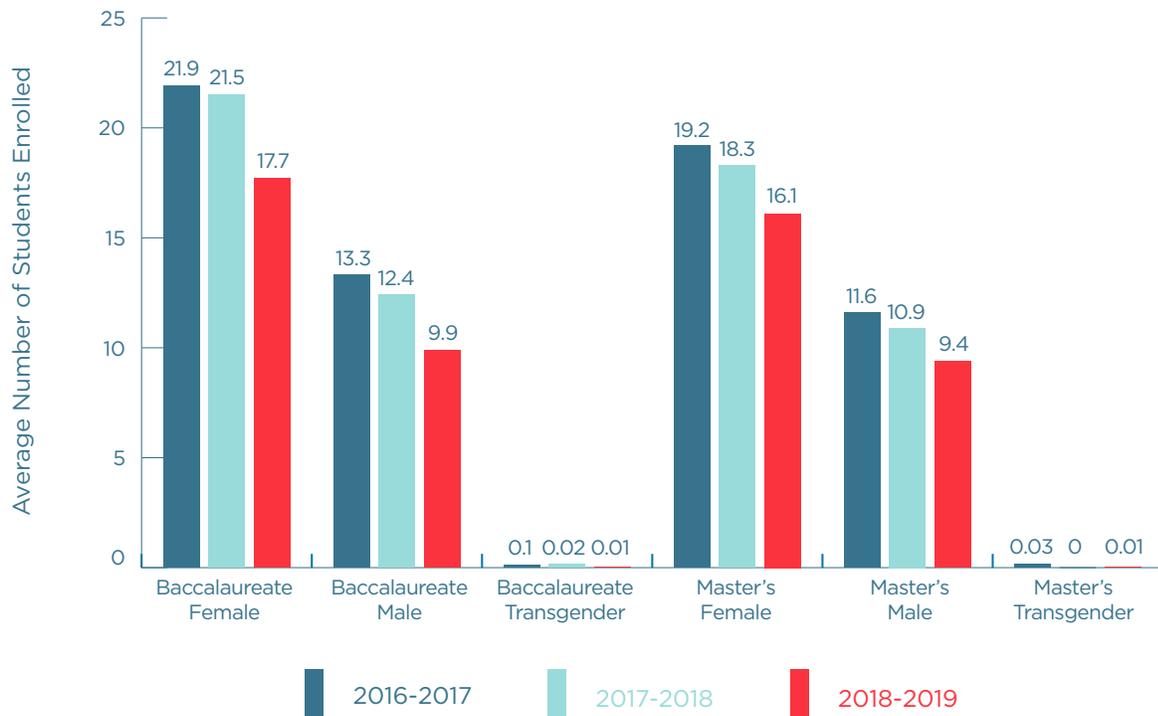
ENROLLMENT BY GENDER

Professional program total enrollment (all cohorts) across all program types decreased from the 2017-2018 academic year by 17.4%. Enrollment of female students decreased by 16.6% and male student enrollment decreased by 18.2%. Transgender student enrollment remained constant from 2017-2018 to 2018-2019.

	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mean	Sum	Mean	Sum	Mean	Sum
Total Student Enrollment	26.9	9,797	27.9	5,840	25.5	3,957
Female Student Enrollment	17.0	6,202	17.7	3,708	16.1	2,494
Male Student Enrollment	9.7	3,538	9.9	2,076	9.4	1,462
Transgender Student Enrollment	0.01	4	0.01	3	0.01	1

N = 364

MEAN STUDENT ENROLLMENT BY GENDER; THREE YEAR COMPARISON

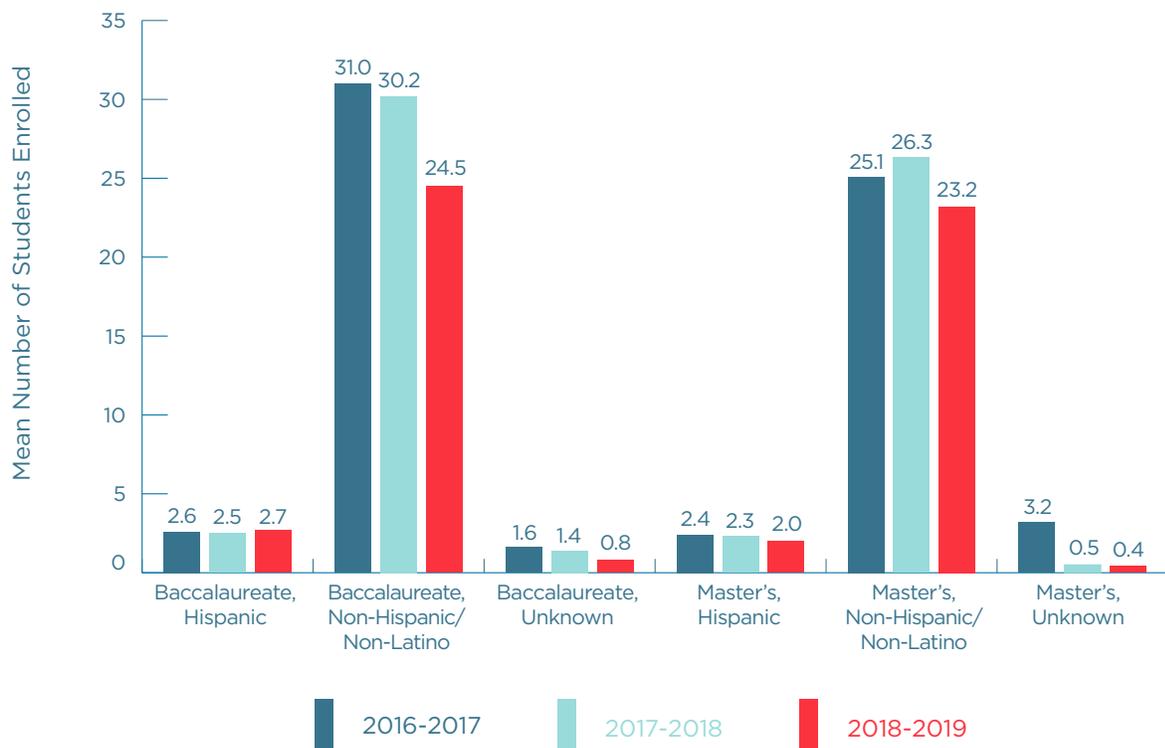


ENROLLMENT BY ETHNICITY

	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mean	Sum	Mean	Sum	Mean	Sum
Hispanic	2.4	872	2.7	568	2.0	304
Non-Hispanic/ Non-Latino	23.9	8,713	24.5	5,115	23.2	3,598
Unknown	0.6	212	0.8	157	0.4	55

N = 364

MEAN STUDENT ENROLLMENT BY ETHNICITY; THREE YEAR COMPARISON

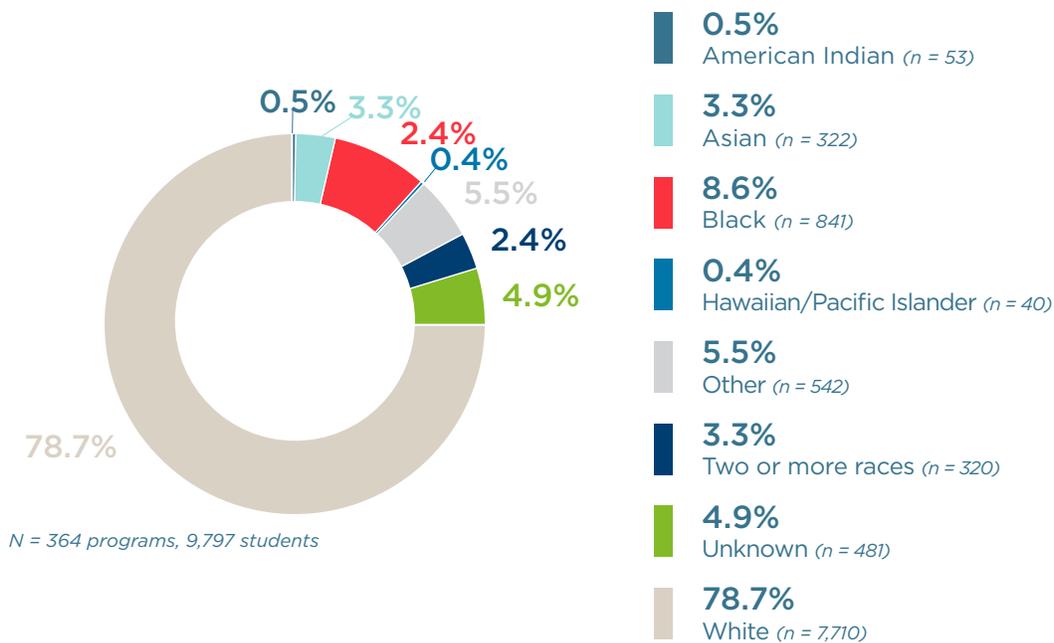


ENROLLMENT BY RACE

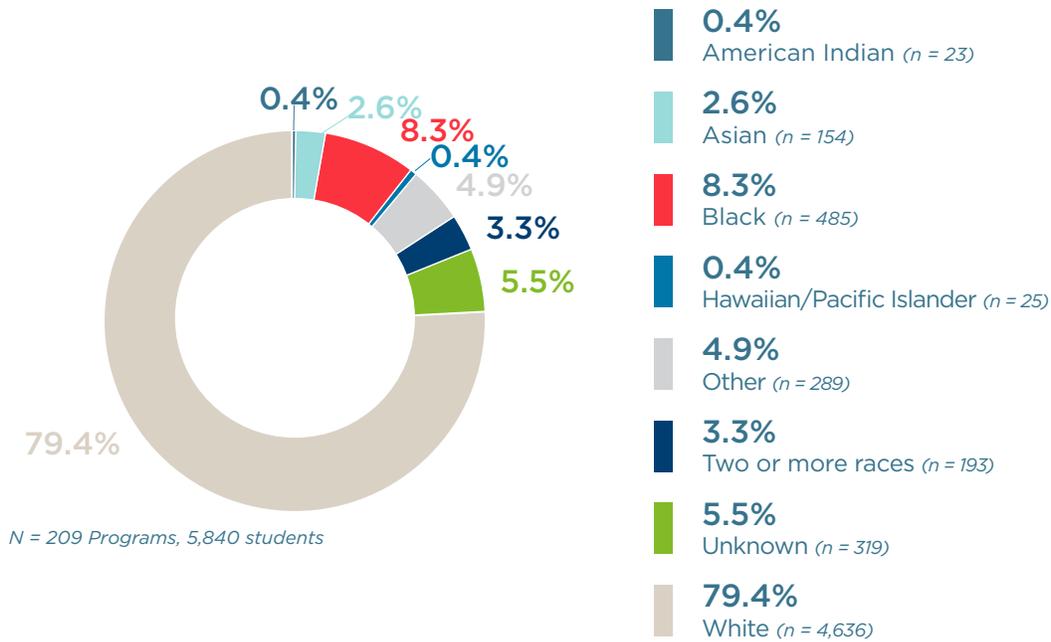
	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mean	Sum	Mean	Sum	Mean	Sum
American Indian	0.2	53	0.1	23	0.2	30
Asian	0.9	322	0.7	154	1.1	168
Black	2.3	841	2.3	485	2.3	356
Hawaiian/ Pacific Islander	0.1	40	0.1	25	0.1	15
Other	1.6	542	1.4	289	1.9	253
Two or More Races	0.9	320	0.9	193	0.8	127
Unknown	1.3	481	1.5	319	1.1	162
White	21.2	7,710	22.2	4,636	19.8	3,074

N = 364

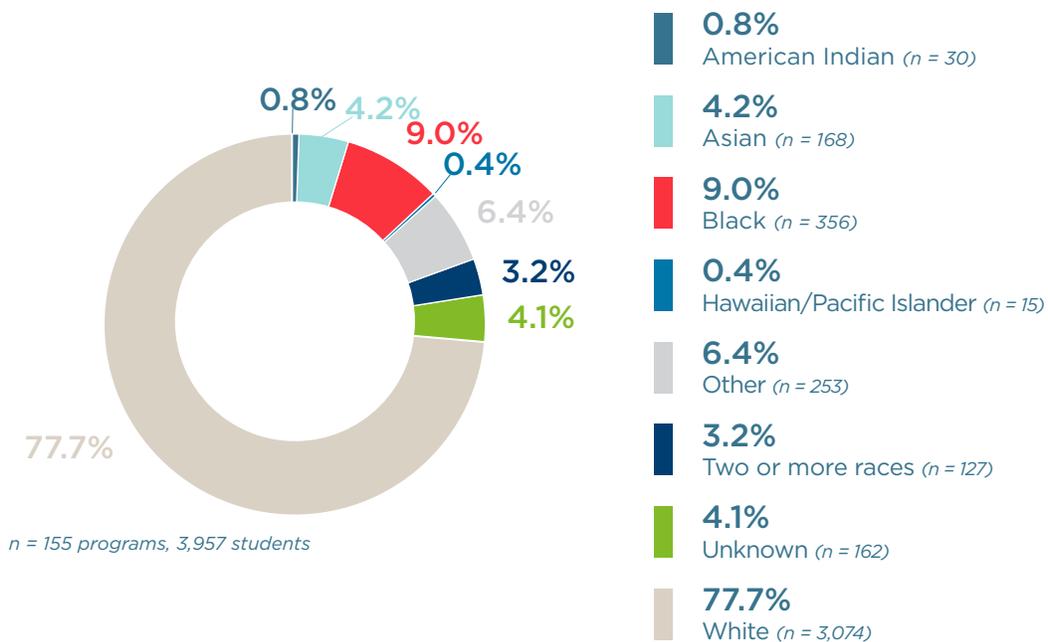
TOTAL STUDENT ENROLLMENT (PROFESSIONAL PROGRAM) BY RACE



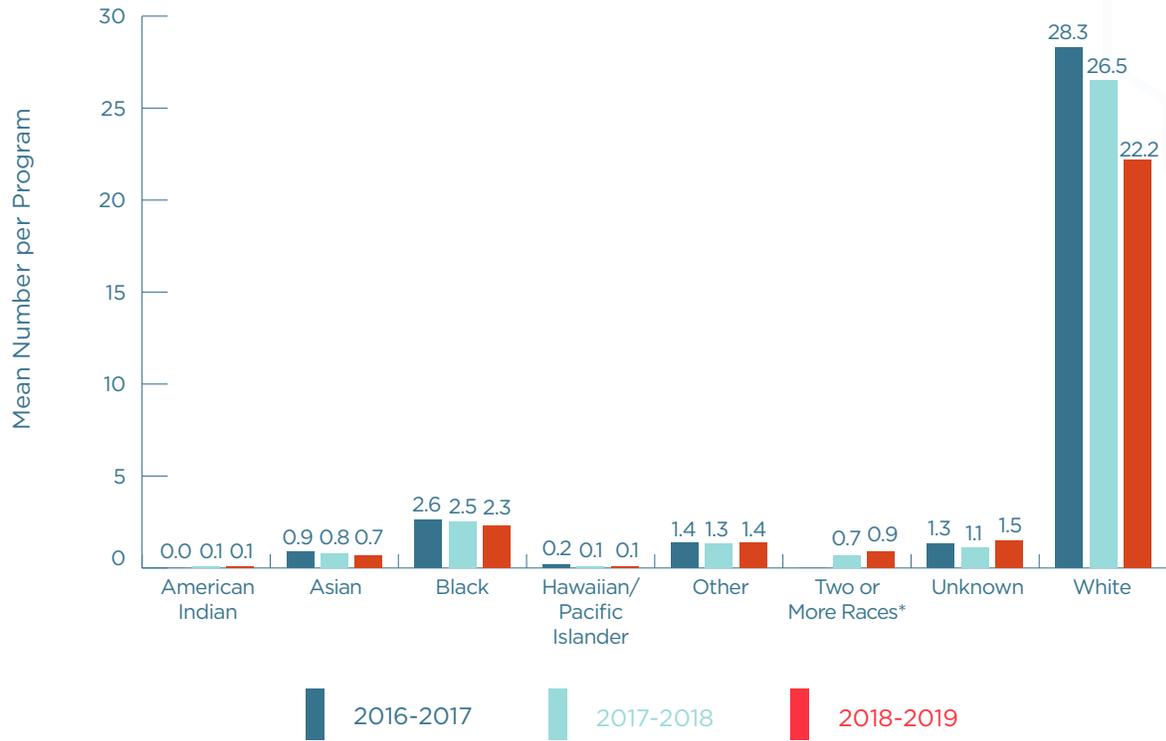
STUDENT ENROLLMENT (BACCALAUREATE PROF PROGRAMS) BY RACE



MASTER'S (PROFESSIONAL) PROGRAM ENROLLMENT BY RACE



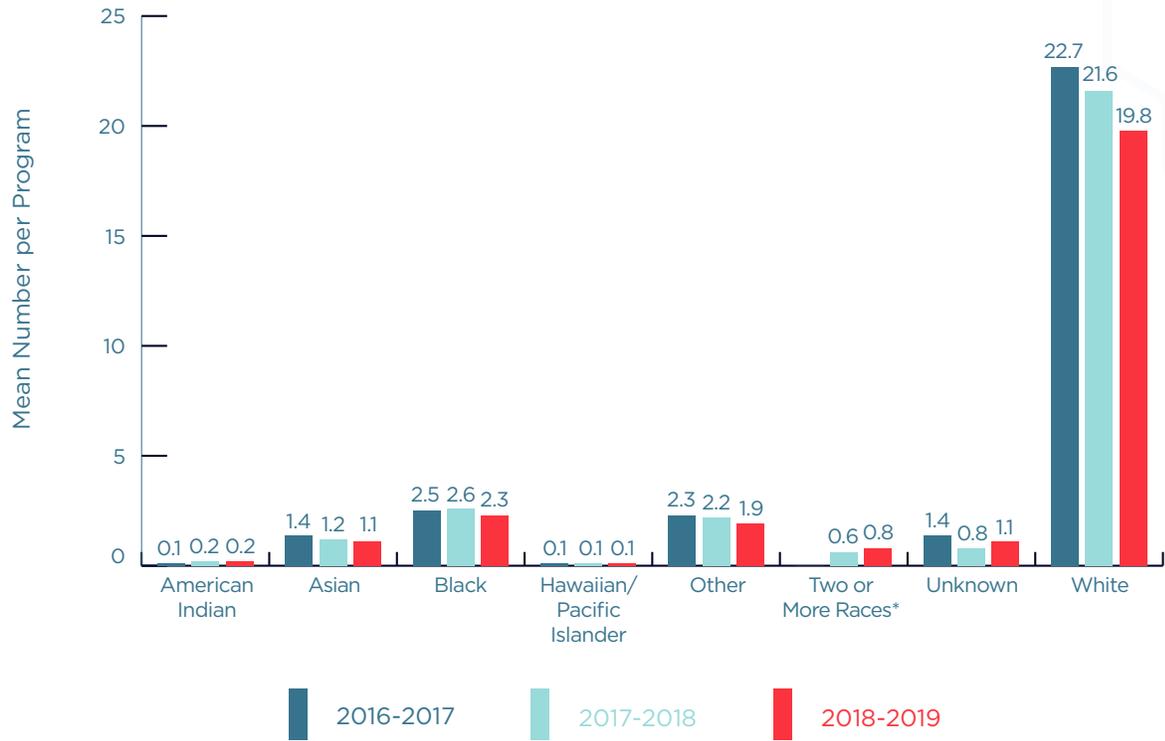
MEAN BACCALAUREATE ENROLLMENT BY RACE; THREE YEAR COMPARISON



*n = 209, *category not an option in the 2016-2017 report*



MEAN MASTER'S ENROLLMENT BY RACE; THREE YEAR COMPARISON



*n = 155, *category not an option in the 2016-2017 report*



CLINICAL EDUCATION

PRECEPTOR TO STUDENT RATIO

Program Directors were asked to report the average preceptor to student ratio using the total number of active preceptors for the program with the total number of students that are active in clinical education. The most common ratio (n=174) was 1:2, followed by a ratio of 1:3 (n=74). A total of 91.8% of all programs reported a clinical education ratio of 1:4 or smaller. Twenty-six (down from 35 last year and 80 the year before that) programs reported ratios between 1:5 and 1:8, and only four 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 three years, all of which saw higher maximum ratios, and more reported ratios above 1:10.

	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mode	Maximum	Mode	Maximum	Mode	Maximum
Preceptor to Student Ratio	1:2	1:12	1:3	1:8	1:2	1:12

N = 364

IMMERSIVE CLINICAL EXPERIENCES

For the 2018-2019 Annual Report, program administrators were asked for the second time to provide details about immersive clinical experiences. In the *2020 Standards for Accreditation of Professional Athletic Training Programs*, programs at the master's degree level will be required to minimally include one, four-week long immersive athletic training clinical experience. The immersive clinical experience is defined as "a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers." A total of 38.5% (n=140) of all professional programs currently incorporate an immersive clinical experience. This number has increased by 11.1% since last year. For baccalaureate programs, 21.5% (n=45) include an immersive clinical experience, and for master's programs 61.3% (n=95) include an immersive clinical experience.

Of the 140 programs reporting immersive clinical experiences, 13 (9.3%) of those programs reported an immersive clinical experience with a duration of 3 or fewer weeks. These programs were eliminated from the analysis provided in the table below as they did not meet the minimum criteria of an immersive experience. Programs were asked to report both the number of weeks spent in immersive clinical experiences as well as the number of hours per week spent at their clinical site during their immersive experience. Baccalaureate programs reported more weeks in immersive clinical experiences than Master's programs, but also reported fewer hours spent at the clinical experience per week of immersive clinical experiences as compared to master's programs.

	ALL PROFESSIONAL PROGRAMS		BACCALAUREATE PROGRAMS		MASTER'S DEGREE PROGRAMS	
	Mean ± SD	Mode	Mean ± SD	Mode	Mean ± SD	Mode
Number of Weeks Spent in Immersive Clinical Experiences	18.2 ± 20.6 weeks	4 weeks	26.2 ± 30.9 weeks	15 weeks	14.7 ± 0.5 weeks	4 weeks
Number of Hour per Week When in Immersive Clinical	31.9 ± 11.6 hours	40.0 hours	23.6 ± 11.4 hours	20.0 hours	35.6 ± 9.6 hours	40.0

N = 127



FACULTY AND STAFF

For both the Program Director and the Coordinator of Clinical Education, 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 Directors of professional programs have a range of years of experience from 0-44 years and a mode of 22 years, and a range of years of clinical experience from 0-35 years and a mode of 0 years.

Approximately 47.9 % of program directors are on a 9-month contract (down from 51% last year), 23.3% on a 10-month contract (same as last year), 2.5% have an 11 month contract (up from 0% last year), and 23.4% have a 12-month contract (up from 22% last year).

PROGRAM DIRECTOR (PD)

	ALL PROFESSIONAL PROGRAMS	BACCALAUREATE PROGRAMS	MASTER'S DEGREE PROGRAMS
	Number (%)	Number (%)	Number (%)
PD is Tenure Track Faculty	212 (58.2)	112 (53.6)	100 (64.5)
PD is Tenured	170 (46.7)	86 (41.1)	84 (54.2)
	Mean ± SD	Mean ± SD	Mean ± SD
PD Years of Experience	22.0 ± 8.3	21.9 ± 8.6	22.14 ± 7.8
PD Years of Clinical Experience	6.8 ± 6.3	7.3 ± 6.8	6.0 ± 5.5
PD Appointment (Months)	10.1 ± 1.9	10.1 ± 2.2	10.2 ± 1.3
PD Contact Hours per Year	248.8 ± 130.3	261.5 ± 132.9	231.7 ± 125.2
PD Credit Hours per Year	16.4 ± 6.7	17.0 ± 6.9	15.5 ± 6.2
PD Release Time (% of Overall Load)	28.6 ± 15.3	26.4 ± 10.6	31.7 ± 19.6

N = 364, percentages are a percent of the total number of the program type

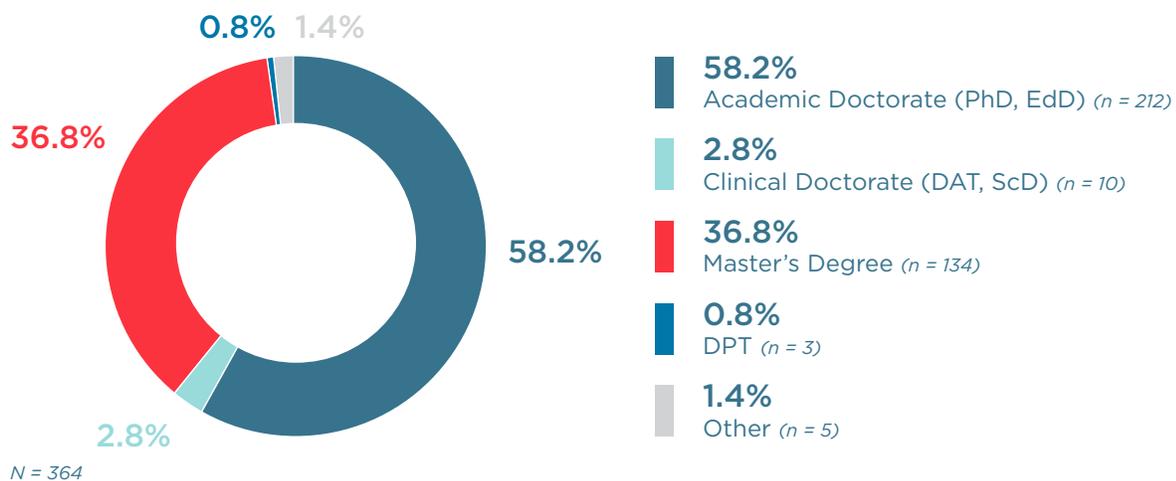


PROGRAM DIRECTOR DEGREE

When Program Directors are completing the Annual Report, they are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. The majority (58.2%, n=212) of Program Directors hold an academic doctorate degree. Ten program directors have an earned clinical doctorate (up from six last year), and zero respondents selected the option for bachelor's degree.

When split by degree type, in undergraduate programs 49.8% of Program Directors hold an academic doctorate (down from 53% last year), and 45% report a master's degree as the highest degree earned. In master's degree programs 69.7% of Program Directors have an academic doctorate degree (down from 73% last year) and 25.8% hold a master's degree (up from 22.5% last year).

PROFESSIONAL PROGRAM DIRECTOR HIGHEST DEGREE EARNED



COORDINATOR OF CLINICAL EDUCATION

	ALL PROFESSIONAL PROGRAMS	BACCALAUREATE PROGRAMS	MASTER'S DEGREE PROGRAMS
	Number (%)	Number (%)	Number (%)
CCE is Tenure Track	123 (35.2)	46 (28.6)	77 (36.8)
CCE is Tenured	57 (15.7)	26 (12.4)	31 (20.0)
	Mean ± SD	Mean ± SD	Mean ± SD
CCE Years of Experience	15.4 ± 8.5	15.3 ± 8.9	15.5 ± 8.0
CCE Years of Clinical Experience	6.3 ± 6.1	6.3 ± 6.0	6.2 ± 6.4
CCE Appointment (months)	10.0 ± 2.4	9.9 ± 2.2	10.2 ± 2.5
CCE Contact Hours	262.7 ± 145.4	266.8 ± 154.6	257.1 ± 132.2
CCE Credit Hours	17.9 ± 12.3	17.3 ± 7.0	18.6 ± 17.1
CCE Release Time (% of overall load)	25.2 ± 15.6	22.7 ± 12.3	28.5 ± 18.7

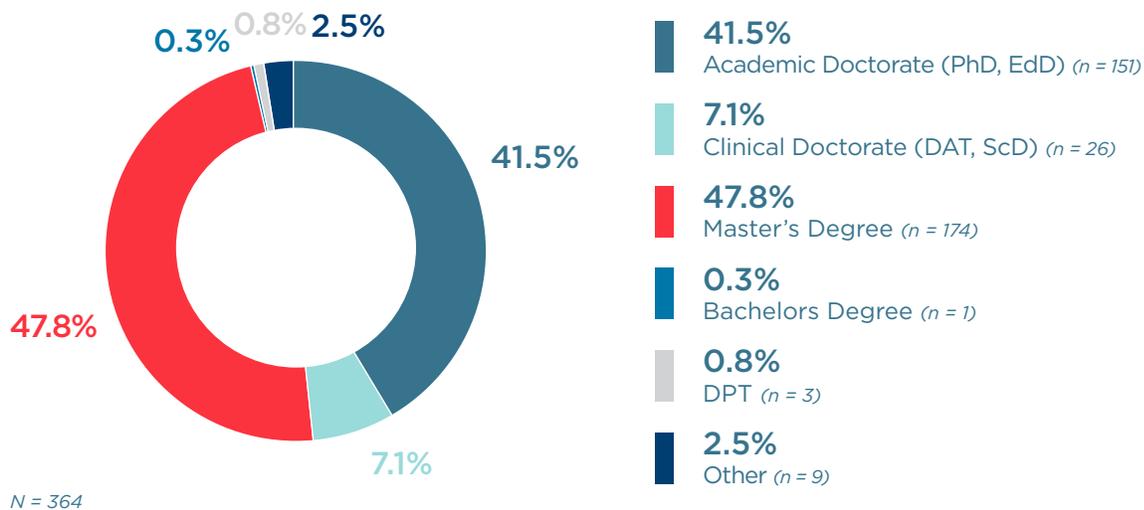
N = 364

COORDINATOR OF CLINICAL EDUCATION 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. Nearly half (47.8%, n=174) of Coordinators of Clinical Education hold a master's degree, down from 52.1% last year. Academic doctorate was the second most common degree selection at 41.5% (n=151), up from 38.8% last year.

When split by degree level of the program, 57.9% of CCEs at baccalaureate programs have a master's degree (down from 61.5% last year), compared to 34.2% of CCEs at master's degree programs (up from 30.6% last year). The majority (56.1%) of CCEs at master's degree programs have an Academic Doctorate degree, as compared with just 30.6% of CCEs at baccalaureate programs.

COORDINATOR OF CLINICAL EDUCATION HIGHEST DEGREE EARNED

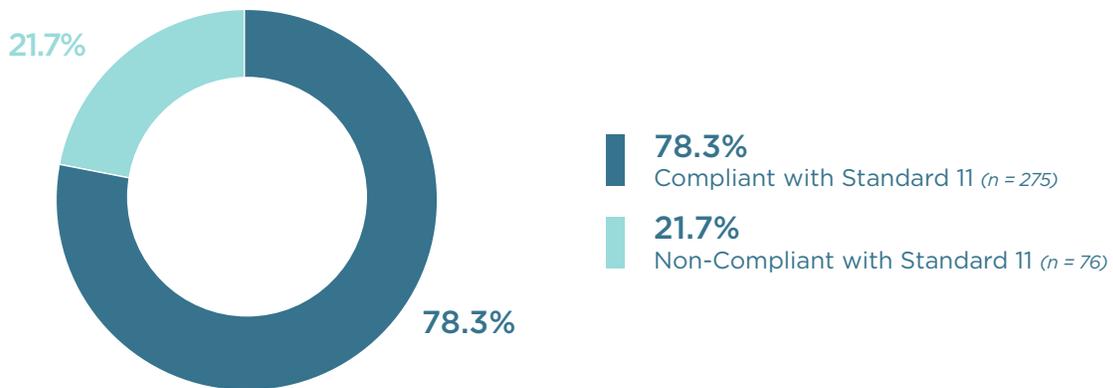


OUTCOMES

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 2019 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=76) increased slightly as compared to last year, which saw 71 programs in non-compliance.

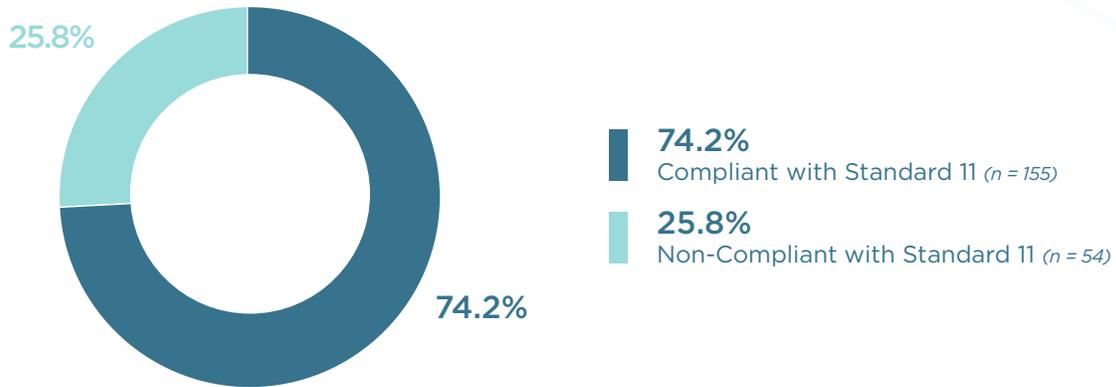
PROFESSIONAL PROGRAM COMPLIANCE WITH STANDARD 11 (2017, 2018, 2019)



n=351, New programs with less than three years of data not included in this analysis (n=14)

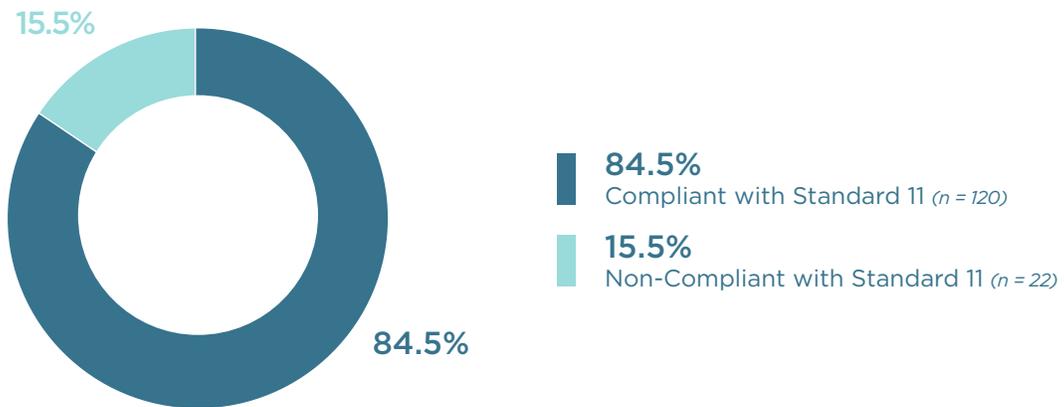


BACCALAUREATE PROGRAM COMPLIANCE WITH STANDARD 11 (2017, 2018, 2019)



n = 209, New programs with less than three years of data not included in this analysis (n=14)

MASTER'S DEGREE PROGRAM COMPLIANCE WITH STANDARD 11 (2017, 2018, 2019)



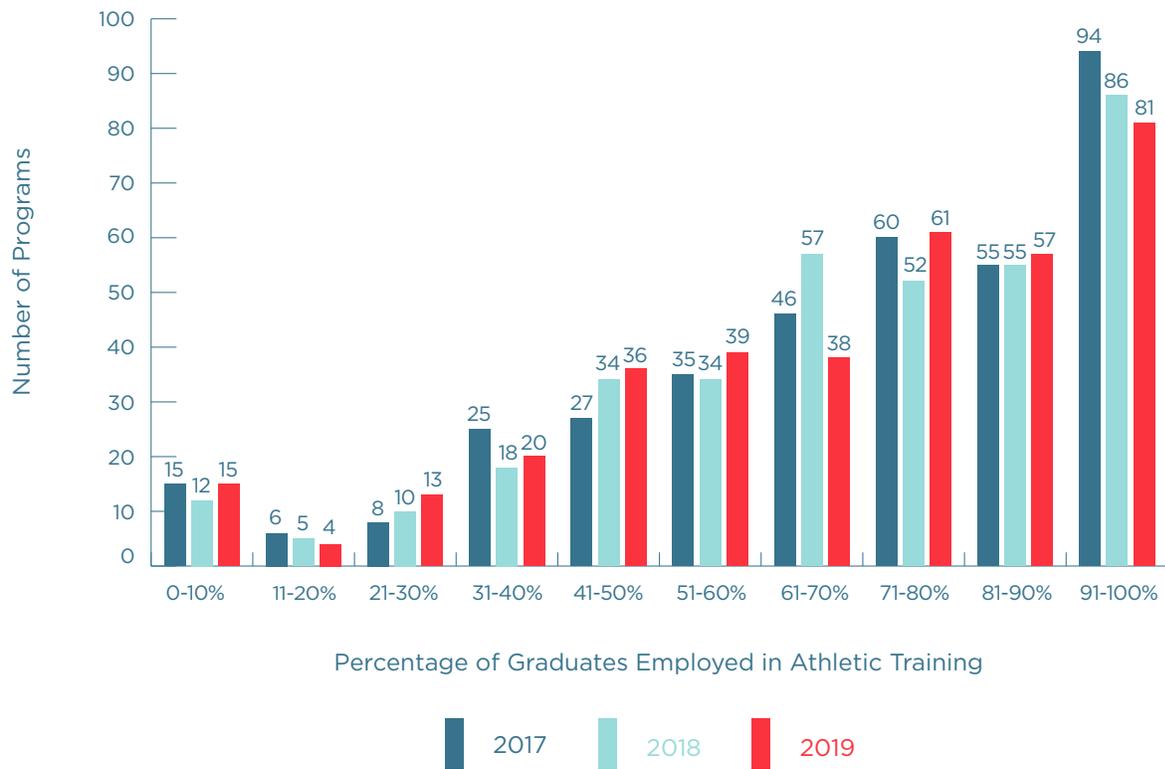
n=142, New programs with less than three years of data not included in this analysis (n=14)



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, 2017-2019)



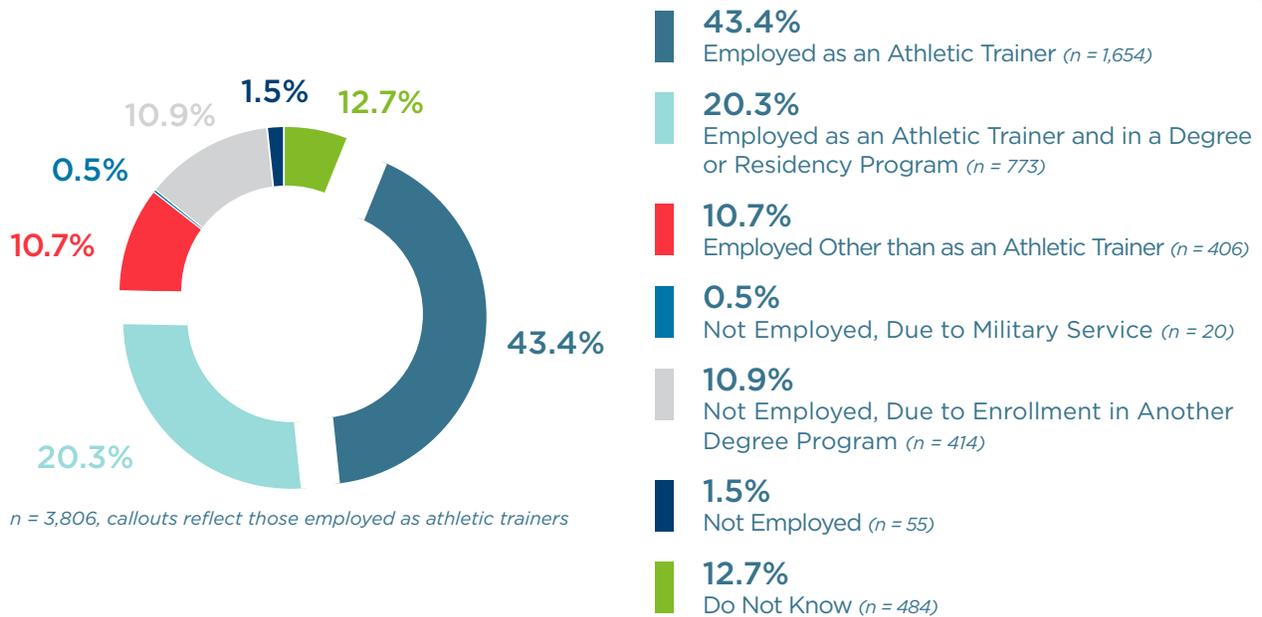
N = 364



GRADUATES' PLACEMENT

This section of information is provided from data entered by the program director within student profiles. From the 2018-2019 graduating cohort, 3,669 student profiles had been updated with placement information. 137 student profiles did not contain information about placement, which have been added to the *Do Not Know* category within the chart.

2018-2019 GRADUATING STUDENT PLACEMENT



POST-PROFESSIONAL DEGREE PROGRAMS

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:	12 [‡]
Program Enrollment:	28 [‡]
Student Enrollment by Gender Ratio:	16:9, female to male
Student Enrollment by Race Ratio:	21:2, white to all other races*
Faculty to Student Ratio (Lecture):	1:13 [‡]
Faculty to Student Ratio (Lab)	1:13 [‡]
Program Director	Tenured Faculty, 10-month Appointment, Academic Doctorate Degree
Clinical Education Coordinator	10-month Appointment, Academic Doctorate Degree
Number of Core Faculty	3

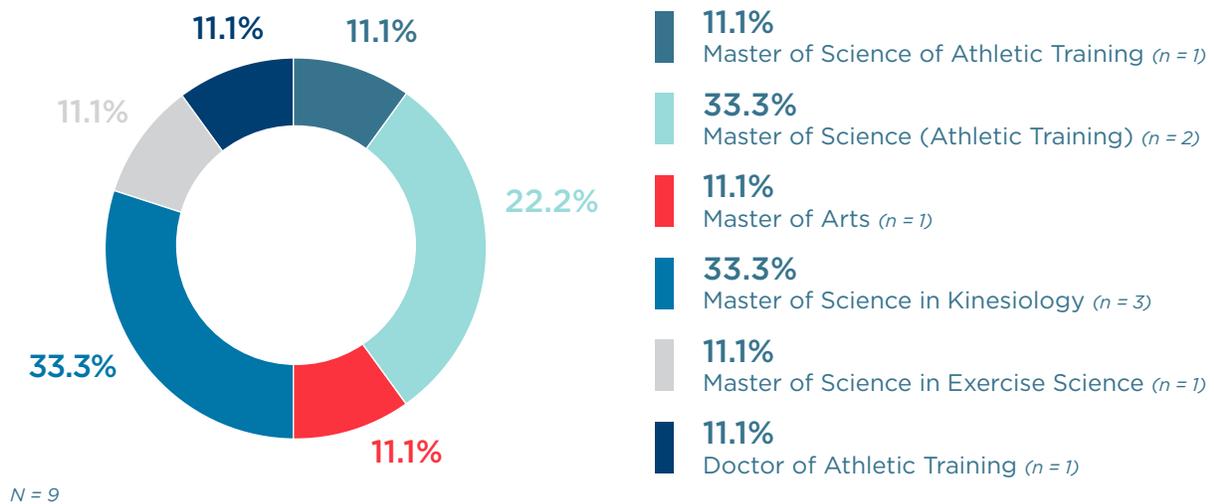
**denotes decrease from last year’s ‘At a Glance’ data, ‡ denotes increase from last year’s ‘At a Glance’ data*



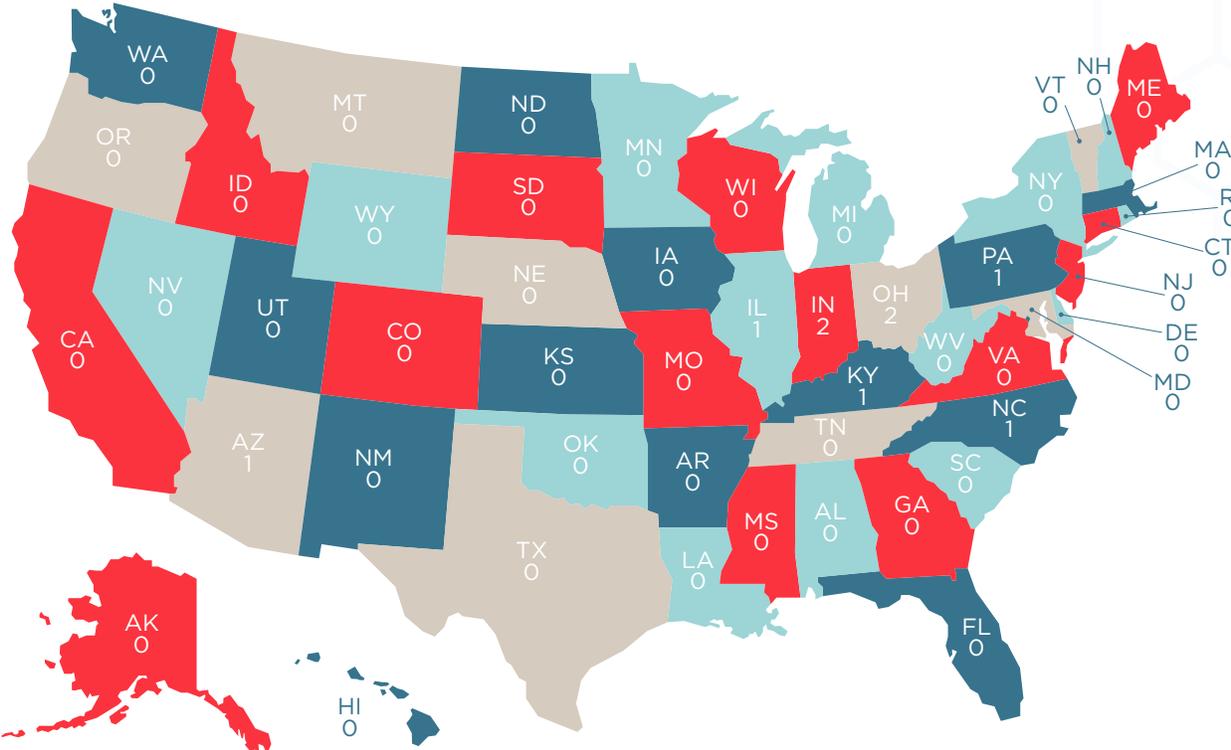
POST-PROFESSIONAL DEGREE PROGRAM ACCREDITATION, INSTITUTION TYPE, AND DEGREE

During the 2018-2019 academic year, there were nine (9) accredited Post-Professional Degree Programs, holding steady from the previous academic year. Eight (88.9%) of the programs were offered at public institutions, and one (11.1%) 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. One of the programs completed a comprehensive review during the 2018-2019 academic year, and received seven years of continuing accreditation.

POST-PROFESSIONAL DEGREE PROGRAMS: DEGREE AWARDED



POST-PROFESSIONAL DEGREE PROGRAMS BY STATE



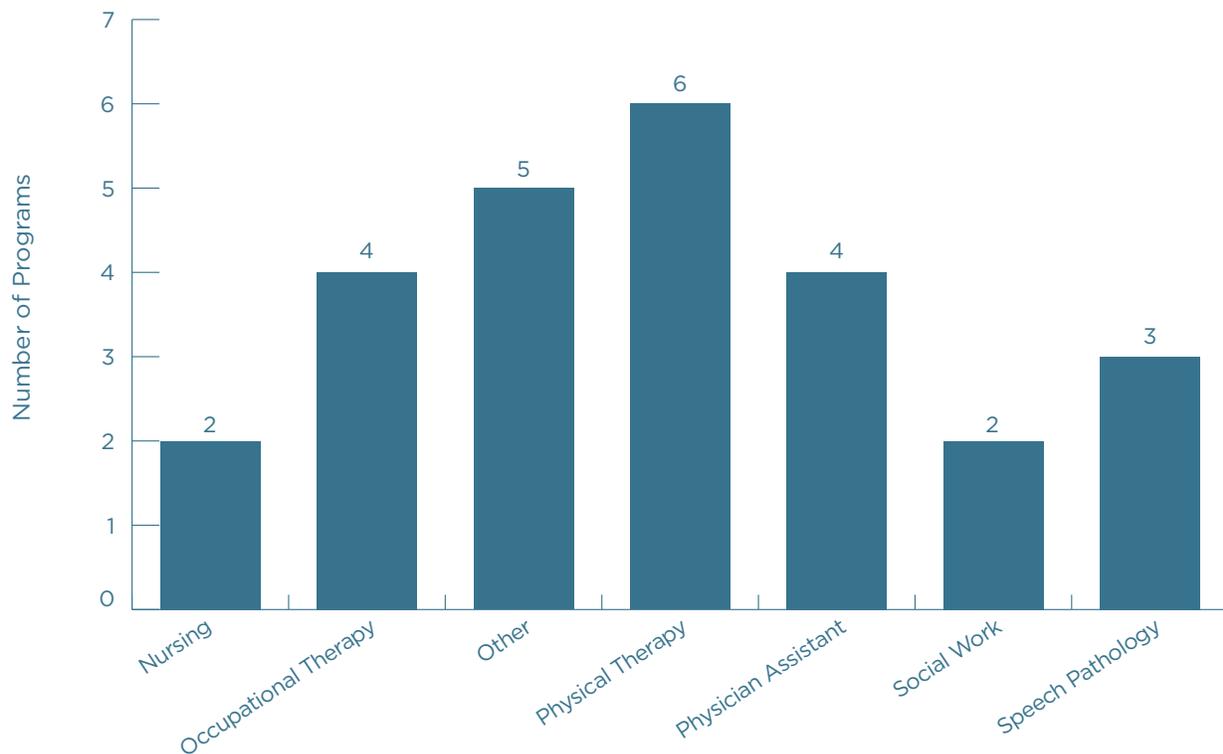
N = 9



PROGRAM ADMINISTRATIVE STRUCTURE

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 nine (9) accredited post-professional programs, seven (77.8%) indicated being housed with other healthcare programs. Program administrators were instructed to select all that apply when identifying other healthcare programs with which they are administratively aligned.

HEALTHCARE PROGRAMS ADMINISTRATIVELY HOUSED WITH POST-PROFESSIONAL ATHLETIC TRAINING DEGREE PROGRAMS



n = 7, Seven 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	8 (88.9)
Secondary Admissions	1 (11.1)

N = 9

ADMISSIONS CAPACITY AND ENROLLMENT

Across all programs, there was a 3.3% increase in total available admissions capacity, but a 10.9% decrease in total completed applications. However, there was only a decrease in admitted students by one student this year as compared to last year.

	MEAN \pm SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
Admission Slots Available	14.1 \pm 6.3	127
Completed Applications	54.4 \pm 25.1	490
Students Offered Admissions	15.6 \pm 6.7	140
Students Accepting Offer	12.8 \pm 6.1	115

N = 9



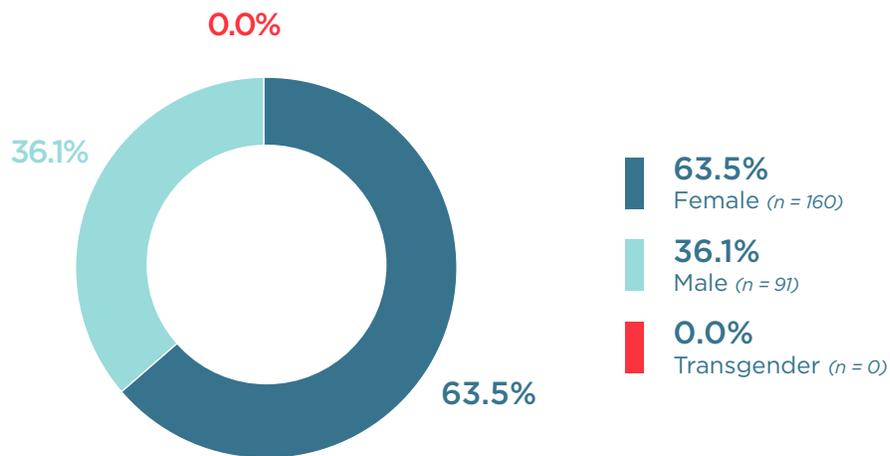
PROGRAM ENROLLMENT

PROGRAM ENROLLMENT BY GENDER

	MEAN PER PROGRAM	TOTAL FOR ALL PROGRAMS*
Female	17.8 ± 10.2	160
Male	10.2 ± 8.0	91
Transgender	0.0 ± 0.0	0
Total Number of Students Enrolled	28.0 ± 17.7	252

*N = 9, *Total reported enrollment was not equal to sum of reported number of students of each gender*

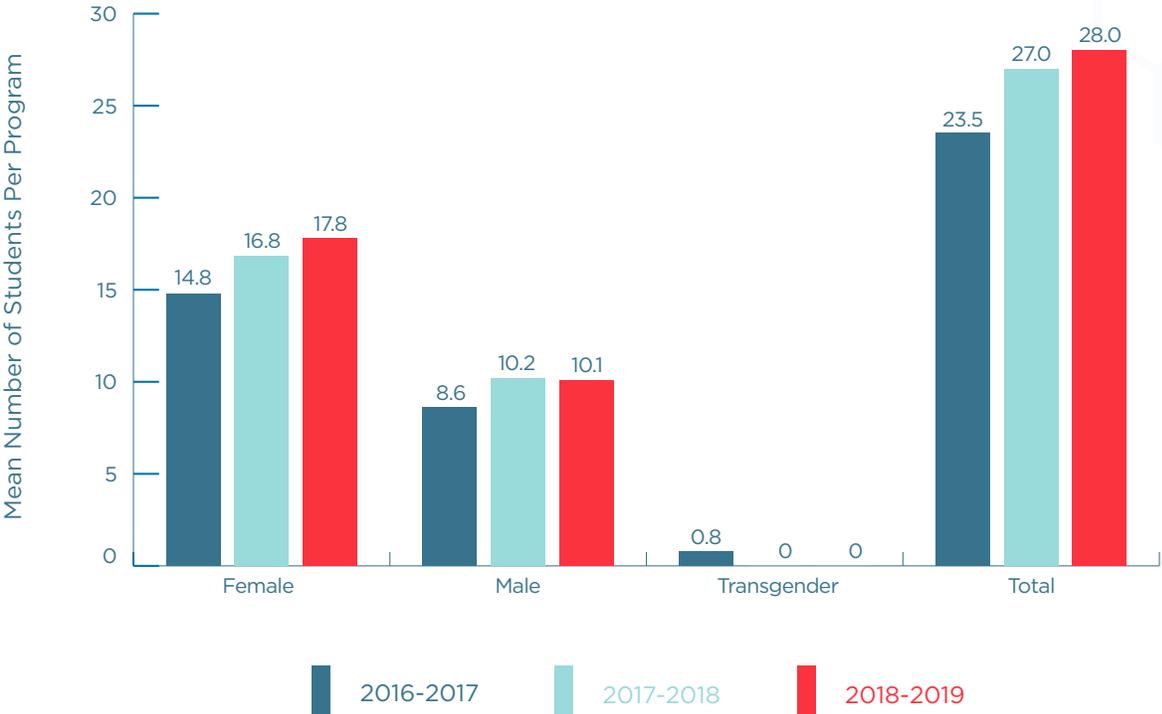
POST-PROFESSIONAL DEGREE PROGRAM ENROLLMENT BY GENDER FOR 2018-2019 ACADEMIC YEAR



N = 9



POST-PROFESSIONAL DEGREE PROGRAM ENROLLMENT BY GENDER: 3-YEAR COMPARISON

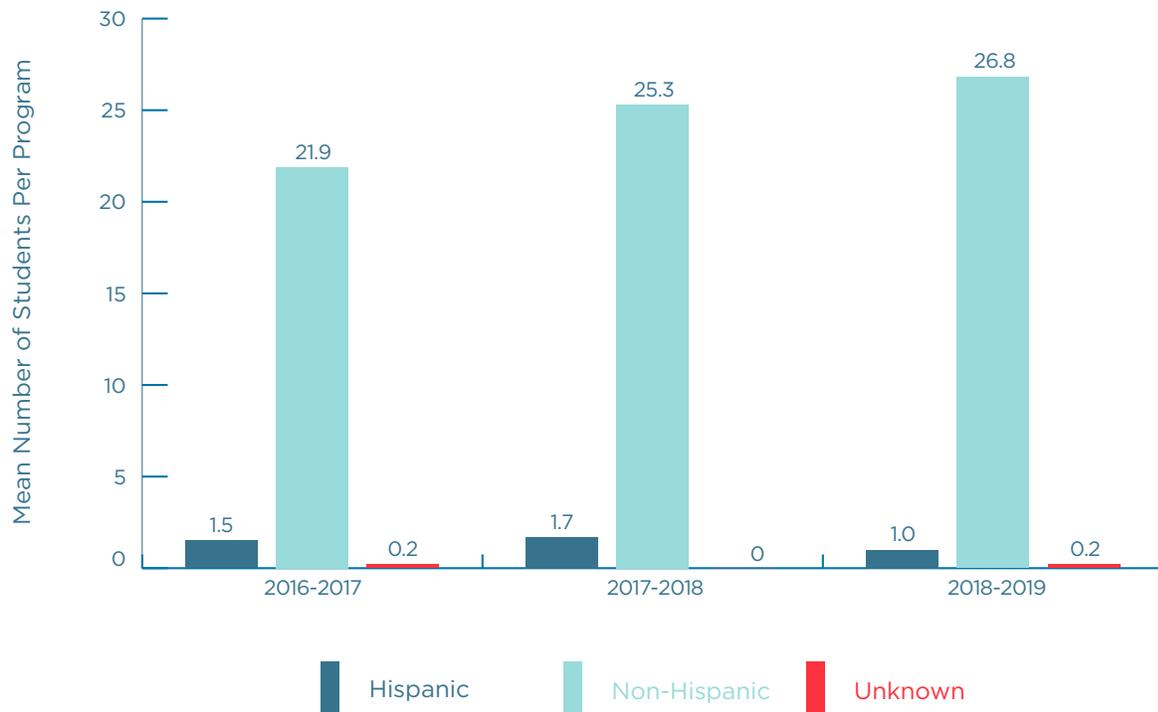


PROGRAM ENROLLMENT BY ETHNICITY

	MEAN \pm SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
Hispanic	1.0 \pm 1.0	9
Non-Hispanic	26.8 \pm 17.3	241
Unknown	0.2 \pm 0.7	2

N = 9

POST PROFESSIONAL DEGREE PROGRAM ENROLLMENT BY ETHNICITY: 3-YEAR COMPARISON

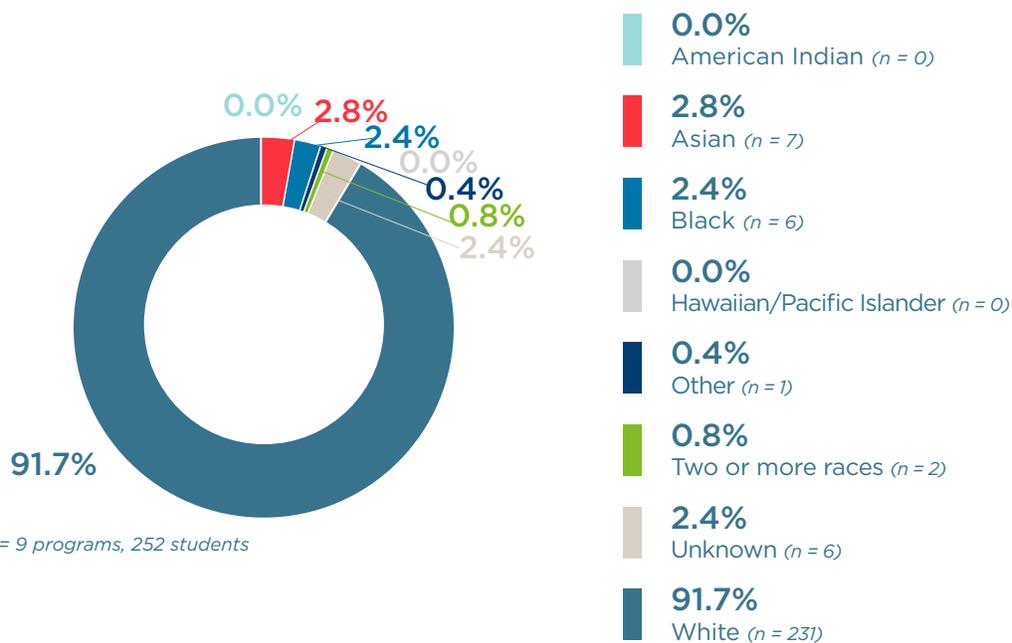


PROGRAM ENROLLMENT BY RACE

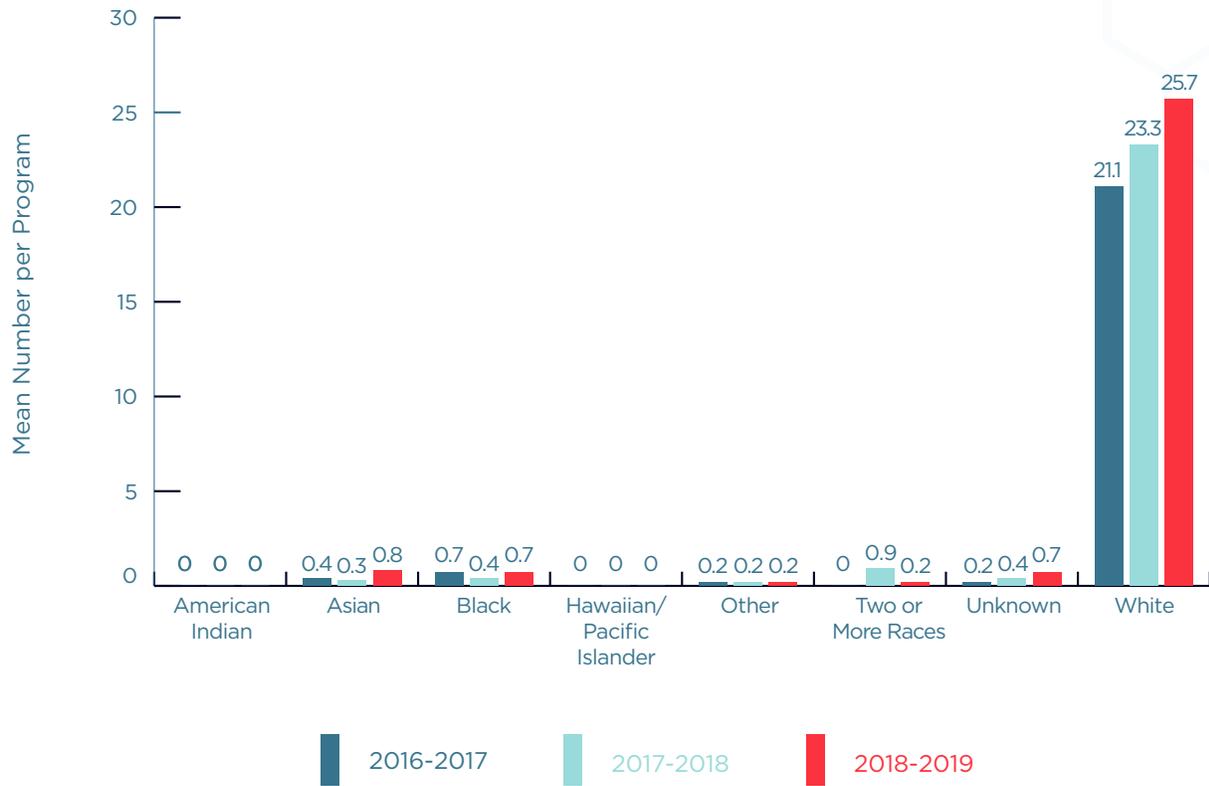
	MEAN ± SD PER PROGRAM	TOTAL FOR ALL PROGRAMS*
American Indian	0	0
Asian	0.8 ± 0.7	7
Black	0.7 ± 0.9	6
Hawaiian/Pacific Islander	0	0
Other	0.2 ± 0.7	1
Unknown	0.7 ± 1.3	6
White	25.7 ± 17.2	231
Two or More Races	0.2 ± 0.7	2

*N = 9 programs, *Total of all reported student races (n = 253) does not equal the sum of all reported enrolled students (N = 252)*

POST PROFESSIONAL DEGREE PROGRAM ENROLLMENT BY RACE IN 2019



POST PROFESSIONAL DEGREE PROGRAM ENROLLMENT BY RACE: 3-YEAR COMPARISON



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	12,199 ± 4,210	+4.1%	22,430 ± 6,425	+0.5%
Annual Fees	1,416 ± 941	+0.8%	1,528 ± 904	+8.8%
Annual Other Costs	192 ± 394	-90.7%	192 ± 394	-91.5%
Total Annual Cost	13,807 ± 4,308	-15.8%	24,151 ± 5,738	-7.0%

N = 9, 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*	5,919 - 78,447	37,968 ± 21,074
Faculty/Instructional Staff	170,523 - 860,000	452,137 ± 227,342
Expendable Supplies	0 - 53,000	10,028 ± 17,263
Professional Development	2,550 - 18,500	9,473 ± 5,624

*N = 9, *n = 8; 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 (PD)

All 9 (100%) of the post-professional degree programs' Program Directors (PD) reported holding an academic doctorate degree. Contract length ranged from 9 – 12 months, with five PDs on a 9-month contract, one PD with a 10-month contract, and three PDs on 12-month contract. The majority (77.8%) of Program Directors carry a 12 credit/year course load or lower, with only 2 programs (22.2%) of programs reporting credit load of higher than 12.

	Number (%)
PD is Tenure Track Faculty	8 (88.9)
PD is Tenured	7 (77.8)
	Mean ± SD
PD Years of Experience	22.0 ± 10.6
PD Years of Clinical Experience*	0.9 ± 1.6
PD Appointment (months)	10.1 ± 1.5
PD Contact Hours	108.3 ± 78.8
PD Credit Hours	10.3 ± 5.7
PD Release Time (% of overall load)	21.0 ± 15.0

*N = 9, *Outlier removed, n = 8*

COORDINATOR OF CLINICAL EDUCATION (CCE)

Coordinators of Clinical Education are not required by the Standards for post-professional degree programs. Of the nine (9) accredited programs, eight reported having a designated CCE on contract. Six (66.7%) CCEs have an earned academic doctorate degree, one (11.1%) has a master's degree, and one (11.1%) has a DHSc.

	Number (%)
CCE is Tenured	3 (33.3)
	Mean ± SD
CCE Years of Experience	16.25 ± 12.1
CCE Years of Clinical Experience	6.8 ± 10.1
CCE Appointment (months)	10.3 ± 1.2
CCE Contact Hours	174.6 ± 183.9
CCE Credit Hours	12.7 ± 8.6
CCE Release Time (% of overall load)	15.4 ± 1.0

N = 8



FACULTY:STUDENT RATIOS

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 66.7% of programs reported a faculty to student ratio of 1:10 or higher, with a maximum reported ratio of 1:23. For faculty to student ratios in lecture courses, the majority of programs (55.6%) reported a ratio 1:11 or lower, with a maximum reported ratio of 1:23.

For preceptor to student ratios in the clinical environment, the mode (N=4) reported a 1:2 ratio, with the majority (77.8%) reporting a ration of 1:5 or lower. The maximum ratio for preceptors to students was 1:8.

PROGRAM FACULTY

The number of core faculty in each program ranged from 3 (n=4) to 8 (n=1). The mode (n=4) was three core faculty, and 77.8% of programs indicated have five or fewer core faculty. Numbers of associated faculty ranged from 0 to 4, and adjunct faculty ranged from 0-1.

	MEAN ± SD
Core Faculty	4.4 ± 1.7
Associated Faculty	1.5 ± 1.2
Adjunct Faculty	0.3 ± 0.5

N = 9

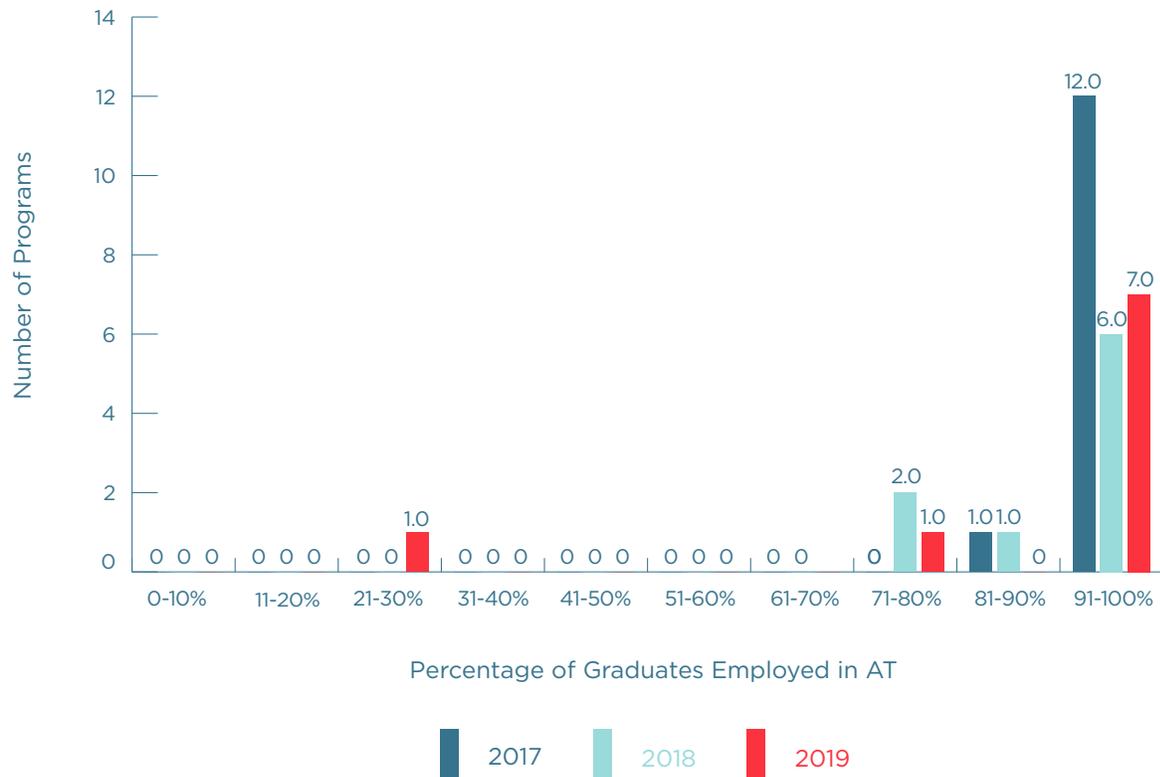


OUTCOMES

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.

POST-PROFESSIONAL DEGREE PROGRAM PERCENTAGE OF GRADUATES EMPLOYED IN ATHLETIC TRAINING: 3-YEAR COMPARISON



POST-PROFESSIONAL RESIDENCY PROGRAMS

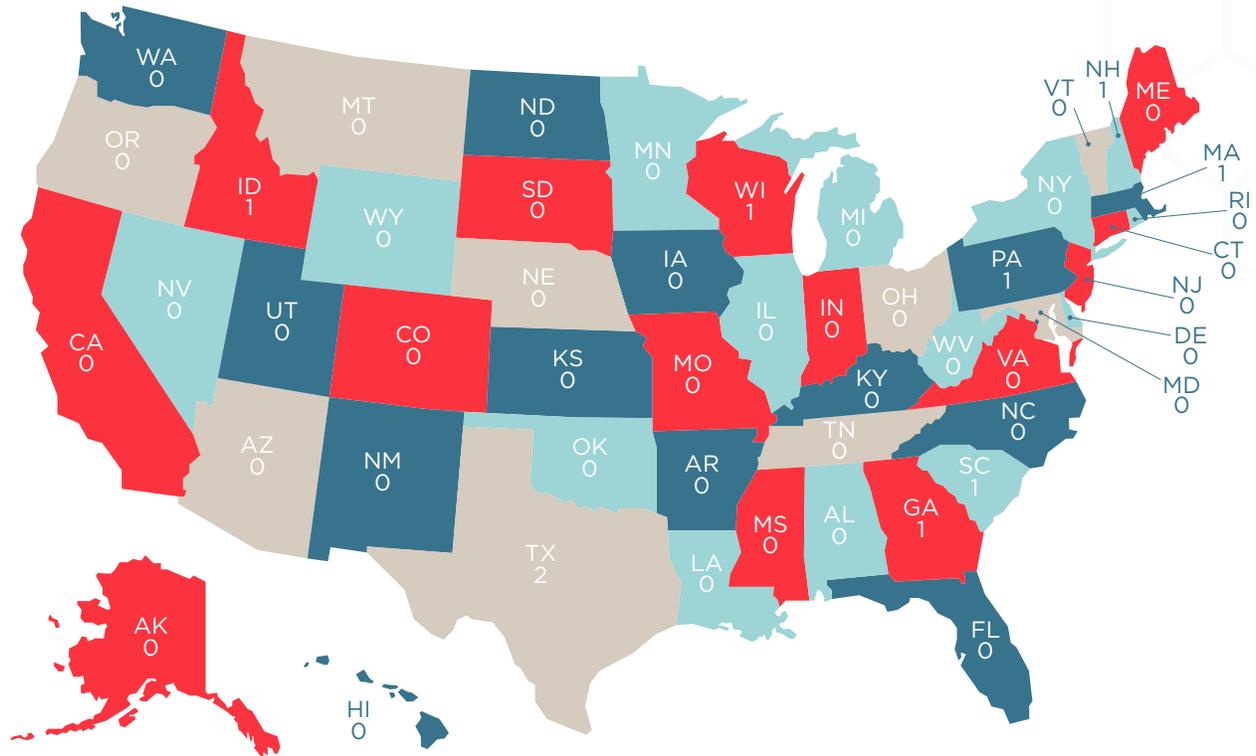
Athletic Training Residency programs are non-degree, post-professional programs that provide structured, practice-based curricula in an identified focused area of clinical practice to those who are already credentialed athletic trainers. These programs are designed to prepare clinical specialists by building upon and expanding an athletic trainer's knowledge and experience in a focused area of clinical practice. For the 2018-2019 academic year there were nine accredited residency programs in Athletic Training.

POST-PROFESSIONAL RESIDENCY PROGRAM OVERVIEW

THE TYPICAL POST-PROFESSIONAL AT RESIDENCY PROGRAM AT A GLANCE:	
Sponsoring Organization	Physician Practice/Clinic
Focused Area of Clinical Practice	Orthopedics
Residency Length	12 Months
New Residents Admitted	4.1
Student Enrollment by Gender Ratio	3:1, female to male
Student Enrollment by Race Ratio	4:1, white to all other races
Number of Preceptors	9
Number of Faculty	6
Resident Salary During Residency Program	\$30,000 - \$39,999



POST-PROFESSIONAL RESIDENCY PROGRAMS BY STATE

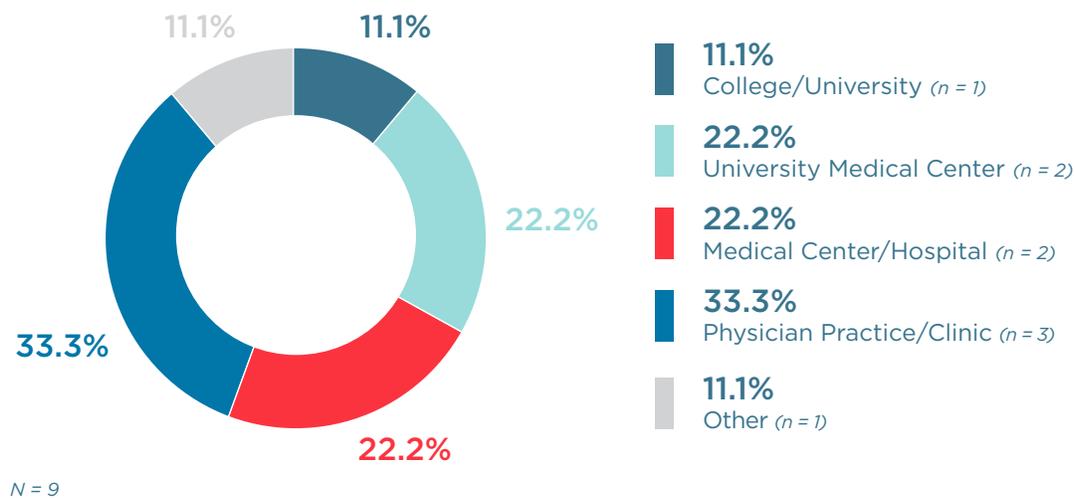


N = 9

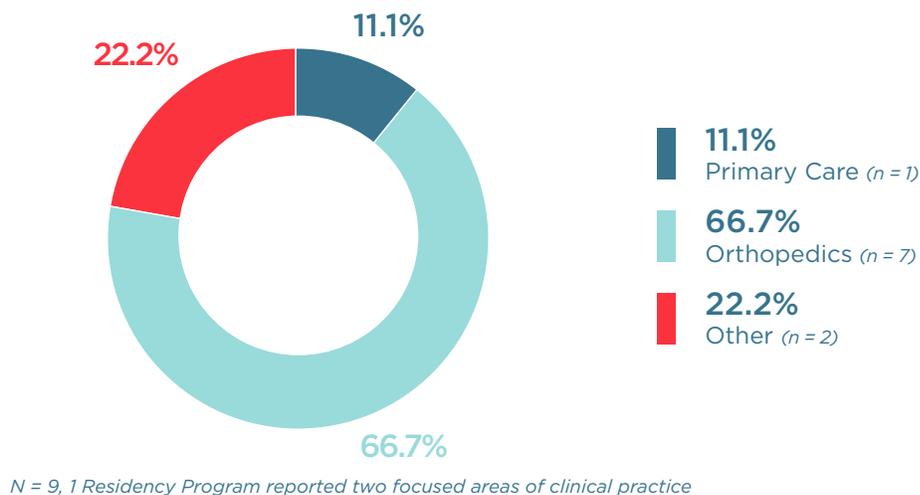
SPONSORING ORGANIZATION AND CLINICAL PRACTICE FOCUS AREA

The majority (55.5%) of post-professional residency programs are sponsored by physician practice/clinics or medical centers/hospitals. More than half of post-professional residency programs are offered in the focused area of clinical practice of orthopedics. The two programs that reported “other” indicated focused areas of clinical practice of Neurotrauma and Musculoskeletal Evaluation and Diagnosis.

POST-PROFESSIONAL RESIDENCY PROGRAM SPONSORING ORGANIZATION



POST-PROFESSIONAL RESIDENCY PROGRAM FOCUSED AREA OF CLINICAL PRACTICE



RESIDENCY LENGTH AND ADDITIONAL CERTIFICATIONS

All nine (100%) accredited residencies report a residency length of 12-months. Only one of the nine residencies (11.1%) results in a Certified Orthopaedic Technologist certification as a component of their residency program.

ADMISSIONS CAPACITY AND ENROLLMENT

Accredited residency programs are seeing five times the number of applicants than available positions, and are operating at 92.5% of their reported capacity. The majority of residency programs (66.7%) offer two resident positions per year.

	MEAN \pm SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
Resident Spots Available	4.4 \pm 5.9	40
Completed Applications	22.2 \pm 10.2	200
Residents Offered Admissions/Positions	4.2 \pm 6.0	38
Residents Accepting Offer	4.1 \pm 5.7	37

N = 9



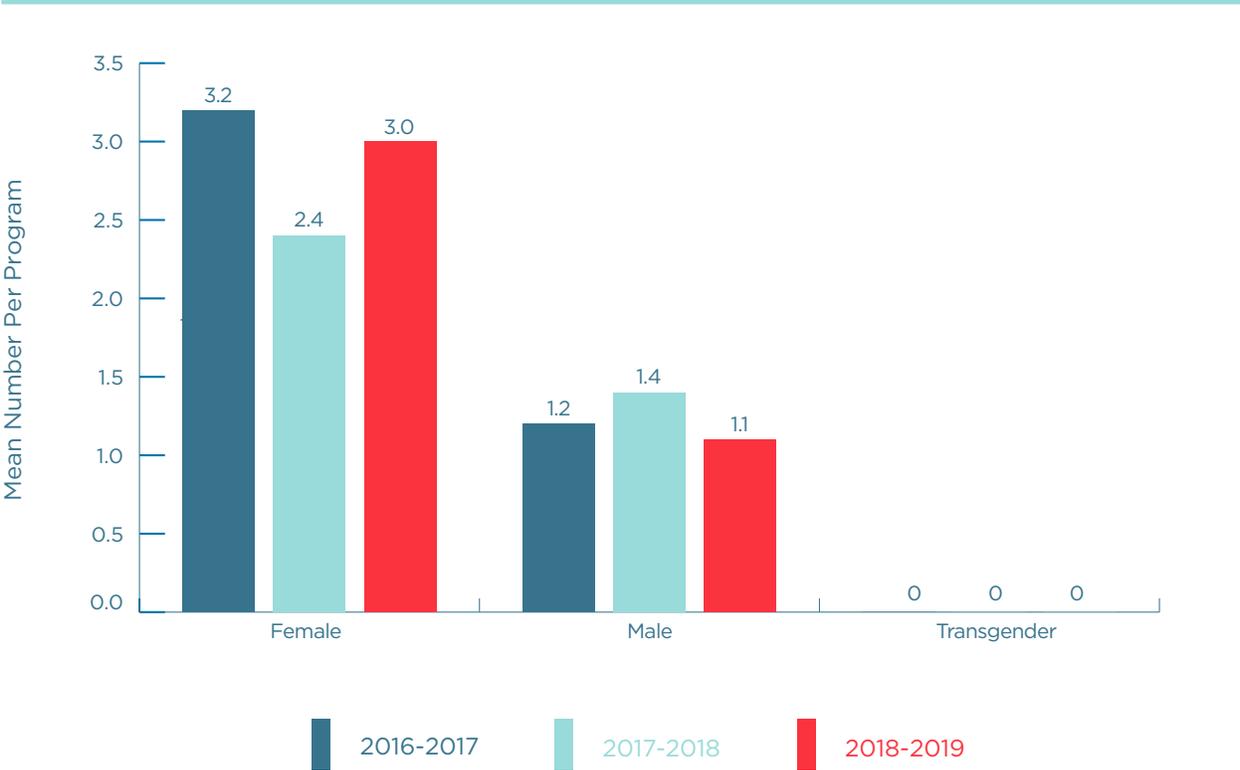
PROGRAM ENROLLMENT

PROGRAM ENROLLMENT BY GENDER

	MEAN ± SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
Female	3.0 ± 4.3	27
Male	1.1 ± 1.5	10
Transgender	0.0 ± 0.0	0
Total	4.1 ± 5.7	37

N = 9

POST-PROFESSIONAL RESIDENCY PROGRAM ENROLLMENT BY GENDER: 3-YEAR COMPARISON

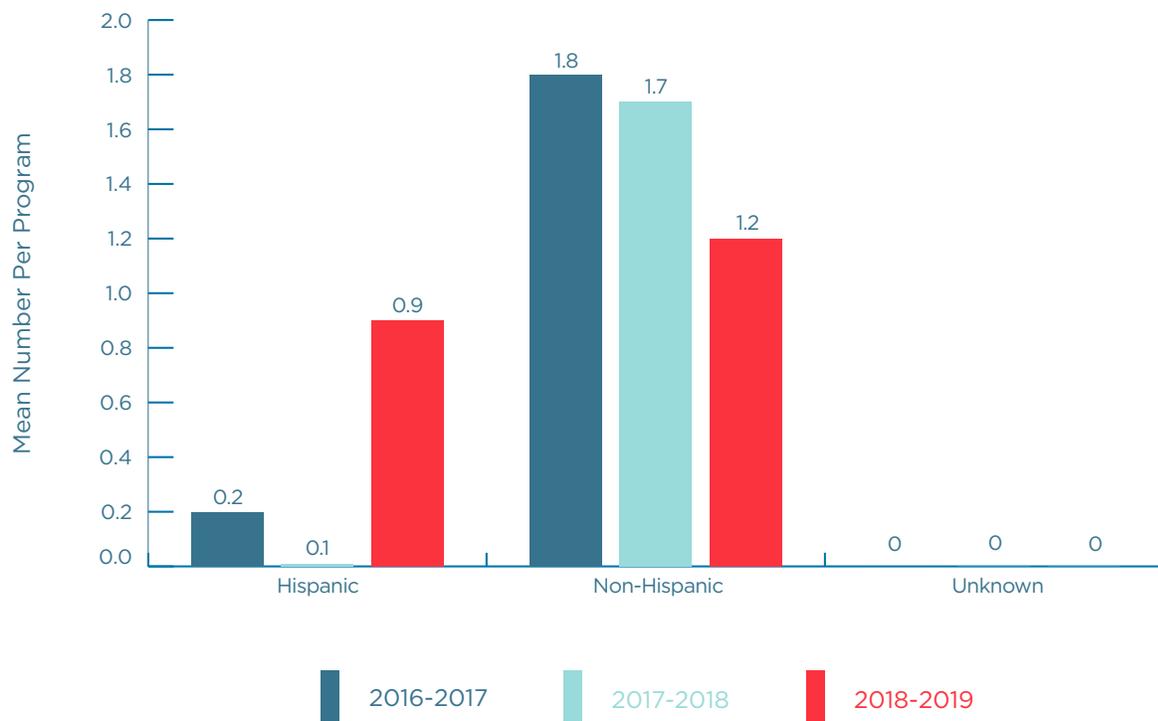


PROGRAM ENROLLMENT BY ETHNICITY

	MEAN \pm SD PER PROGRAM	TOTAL FOR ALL PROGRAMS*
Hispanic	0.9 \pm 2.3	8
Non-Hispanic	1.2 \pm 1.5	11
Unknown	0	0

*Number of reported residents by ethnicity does not equal total reported number of residents (N = 37)

POST-PROFESSIONAL RESIDENCY PROGRAM ENROLLMENT BY ETHNICITY: 3-YEAR COMPARISON

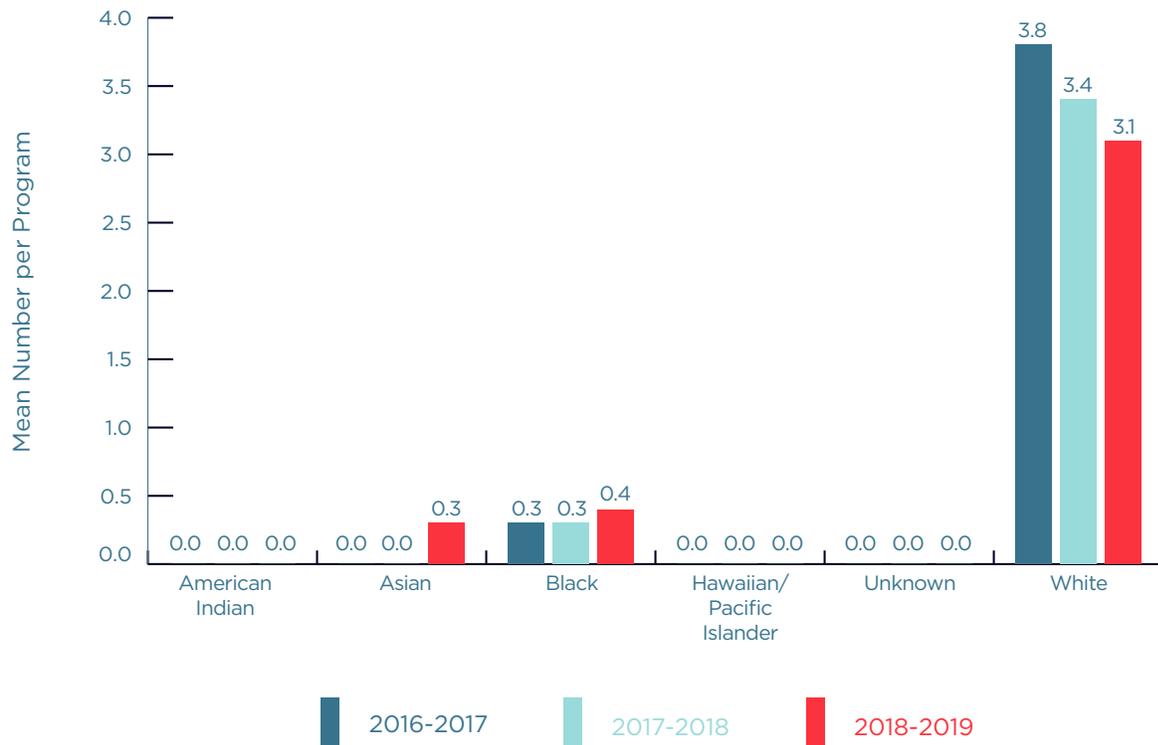


PROGRAM ENROLLMENT BY RACE

	MEAN ± SD PER PROGRAM	TOTAL FOR ALL PROGRAMS*
American Indian	0.0 ± 0.0	0
Asian	0.3 ± 0.7	3
Black	0.4 ± 1.3	4
Hawaiian/Pacific Islander	0.0 ± 0.0	0
Unknown	0.0 ± 0.0	0
White	3.1 ± 3.2	28

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

POST-PROFESSIONAL RESIDENCY PROGRAM ENROLLMENT BY RACE: 3-YEAR COMPARISON

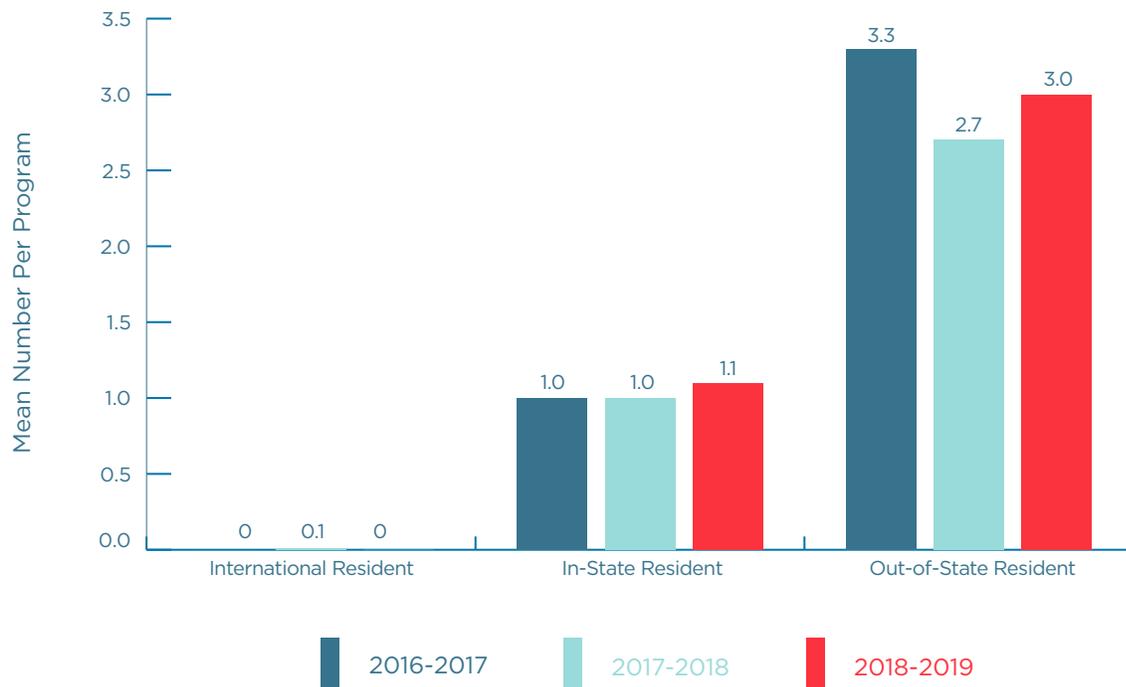


RESIDENT STATUS

	MEAN ± SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
International Resident	0.0 ± 0.0	0
In-State Resident	1.1 ± 2.3	10
Out-of-State Resident	3.0 ± 3.5	27

N = 9

RESIDENCY PROGRAM REPORTED RESIDENT STATUS: 3-YEAR COMPARISON



PERSONNEL

PRECEPTORS

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

	MEAN ± SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
Total Number of Preceptors	8.9 ± 5.9	80

N = 9

FACULTY

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

	MEAN ± SD PER PROGRAM	TOTAL FOR ALL PROGRAMS
Total Number of Faculty	6.0 ± 5.5	54

N = 9



COSTS AND BENEFITS

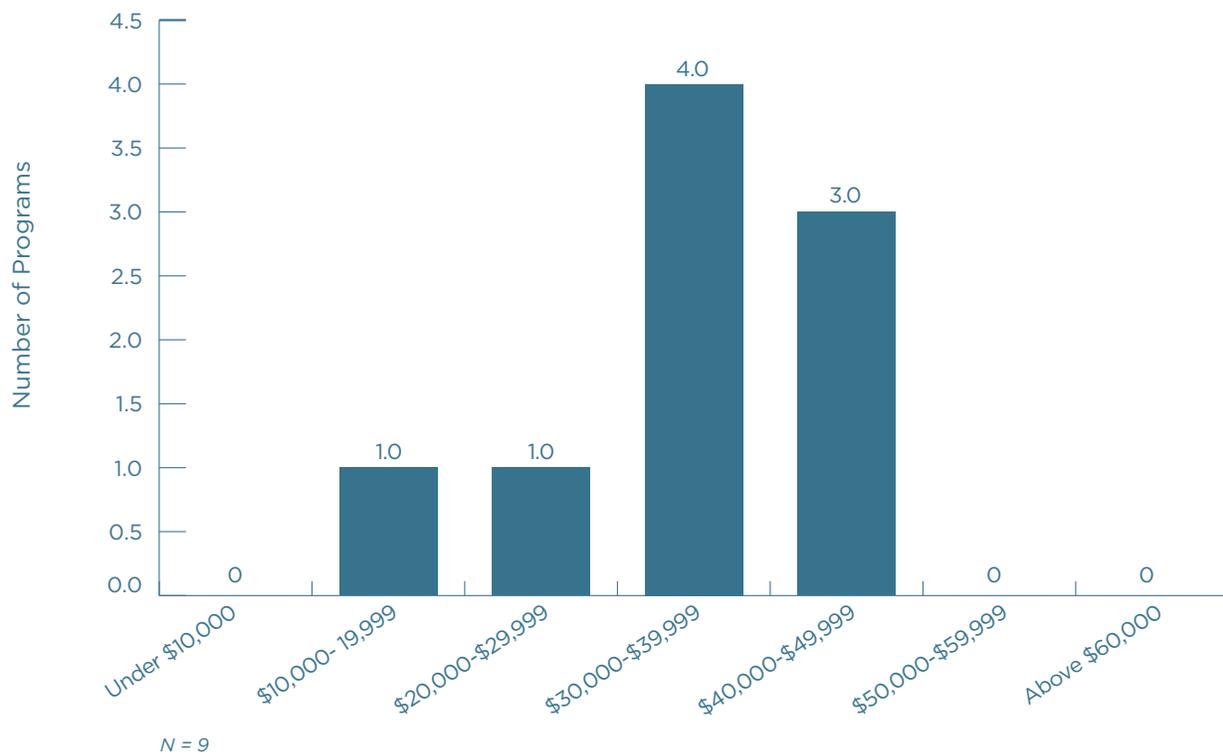
COSTS

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 (a marked 92.9% decrease in costs compared with last year's reported costs) with four programs reporting \$0 in costs, and the other programs reporting a range of costs from \$175 - \$1,670. 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. Four of the nine accredited programs reported paying their residents between \$30,000-\$39,999 and three of the nine programs pay \$40,000 - \$49,999.

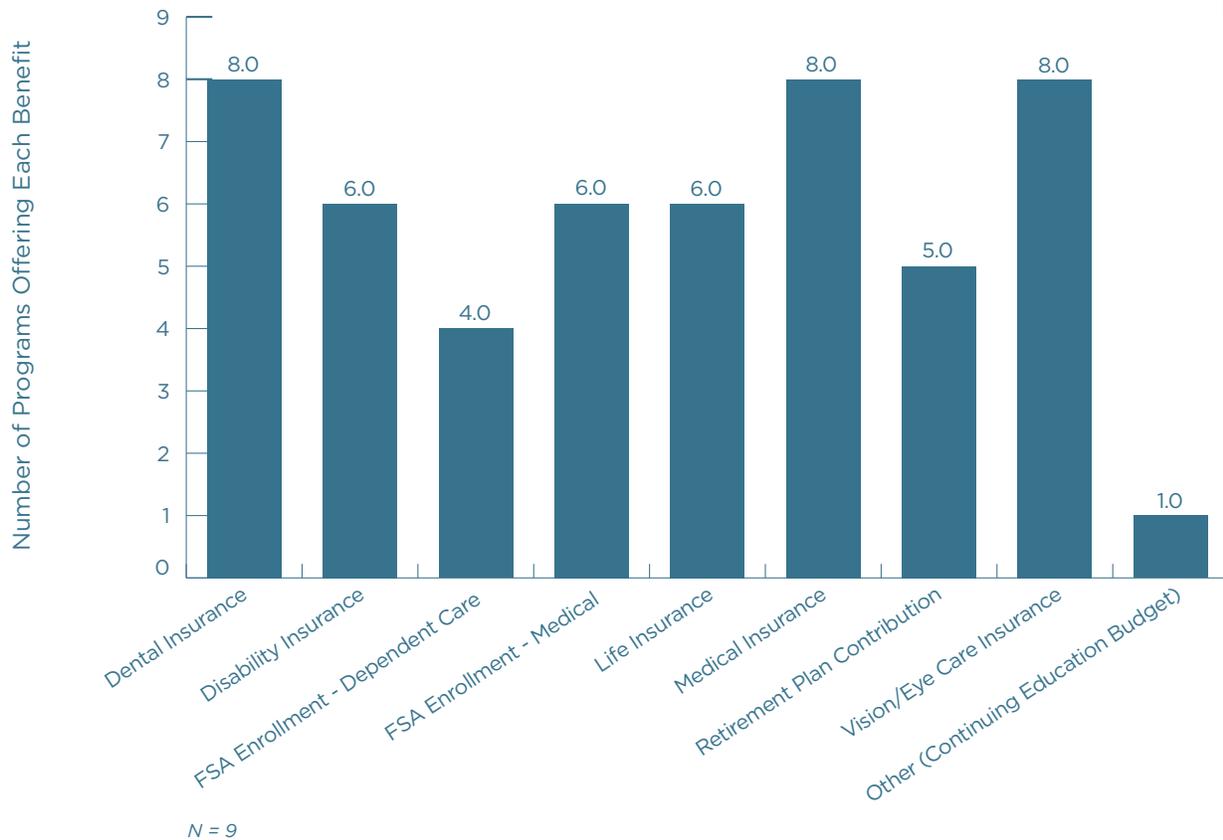
RESIDENT SALARY BY PROGRAM



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



OUTCOMES

COMPLETION

Residency program directors were asked to provide the number of residents that had completed their program during the reporting period. Two programs report having one resident completing their program, five programs reported two residents completing their program, one program reported five residents completing their program, and one program reported having 18 residents completing their residency program.

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. All nine accredited programs reported that 100% of residents completing the program had gained employment 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

