



2019-2020 CAATE ANALYTIC REPORT

This report describes Commission on Accreditation of Athletic Training Education (CAATE) accredited athletic training programs (professional, post-professional, and residency). Unless otherwise noted, the data included in this fact sheet were derived from the 2019-2020 Annual Report completed in October of 2020, data from eAccreditation software profiles at the time of Annual Report submission, and from information provided by the Board of Certification, Inc. (BOC) regarding pass-rate on the BOC Certification Examination for Athletic Trainers in December of 2020.



CAATE
Commission on Accreditation
of Athletic Training Education

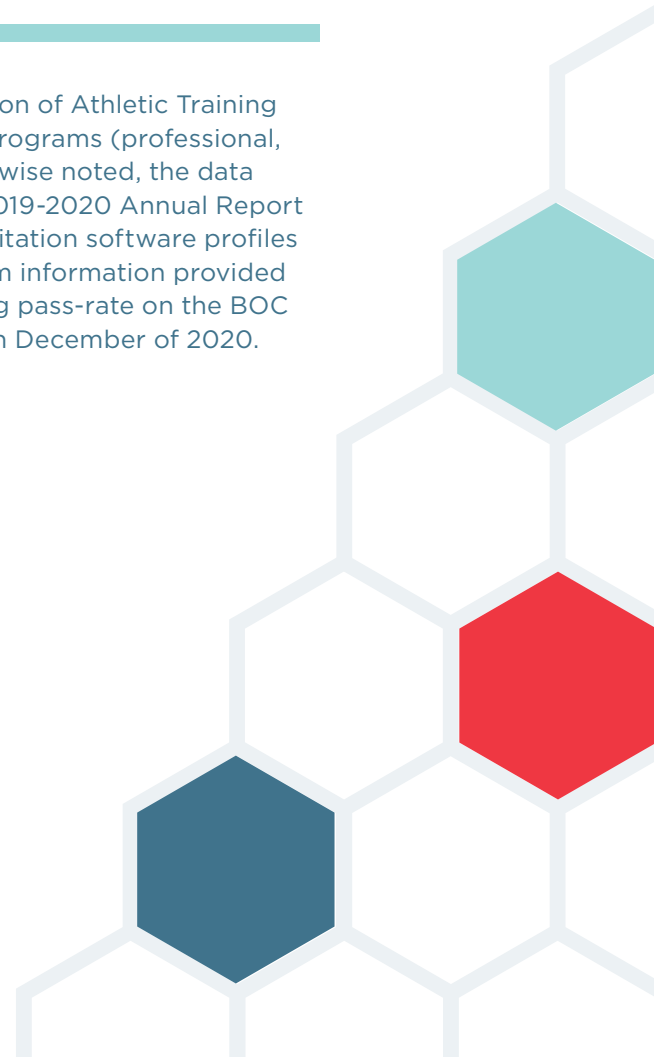


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2019-2020 CAATE Analytic Report Overview

This seventh annual analytics report contains detailed demographic information about the 332 accredited programs at the professional and post-professional degree and residency levels. The eAccreditation software that houses our annual reports supplies the CAATE with detailed information provided by the programs that, in addition to informing the public, allows us to annually view the growth and changes to the landscape of athletic training education. The quality of data contained in this document is reliant on the self-reported data provided by program directors in the Annual Report.

This 2019-2020 CAATE Analytic Report is only available on the [CAATE website](#).

For questions, please contact support@caate.net.

PROFESSIONAL DEGREE PROGRAM INFORMATION

Graduation from a CAATE accredited Athletic Training Professional program leads to eligibility to sit for the Board of Certification, Inc. (BOC) Certification Examination for Athletic Trainers. Successfully passing the BOC certification examination is a necessary step in entering the profession of athletic training. CAATE accredited Athletic Training Professional 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 baccalaureate level professional programs as of fall 2022.

Professional Program Overview

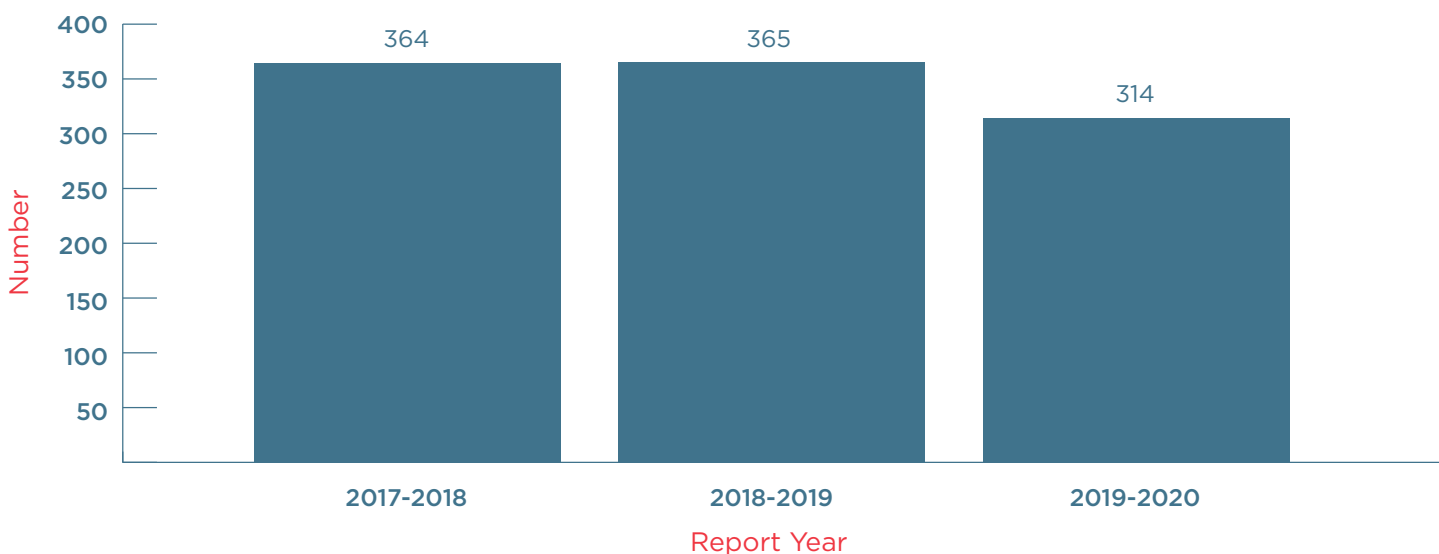
The Typical Professional Athletic Training Program at a Glance:	
Institution Type	Public
Degree Awarded	Bachelor of Science of Athletic Training
Admissions Process	Secondary Admissions
New Students Admitted	9 Students
Program Enrollment	25 Students*
Student Enrollment by Gender Ratio	2:1 Female to All Other Genders
Student Enrollment by Race Ratio	3:1 White to All Other Races*
Preceptor to Student Ratio (Clinical)	1:2
Program Director	Tenure Track Faculty, 10-month Appointment, Academic Doctorate Degree
Director of Clinical Education	Non-Tenure Track Faculty, 10-month Appointment, Academic Doctorate Degree

**Denotes decrease from last year's 'At a Glance' data*

Accreditation Status

During the 2019-2020 academic year, there were a total of 329 CAATE accredited professional programs (a 9.9% decrease in accredited programs from the previous year), with 9 of those receiving initial accreditation during the year. Of those 329 programs, 15 were in the process of completing a voluntary withdrawal of accreditation and did not submit annual reports for the reporting period. Therefore, for the remainder of this report we will reference only the 314 accredited professional programs that submitted their annual report for the reporting period. An additional 11 institutions have 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). Lastly, during the 2019-2020 academic year, the CAATE received 40 voluntary withdrawals of accreditation, which indicates that a program will no longer be 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.

Total Accredited Professional Programs: Three-Year Comparison (2018-2020)



PROFESSIONAL DEGREE PROGRAM INFORMATION

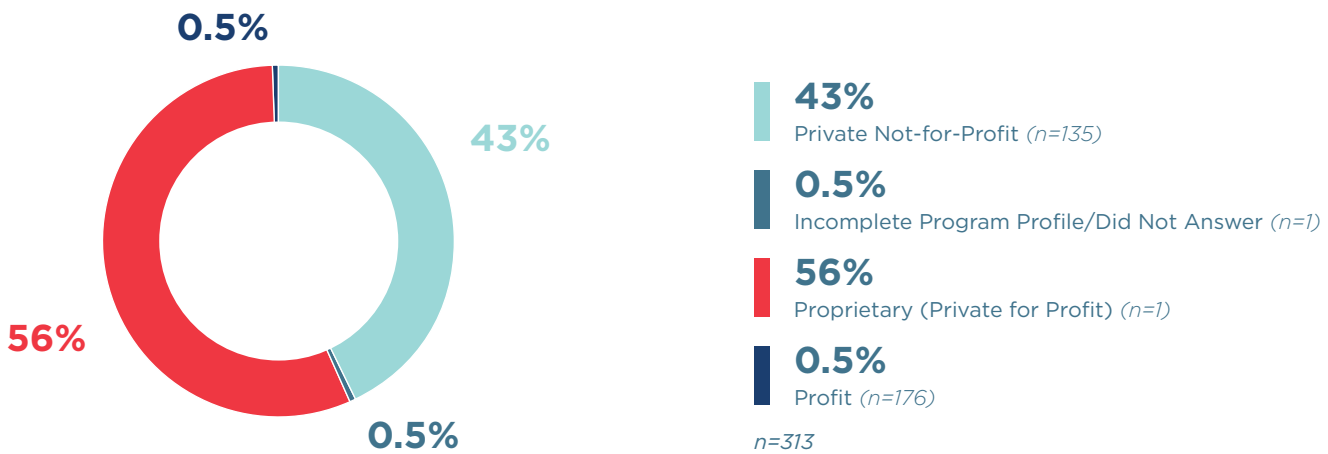
2019-2020 Comprehensive Reviews

For the 2019-2020 academic year, 33 professional programs completed the comprehensive review process. Twenty-four of these programs sought continuing accreditation. Two comprehensive reviews were moved into the next cycle because of COVID-19 shutdowns. Both programs were reviewed during the 2020-2021 cycle and awarded continuing accreditation.

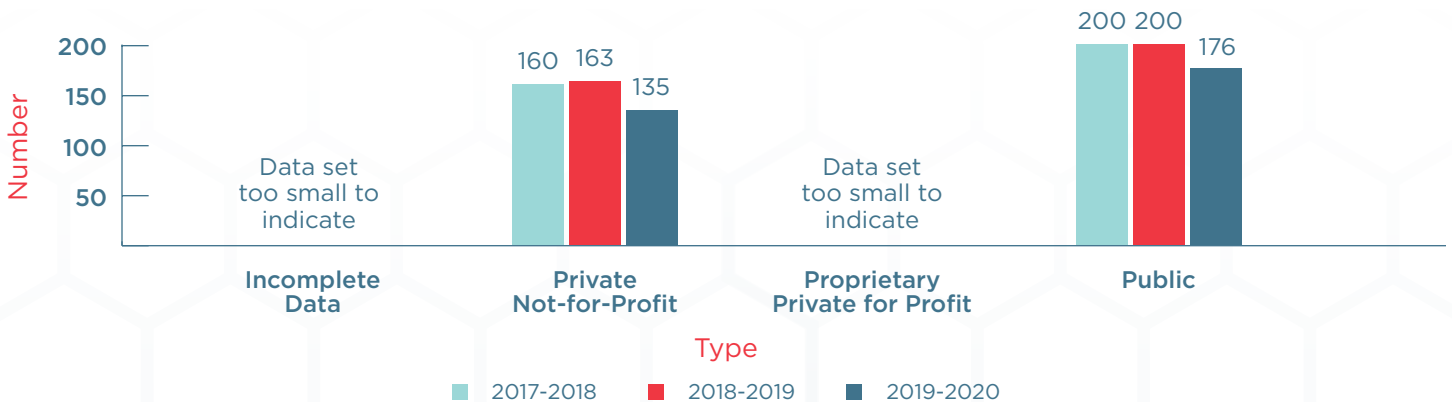
Institution Type, Carnegie Classification and Location

Of the accredited professional programs (N=314), one was offered at a proprietary (private for profit) institution. One program is offered outside of the United States and therefore was excluded from the charts demonstrating institution type and Carnegie Classification. Most professional programs were offered at public institutions (56.2%). Most professional programs resulted in a master's degree (65.8%). Last year (2018-2019), 54% of accredited programs were offered at public institutions and 57.3% of those programs resulted in a baccalaureate degree.

Professional Program Institution Type

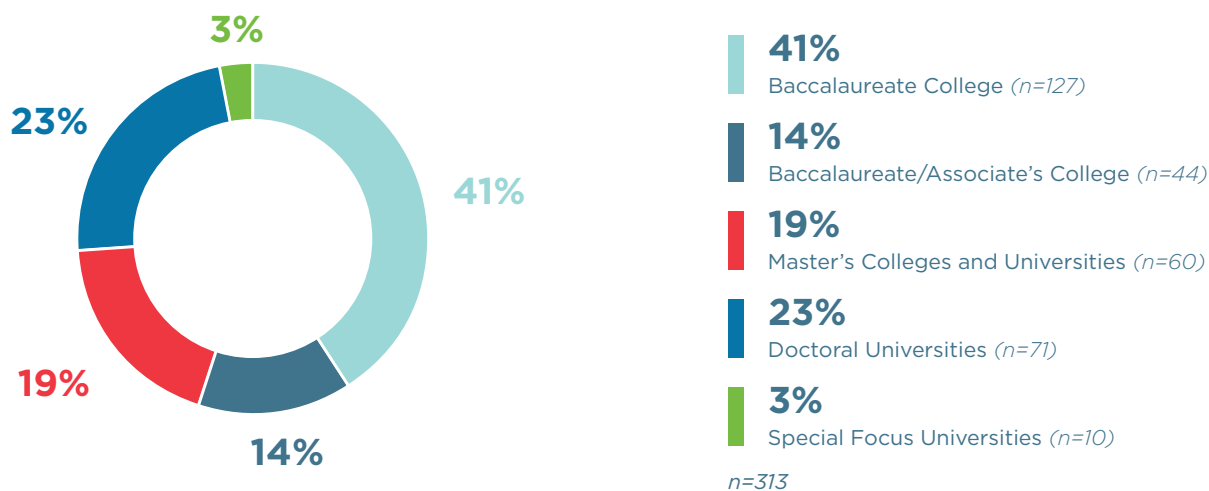


Professional Program Institutional Type: Three-Year Comparison (2018-2020)



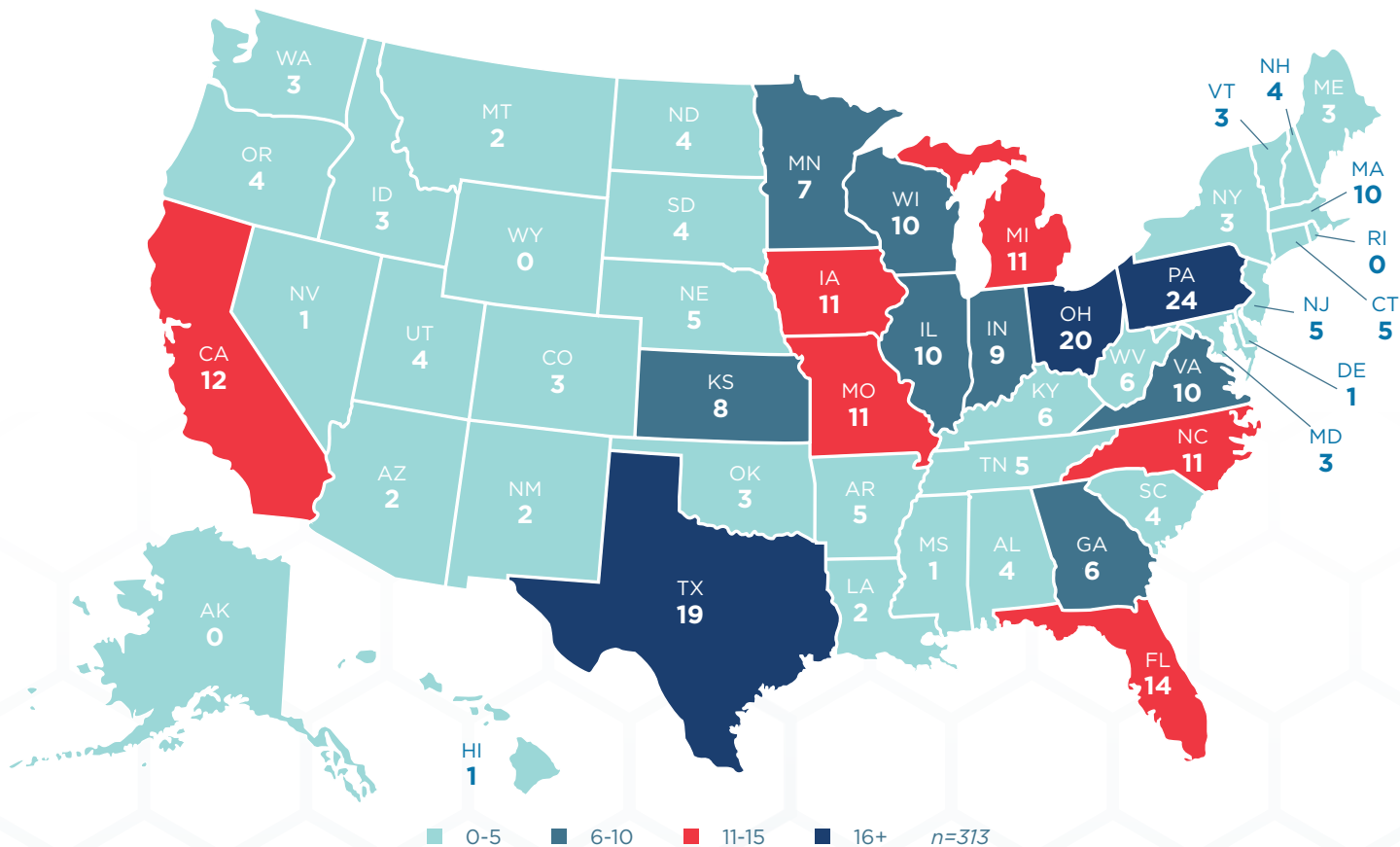
PROFESSIONAL DEGREE PROGRAM INFORMATION

Professional Program Carnegie Classification



Professional Athletic Training Programs by State or Country

Professional Programs by State



Professional Programs in Spain



n=1

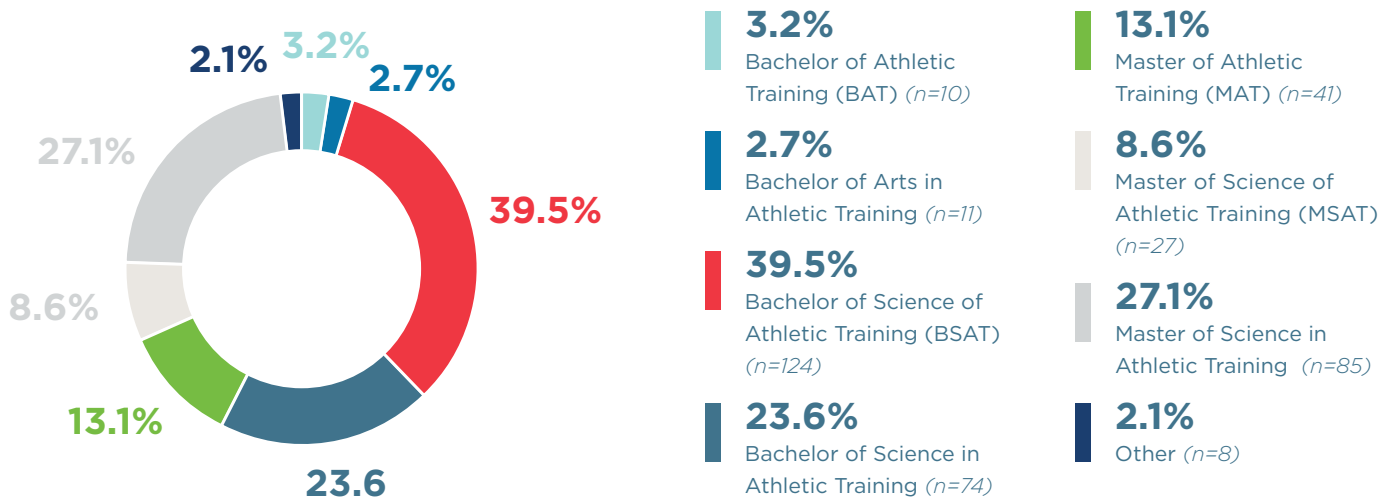
PROFESSIONAL DEGREE PROGRAM INFORMATION

Degree Level and Degree Type

Of the 314 accredited professional programs, 107 (34.1%) programs result in a bachelor's degree (down from 209 in 2017-2018 and 297 in 2016-2017), and 207 (65.8%) programs result in a master's degree (up from 156 in 2017-2018 and 76 in 2016-2016). This pattern of change is an expected result of the professional degree transition announced in 2015.

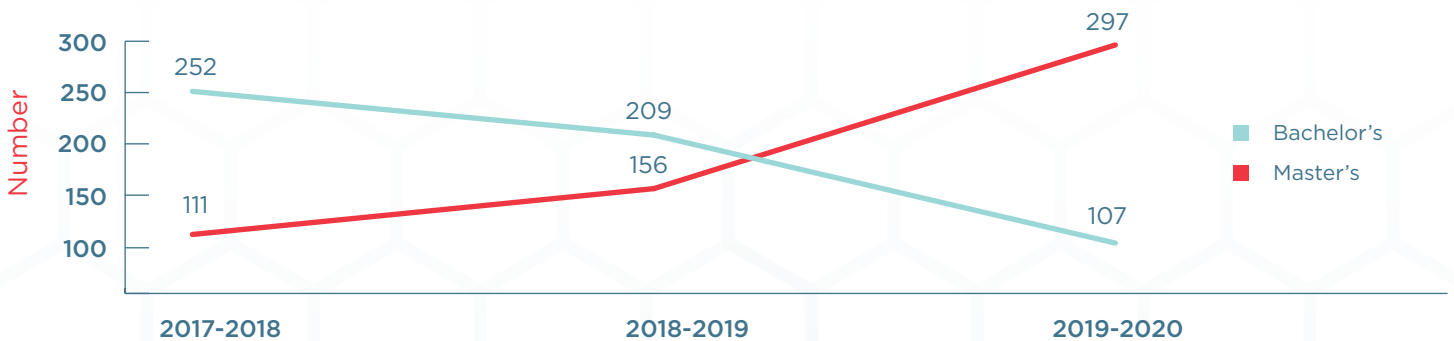
Programs were asked to identify which athletic training degree(s) are offered. Programs are given the option to select all that apply, and, therefore, if a program were still teaching out undergraduate cohorts while simultaneously offering a master's degree, both the undergraduate and graduate degrees were reported. Most programs that still offer a bachelor's degree award a Bachelor of Science of Athletic Training (n=124), while master's programs lean toward a Master of Science with a major in Athletic Training (n=85), followed by a Master of Athletic Training (MAT, n=41), and a Master of Science of Athletic Training (MSAT, n=27).

Professional Program Degree(s) Offered



N=314, 379 degrees reported (select all that apply) across 314 programs

Professional Degree Level: Three-Year Comparison (2018-2020)

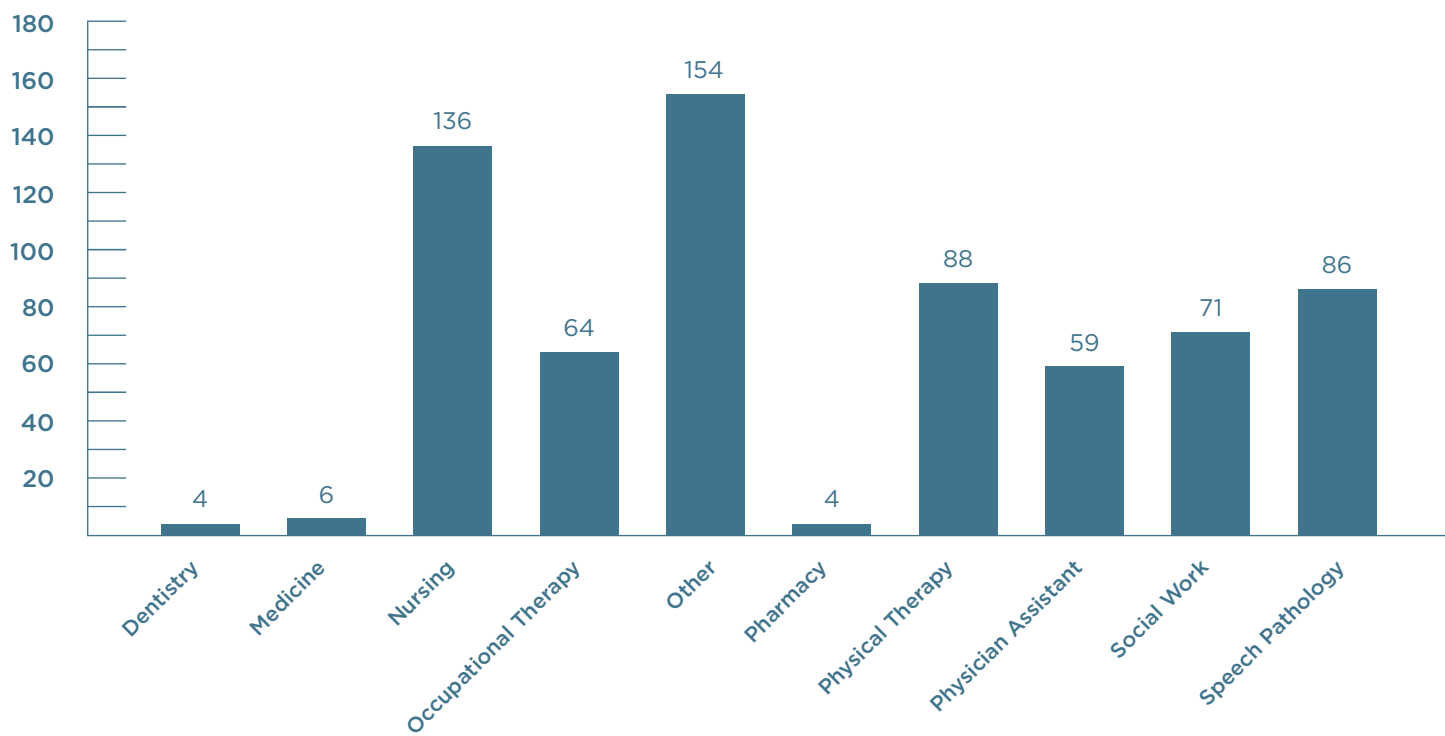


PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Administrative Structure

Of the 314 accredited professional programs that completed the annual report, 239 (76.1%) indicated existing in an administrative structure with other health care programs. Of the 107 undergraduate programs, 74 (69.2%) are administratively housed with other health care programs, and of the 207 graduate programs, 165 (79.7%) are administratively housed with other health care programs.

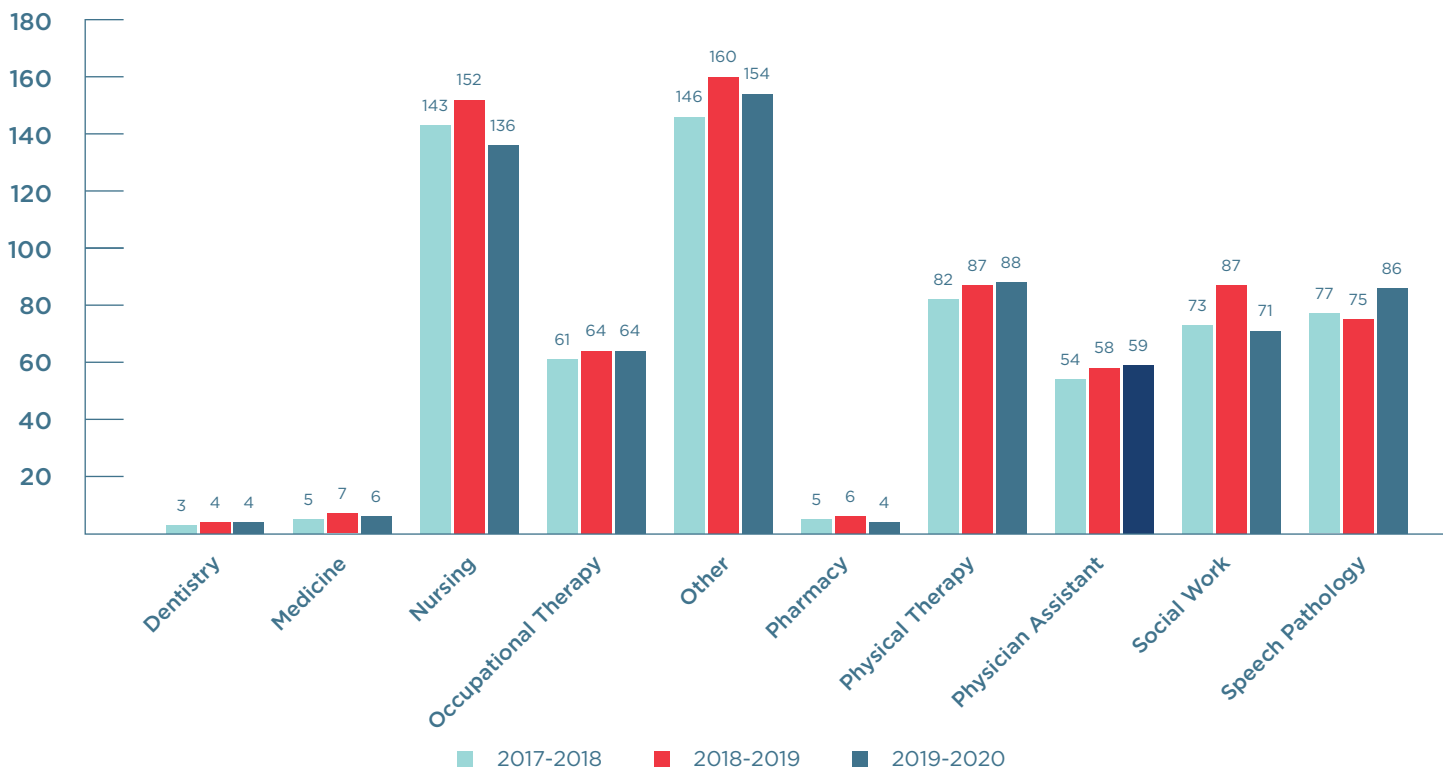
Health Care Programs Administratively Housed with Athletic Training



n=239, programs selected all answers that applied

PROFESSIONAL DEGREE PROGRAM INFORMATION

Health Care Programs Administratively Housed with Athletic Training: Three-Year Comparison (2018-2020)



PROFESSIONAL DEGREE PROGRAM INFORMATION

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. This year’s report is the first year that data were split by degree offered and public versus private institutions, so no percent change is reported to compare to last year’s report.

Bachelor’s Degree Programs

	Overall		Public Institutions		Private Institutions	
	<i>In State</i>	<i>Out of State</i>	<i>In State</i>	<i>Out of State</i>	<i>In State</i>	<i>Out of State</i>
Annual Tuition	20,245 ± 13,937	26,162 ± 11,330	10,042 ± 6,815	21,076 ± 9,557	33,320 ± 8,972	32,690 ± 10,199
Annual Fees	1,517 ± 1,704	1,790 ± 2,626	1,923 ± 1,982	2,451 ± 3,236	999 ± 1,092	944 ± 1,093
Program Specific Costs	673 ± 1,734	675 ± 1,735	814 ± 2,062	819 ± 2,064	497 ± 1,204	496 ± 1,204
Total Annual Cost	22,509 ± 13,401	28,700 ± 10,574	12,778 ± 6,777	24,345 ± 8,923	34,988 ± 8,674	34,303 ± 10,065

n=107, mean dollars ± SD

Master’s Degree Programs

	Overall		Public Institutions		Private Institutions	
	<i>In State</i>	<i>Out of State</i>	<i>In State</i>	<i>Out of State</i>	<i>In State</i>	<i>Out of State</i>
Annual Tuition	18,881 ± 12,733	25,664 ± 11,119	11,339 ± 6,309	23,203 ± 9,761	28,712 ± 12,282	29,021 ± 11,860
Annual Fees	1,655 ± 1,900	1,989 ± 3,224	1,947 ± 1,554	2,540 ± 3,750	1,298 ± 2,229	1,300 ± 2,229
Program Specific Costs	728 ± 1,570	736 ± 1,621	828 ± 2,005	840 ± 2,076	575 ± 642	577 ± 640
Total Annual Cost	21,250 ± 12,868	28,380 ± 11,285	14,101 ± 6,015	26,583 ± 9,276	30,566 ± 13,459	30,879 ± 13,041

n=207, mean dollars ± SD

Program Operating Expenditures

Programs reported the program expenditures associated with administrative support, expendable supplies, professional development, capital equipment, and faculty salaries and benefits. There continues to be a large amount of variability in the reporting of the expenditures for all categories. We have provided a summary of each in addition to the aggregate data provided in the tables below.

Administrative Support

Twenty-three bachelor's degree programs report \$0 in administrative support expenditures. Bachelor's programs range from \$0-\$300,537 in administrative support expenditures. Thirty-two master's programs indicated \$0 in administrative support, and administrative support expenditures ranged from \$0-\$599,443.

Expendable Supplies

One bachelor's degree program reported \$0 in expendable supply expenditures. At the undergraduate level, these expenditures ranged from \$0-\$44,979, and at the graduate level they ranged from \$200-\$109,006.

Professional Development

Twelve bachelor's programs reported \$0 in professional development expenditures. Professional development costs for undergraduate programs ranged from \$0-\$20,000. Nine graduate programs indicated \$0 in professional development expenditures, and these costs ranged from \$0-\$25,000.

Capital Equipment

Sixty bachelor's programs reported \$0 in capital equipment expenditures for the academic year. Capital equipment costs in undergraduate programs ranged from \$0-\$46,578. For master's degree programs, 105 programs reported \$0 in capital equipment purchases for the year, and capital equipment expenditures ranged from \$0-\$115,000. It should be noted that many programs at both degree levels left comments within the annual report indicating the capital equipment budgets were frozen due to the COVID-19 pandemic.

Faculty Salaries and Benefits

Bachelor's programs are required to maintain two core faculty per the accreditation standards. One bachelor's program reported \$0 in faculty costs, and faculty costs for undergraduate programs ranged from \$0-\$913,646. Graduate professional programs will be required to have three core faculty by 2023 but must maintain a minimum of two core faculty until that time. Three graduate programs reported \$0 in faculty costs, and this category of expenditures ranged from \$0-\$1,008,183.

PROFESSIONAL DEGREE PROGRAM INFORMATION

Bachelor's Degree Programs

	Overall	Public Institutions	Private Institutions
Expenditures for Administrative Support	25,097 ± 46,307	27,505 ± 45,142	22,069 ± 48,598
Expenditures for Expendable Supplies	6,306 ± 7,597	5,716 ± 5,712	7,146 ± 9,579
Expenditures for Professional Development	2,935 ± 2,845	3,209 ± 2,482	2,641 ± 3,257
Expenditures for Capital Equipment	3,550 ± 8,234	4,249 ± 8,988	2,653 ± 7,178
Expenditures for Faculty Salaries and Benefits	209,286 ± 129,080	216,182 ± 115,079	203,104 ± 146,323

n=107, mean dollars ± SD

Master's Degree Programs

	Overall	Public Institutions	Private Institutions
Expenditures for Administrative Support	29,261 ± 54,141	27,505 ± 45,142	20,743 ± 28,956
Expenditures for Expendable Supplies	9,848 ± 12,684	5,716 ± 5,712	10,979 ± 12,094
Expenditures for Professional Development	4,672 ± 3,721	3,209 ± 2,482	4,648 ± 3,595
Expenditures for Capital Equipment	5,787 ± 15,556	4,249 ± 8,988	5,403 ± 14,595
Expenditures for Faculty Salaries and Benefits	292,017 ± 169,081	216,182 ± 115,079	280,212 ± 160,833

n=207, mean dollars ± SD

PROFESSIONAL DEGREE PROGRAM INFORMATION

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 (78.3%) use a secondary admissions process.

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
Direct Admissions	68 (21.7)	6 (5.6)	62 (30.0)
Secondary Admissions	246 (78.3)	101 (94.4)	145 (70.0)

N=314

Admissions Capacity and Enrollment

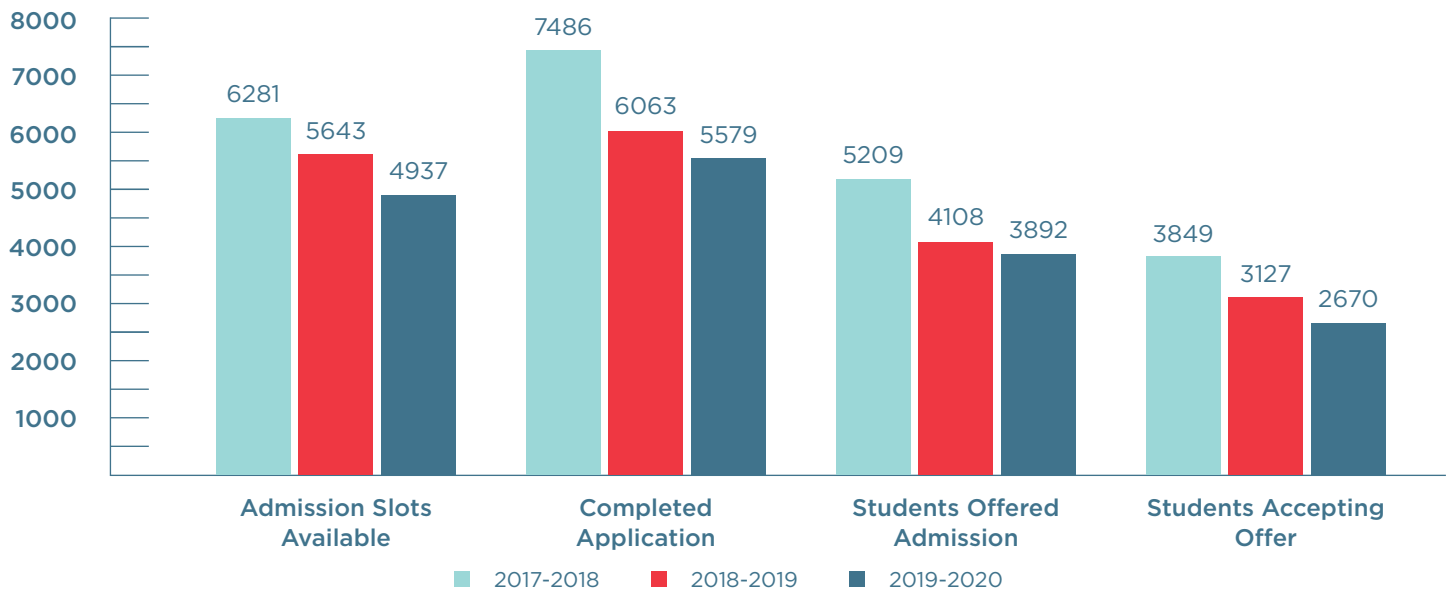
Professional programs saw an 8% decrease in submitted applications, after a 19% decrease in the previous year. There was a 14.6% decrease in the total number of admitted students during the 2019-2020 academic year. Undergraduate programs reported a 42.1% decrease in applications completed, while graduate professional programs reported a 32.2% increase in applications completed. Undergraduate student admissions decreased by 46.6%, and the number of graduate students admitted increased by 23.9%, but the relative percent change in students admitted is likely in part due to a decreased number of undergraduate programs and an increased number of graduate programs compared with the previous year. The average number of students admitted per program by graduate programs decreased from 9.2 to 8.6 (-6.5%). During the 2019-2020 reporting period, baccalaureate programs admitted students to fill 63.1% (up from 56.3% last year) of their available student spots, while master's degree programs admitted 50.3% of their reported capacity (down from 54.4% last year).

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
Admission Slots Available	15.8	4937	13.3	1445	17.1	3492
Completed Applications	17.8	5579	17.4	1899	18.0	3680
Students Offered Admission	12.4	3892	10.5	1150	13.4	2742
Students Accepting Offer	8.5	2670	8.3	912	8.6	1758

N=314

PROFESSIONAL DEGREE PROGRAM INFORMATION

Admissions Capacity & Enrollment: Three-Year Comparison (2018-2022)



Student Demographics

Enrollment by Gender

For the 2019-2020 Annual Report, programs were asked to report on the number of students enrolled in undergraduate classes and graduate classes by gender. This method allowed programs that are teaching out an undergraduate program while commencing a graduate program to report students for each level. Professional program total enrollment (all cohorts) across all program types decreased from the 2018-2019 academic year by 21.5%. Enrollment of female students decreased by 21.3%, and male student enrollment decreased by 22.2%. Transgender student enrollment has remained constant since the 2017-2018 year.

	Undergraduate Students		Graduate Students	
	Mean	Sum	Mean	Sum
Total Student Enrollment	17.1	5,353	7.5	2,356
Female Student Enrollment	10.9	3,430	4.7	1,475
Male Student Enrollment	6.0	1,881	2.8	879
Transgender Student Enrollment	0.01	3	0.00	1
Gender Unknown Student Enrollment	0.1	39	0.00	1

N=314

PROFESSIONAL DEGREE PROGRAM INFORMATION

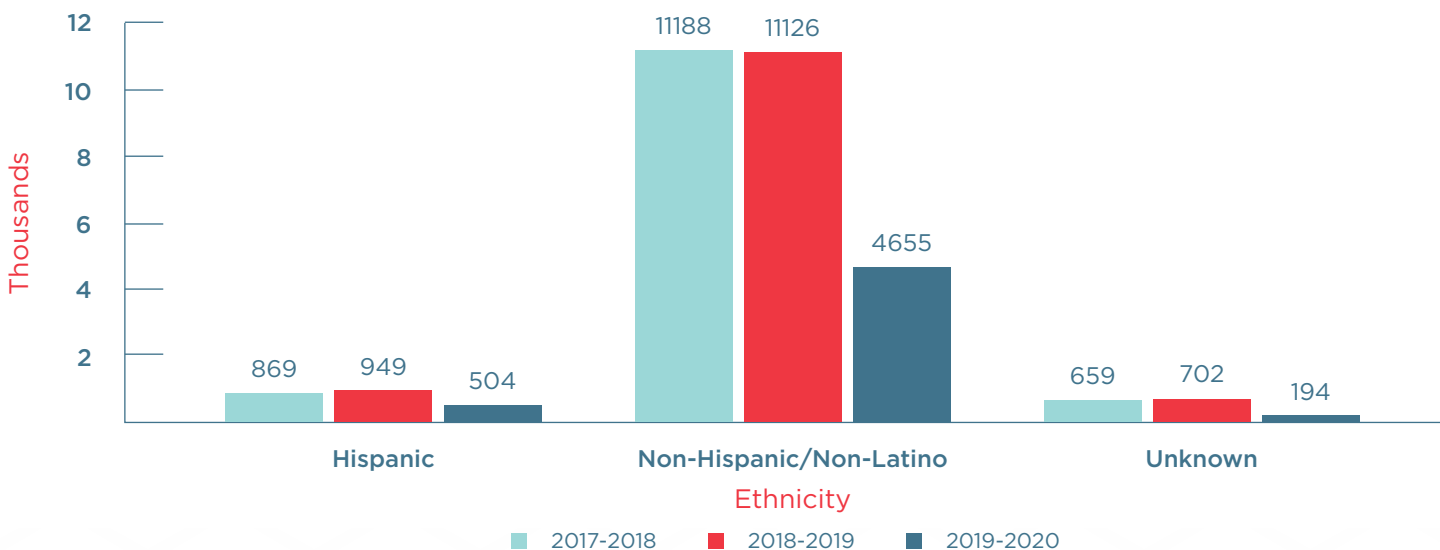
Enrollment by Ethnicity

For the 2019-2020 Annual Report, programs were asked to report on the number of students enrolled in undergraduate classes and graduate classes by ethnicity. This method allowed programs that are teaching out an undergraduate program while commencing a graduate program to report students for each level.

	Undergraduate Students			Graduate Students		
	Mean	Sum	%	Mean	Sum	%
Hispanic	1.6	504	9.4%	0.9	269	11.4%
Non-Hispanic/Non-Latino	14.8	4,655	87%	6.6	2,060	87%
Unknown	0.6	194	3.6%	0.1	27	1.1%

N=314

Total Enrollment by Ethnicity: Three-Year Comparison (2018-2020)



PROFESSIONAL DEGREE PROGRAM INFORMATION

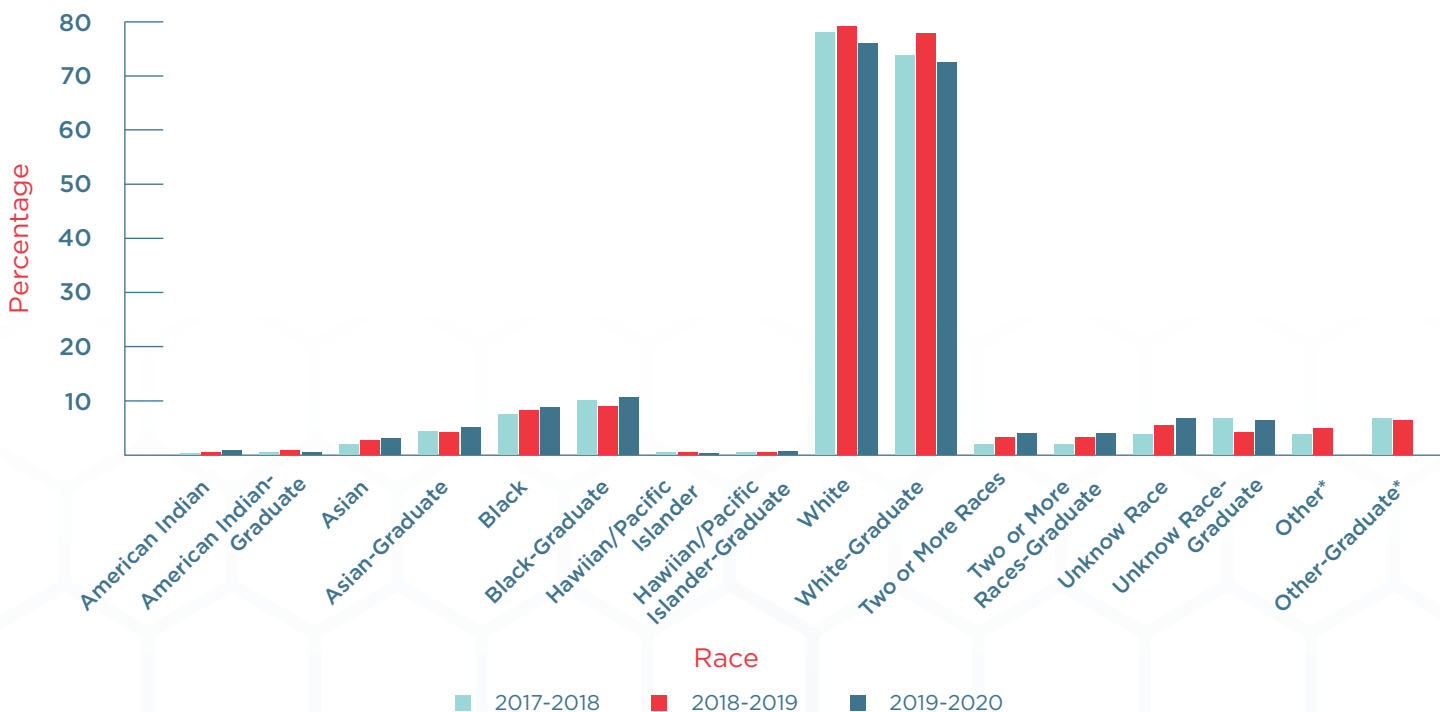
Enrollment by Race

For the 2019-2020 Annual Report, programs were asked to report on the number of students enrolled in undergraduate classes and graduate classes by race. This method allowed programs that are teaching out an undergraduate program while commencing a graduate program to report students for each level.

	Undergraduate Students			Graduate Students		
	Mean	Sum	%	Mean	Sum	%
American Indian	0.1	40	0.7%	0.01	13	0.6%
Asian	0.5	162	3%	0.4	124	5.2%
Black	1.5	468	8.7%	0.8	253	10.7%
Hawaiian/Pacific Islander	0.1	18	0.3%	0.1	15	0.6%
White	13.0	4,091	76%	5.4	1,707	72.4%
Two or More Races	0.7	216	4%	0.3	95	4%
Unknown Race	101	358	6.7%	0.5	149	6.3%

N=314

Enrollment by Race: Three-Year Trend (2018-2020)



*The category "Other" was not utilized in the 2019-2020 Annual Report.

PROFESSIONAL DEGREE PROGRAM INFORMATION

Clinical Education

Preceptor: 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 who are active in clinical education. The most common ratio (n=157) was 1:2, followed by a ratio of 1:1 (n= 60). A total of 93.6% of all programs reported a clinical education ratio of 1:4 or smaller. Seventeen (down from 26 last year, 35 two years ago and 80 three years ago) programs reported ratios between 1:5 and 1:8, and only three 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	1:2	1:8	1:2	1:12

N=314

Immersive Clinical Experiences

For the 2019-2020 Annual Report program, administrators were asked to provide details about immersive clinical experiences. In the 2020 Standard, programs at the master's degree level are 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." These standards became effective July 1, 2020, and, therefore, the data represented below reflect the last academic year that graduate professional programs did not have to include an immersive experience.

A total of 49.4% (n=155) of all professional program currently report that they incorporate an immersive clinical experience. This number has increased by 9.7% since last year. For baccalaureate programs, 21.5% (n=23) report including an immersive clinical experience, and for master's programs, 63.8% (n=132) report including an immersive clinical experience.

Any programs that reported an immersive clinical experience of three or fewer weeks were eliminated from the analysis presented below, as their described experience did not meet the minimum criteria outlined by the standards. 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. Interestingly, baccalaureate programs report more weeks in immersive clinical experiences than master's programs but also report fewer hours worked 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	14.4 ± 16.1 weeks	4 weeks	26.1 ± 33.8 weeks	4 weeks	12.4 ± 9.2 weeks	4 weeks
Number of Hours per Week When in Immersive Clinical	34.5 ± 10.0 hours	40.0 hours	29.3 ± 13.1 hours	40.0 hours	35.4 ± 9.1 hours	40.0 hours

n=150 (only immersive clinicals with four or more weeks included in the analysis)

PROFESSIONAL DEGREE PROGRAM INFORMATION

Faculty and Staff

For both the program director and the director 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 1-45 years and a mode of 24 years, and a range of years of clinical experience from 0-35 years and a mode of zero years.

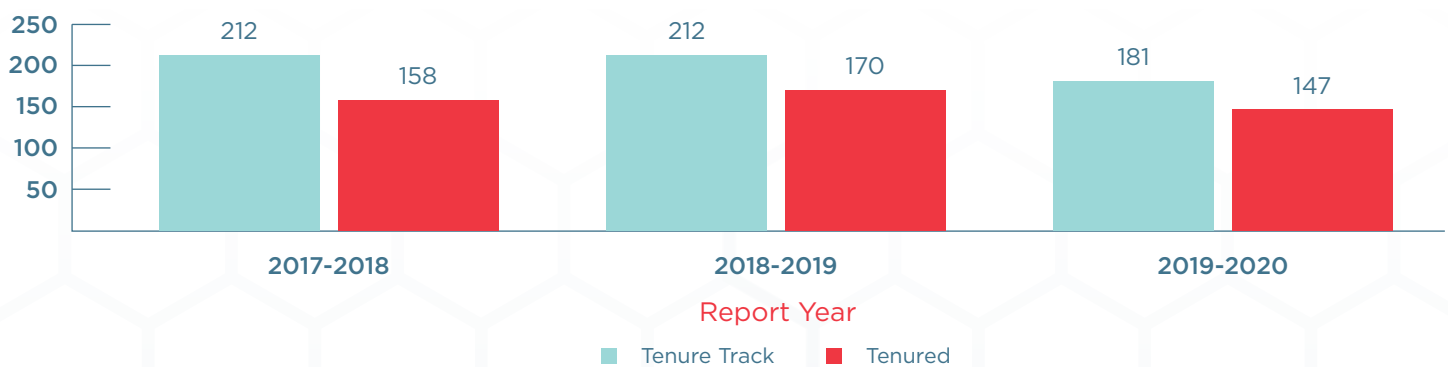
Approximately 42.7% of program directors are on a nine-month contract (down from 47.9% last year), 25.8% on a 10-month contract (up from 23.3% last year), and 26.4% have a 12-month contract (up from 23.4% last year).

Program Director

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	<i>Number (%)</i>	<i>Number (%)</i>	<i>Number (%)</i>
PD is Tenure Track Faculty	181 (57.6)	56 (52.3)	125 (60.4)
PD is Tenured	147 (46.8)	44 (44.1)	103 (49.8)
	<i>Mean ± SD</i>	<i>Mean ± SD</i>	<i>Mean ± SD</i>
PD Years of Experience	22.5 ± 8.2	23.5 ± 8.8	22.0 ± 7.8
PD Years of Clinical Experience	6.7 ± 6.4	8.1 ± 7.2	6.1 ± 5.8
PD Appointment (months)	10.1 ± 1.2	10.0 ± 1.2	10.2 ± 1.3
PD Contact Hours	246.6 ± 141.0	266.1 ± 137.2	236.5 ± 142.2
PD Credit Hours	16.1 ± 6.8	17.1 ± 7.5	15.5 ± 6.3
PD Release Time (% of Overall Load)	29.4 ± 13.0	26.5 ± 9.2	30.9 ± 14.5

N=314, percentages are a percent of the total number of the program type

Program Director Tenure Status: Three-Year Trend (2018-2020)



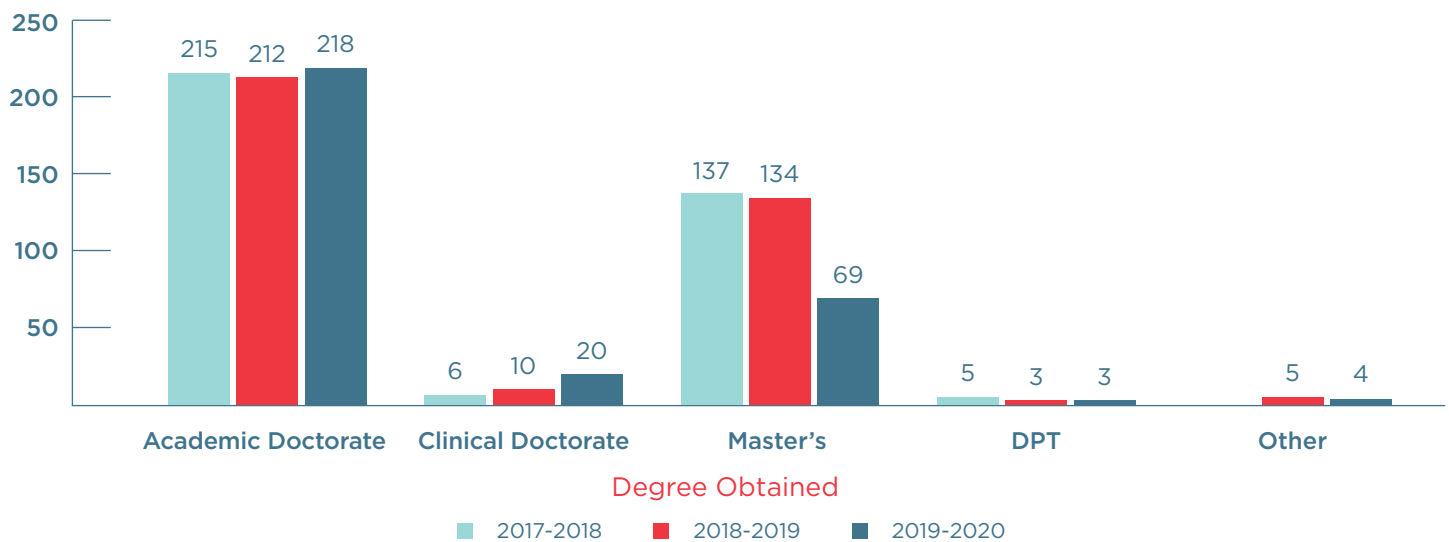
PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Director Degree

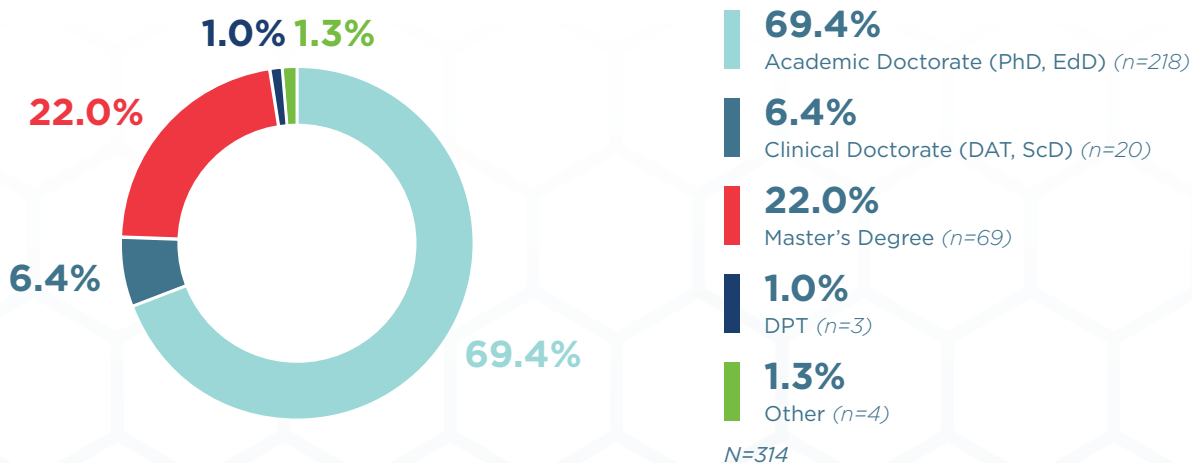
When completing the Annual Report, programs are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. The majority (69.4%, n=218) of program directors hold an academic doctorate degree. Twenty program directors have an earned clinical doctorate (up from 10 last year), and zero respondents selected the option for bachelor's degree.

When split by degree type, in undergraduate programs 56.1% of program directors hold an academic doctorate (up from 49.8% last year), and 38.3% report a master's degree as the highest degree earned. In master's degree programs, 76.3% of program directors have an academic doctorate degree (up from 69.7% last year), and 13.5% hold a master's degree (down from 25.8% last year).

Program Director-Highest Degree: Three-Year Trend (2018-2020)



Professional Program Director Highest Degree Earned



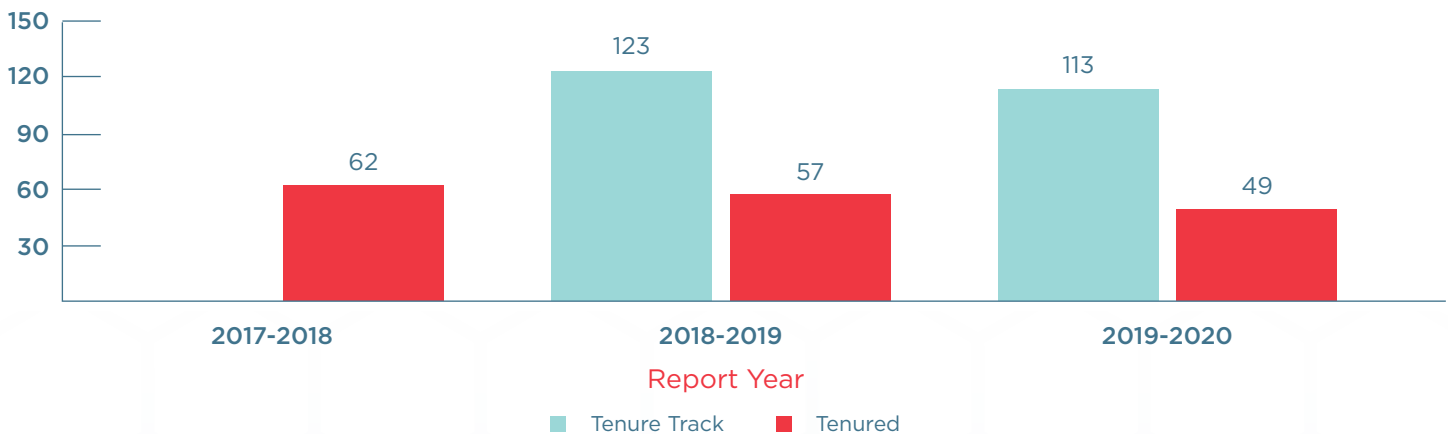
PROFESSIONAL DEGREE PROGRAM INFORMATION

Coordinator of Clinical Education

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
CCE is Tenure Track Faculty	113 (36.0)	34 (31.8)	79(38.2)
CCE is Tenured	49 (15.6)	13 (12.1)	36 (17.4)
	Mean ± SD	Mean ± SD	Mean ± SD
CCE Years of Experience	16.0 ± 8.0	16.4 ± 8.1	15.8 ± 7.9
CCE Years of Clinical Experience	6.5 ± 6.6	6.2 ± 5.9	6.7 ± 6.9
CCE Appointment (months)	9.9 ± 1.3	9.6 ± 0.9	10.0 ± 1.4
CCE Contact Hours	264.1 ± 155.8	275.2 ± 161.6	258.2 ± 152.7
CCE Credit Hours	17.3 ± 6.5	17.3 ± 7.2	17.4 ± 6.1
CCE Release Time (% of overall load)	25.6 ± 13.6	23.8 ± 12.3	26.5 ± 14.1

N=314

Coordinator of Clinical Education Tenure Status: Three-Year Trend (2018-2020)



Information about Tenure Track status for Coordinators of Clinical Education was not reported in the 2017-2018 Annual Report.

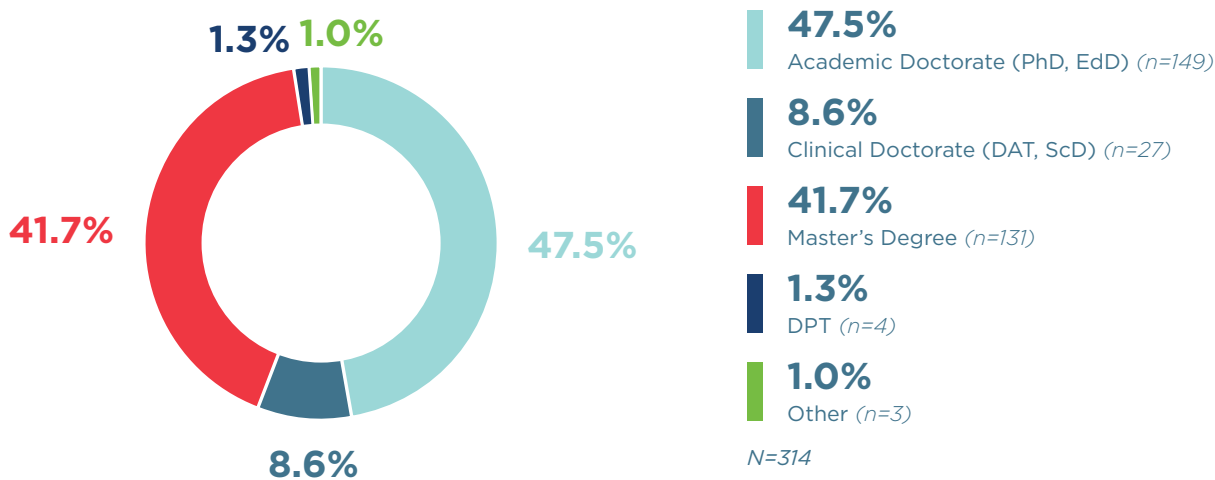
PROFESSIONAL DEGREE PROGRAM INFORMATION

Coordinator of Clinical Education Degree

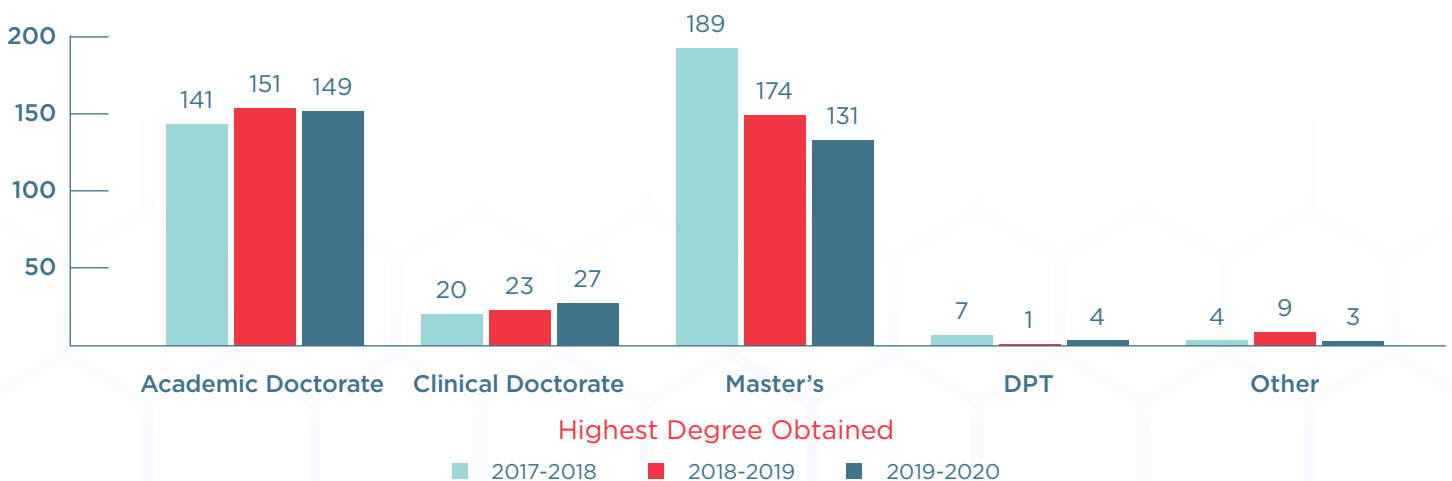
When completing the annual report, programs are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. Less than half (41.7%, n=131) of directors of clinical education hold a master's degree, down from 47.5% last year. Academic doctorate was the most common degree selection at 47.5% (n=149), up from 41.5% last year.

When split by degree level of the program, 59.8% of CCEs at baccalaureate programs have a master's degree (down from 57.9% last year), compared to 32.4% of CCEs at master's degree programs (down from 34.2% last year). The majority (57.5%) of CCEs at master's degree programs have an academic doctorate degree, as compared with just 28.0% of CCEs at baccalaureate programs.

Coordinator of Clinical Education Tenure Status: Three-Year Trend (2018-2020)



Coordinator of Clinical Education-Highest Degree: Three-Year Trend (2018-2020)



PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Faculty

The number of core faculty in each program ranged from 0 (n=2) to 16 (n=1). The mode (n=121) was two core faculty, and 94.9% of programs indicated have five or fewer core faculty. Numbers of associated faculty ranged from zero to 27, and adjunct faculty ranged from zero to 15.

	All Professional Programs	Baccalaureate Programs	Master's Programs
	Mean ± SD	Mean ± SD	Mean ± SD
Core Faculty	4.3 ± 1.6	2.6 ± 1.3	3.3 ± 1.6
Associated Faculty	1.5 ± 1.1	3.0 ± 4.0	1.8 ± 2.3
Adjunct Faculty	0.4 ± 0.6	2.3 ± 2.5	2.3 ± 2.6

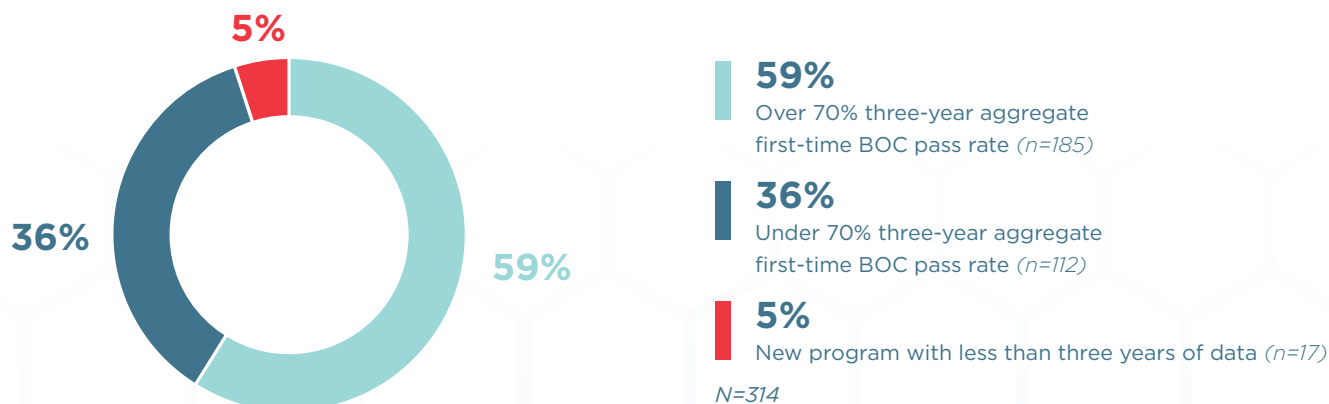
N=314

Outcomes

Aggregate Board of Certification Exam Pass Rates

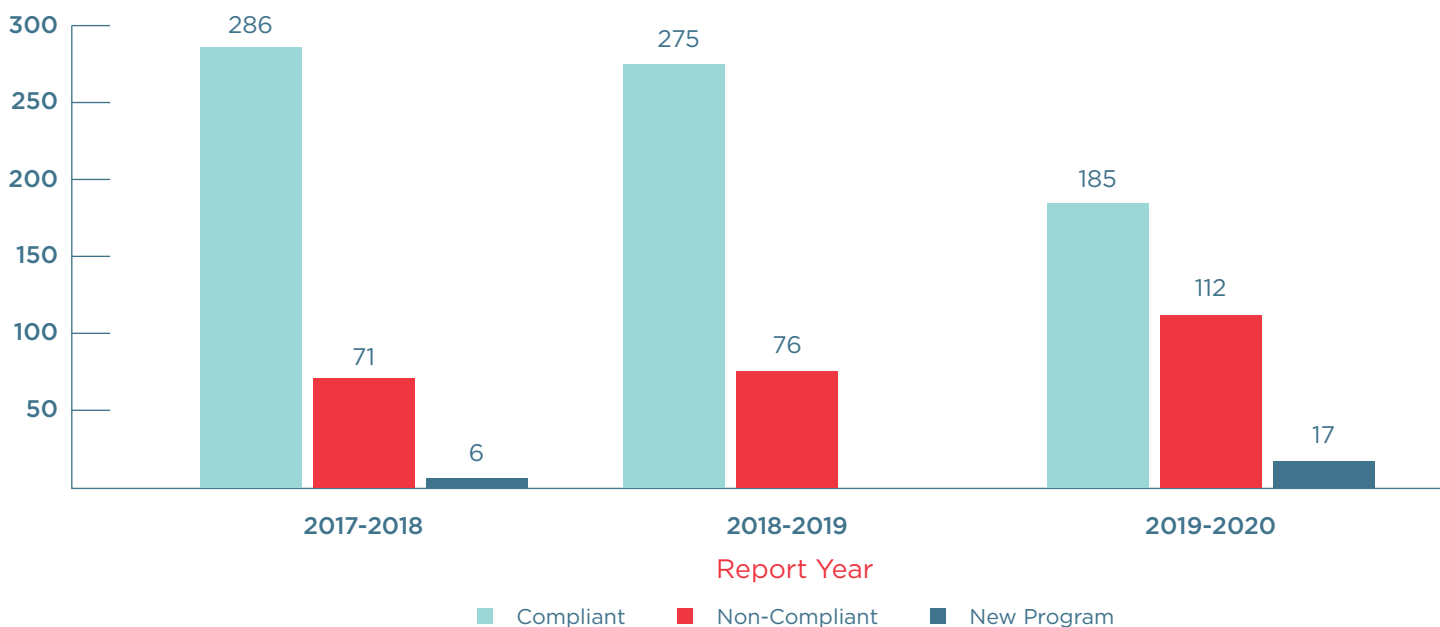
The three-year aggregate first-time BOC exam pass rate is required to be 70% or higher for all professional programs. The data included in the analysis contains all BOC pass rates through the October 2020 BOC exam window. New programs are not evaluated on this requirement until the time at which they have accumulated three years of BOC examination data. The number of programs below 70% was 112, which was a 47% increase from last year's 76 programs, a number that was likely influenced by the COVID-19 pandemic.

Professional Program Three-Year Aggregate First Time BOC Pass Rate (2018-2020)

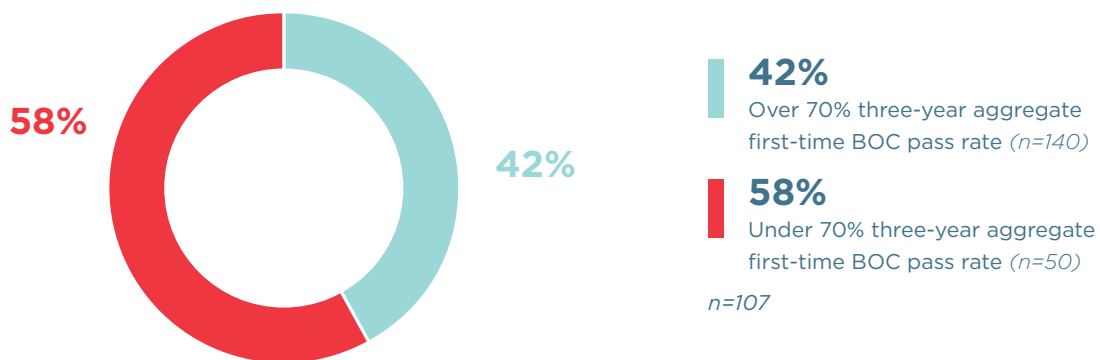


PROFESSIONAL DEGREE PROGRAM INFORMATION

Total Program First-Time Pass-Rate Standard Compliance: Three-Year Trend (2018-2020)

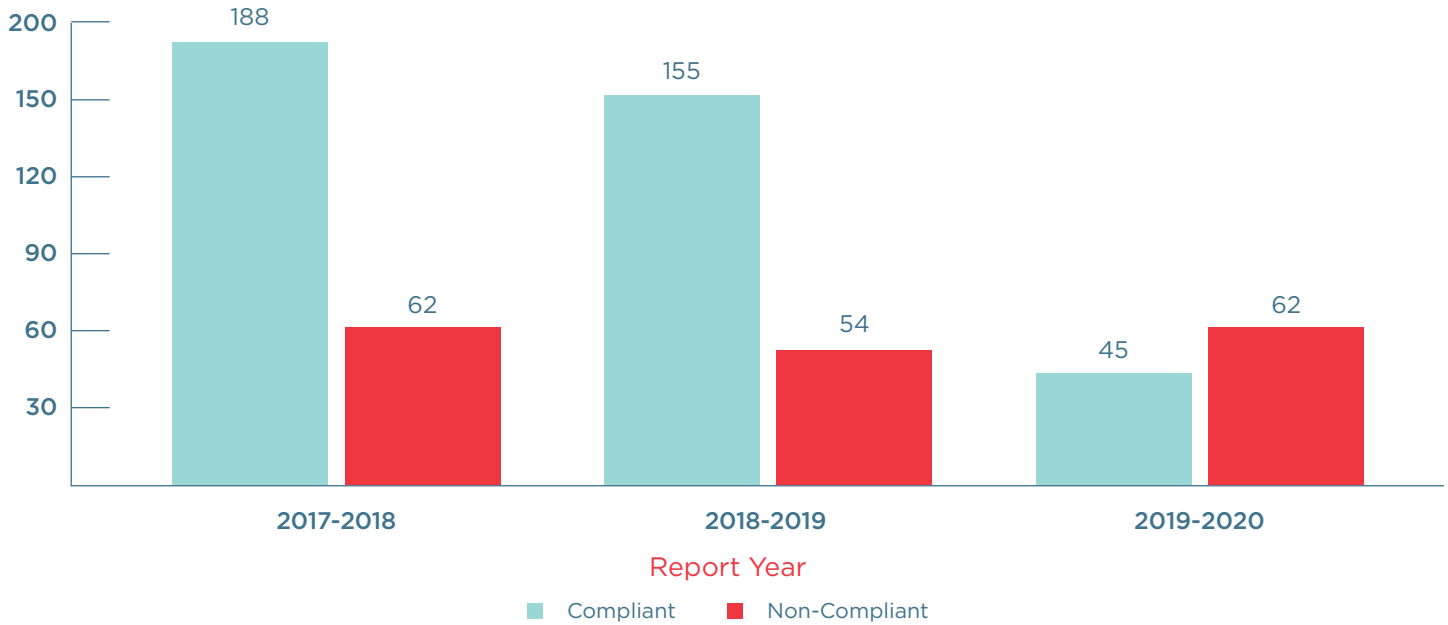


Baccalaureate Degree Program Three-Year Aggregate First Time BOC Pass Rate (2018-2020)

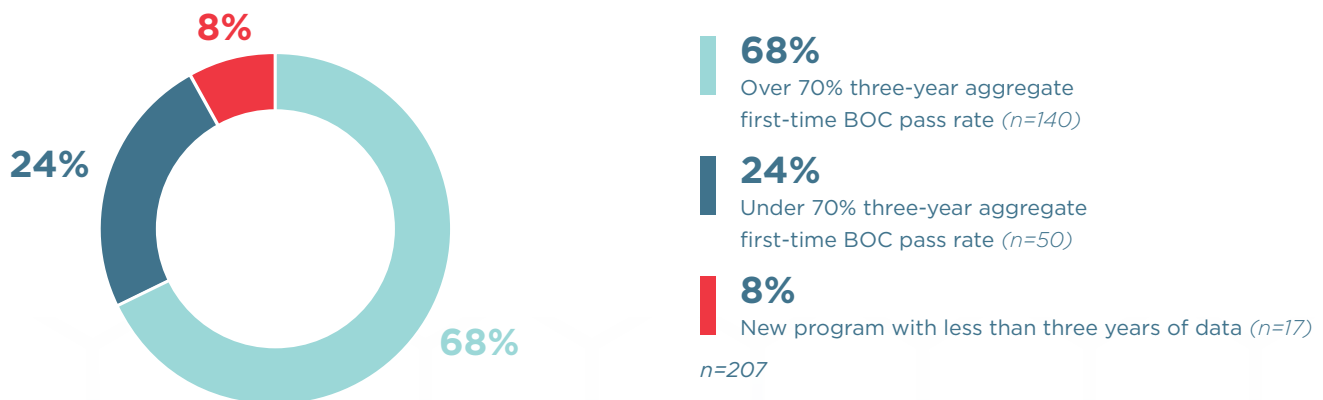


PROFESSIONAL DEGREE PROGRAM INFORMATION

Baccalaureate Program First-Time Pass-Rate Standard Compliance: Three-Year Trend (2018-2020)

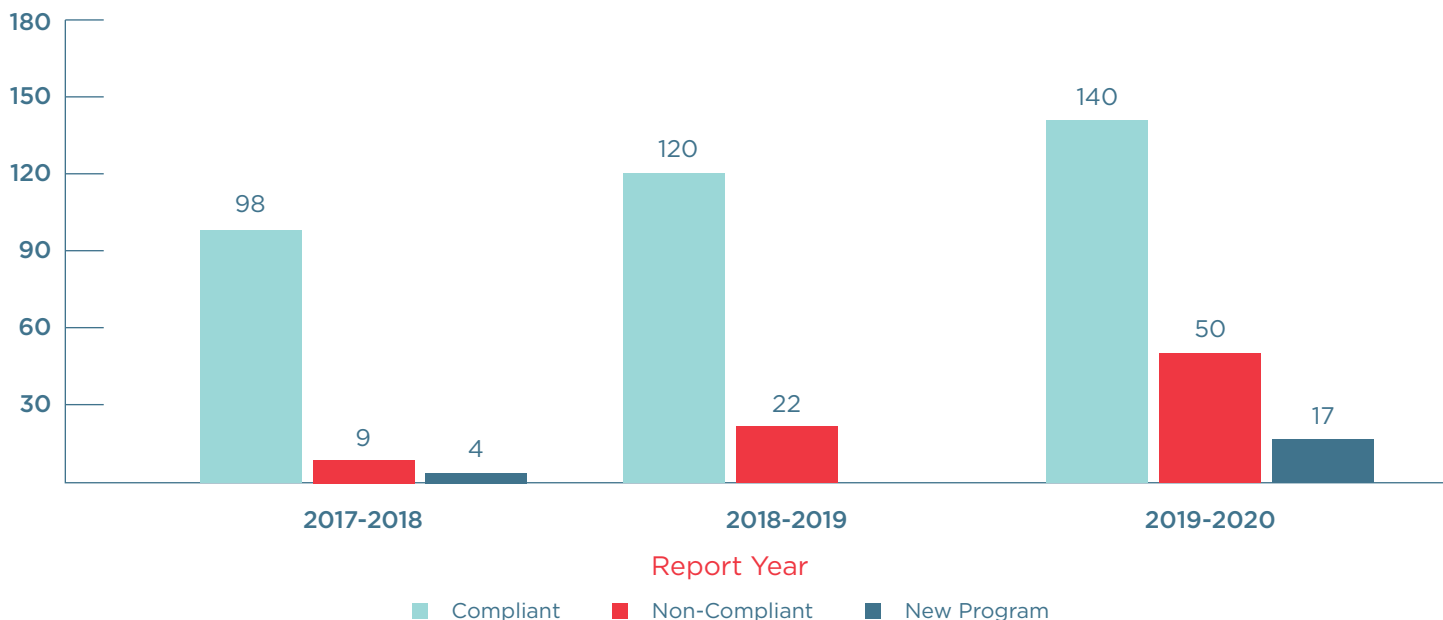


Master's Degree Program Three-Year Aggregate First Time BOC Pass Rate (2018-2020)



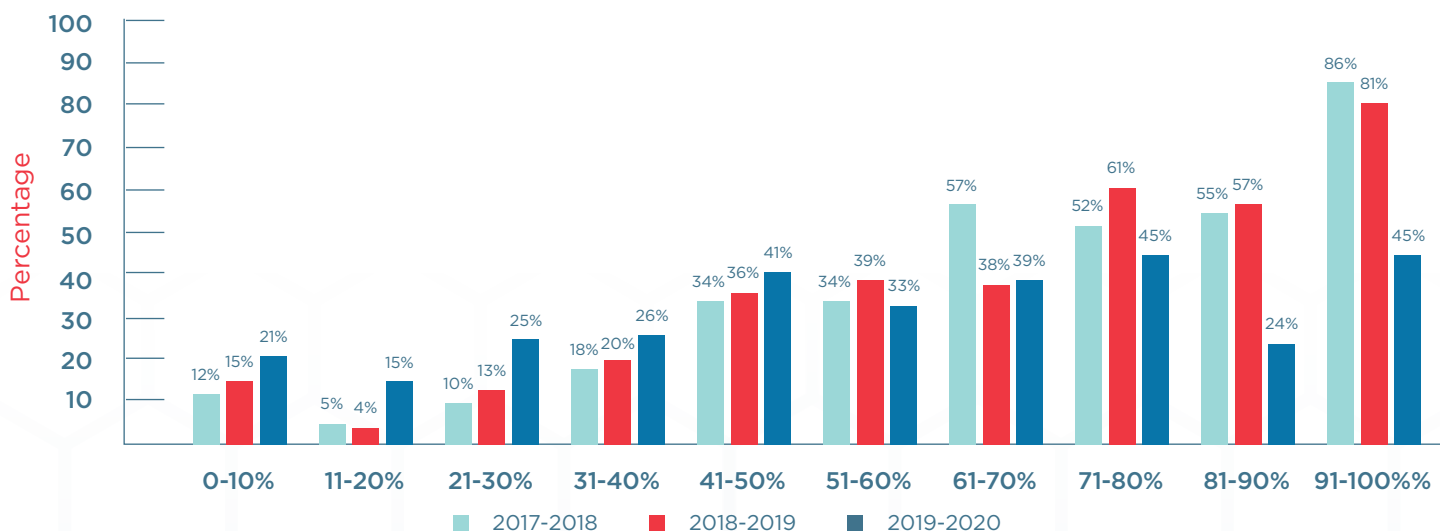
PROFESSIONAL DEGREE PROGRAM INFORMATION

Master's Program First-Time Pass-Rate Standard Compliance: Three-Year Trend (2018-2020)



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.

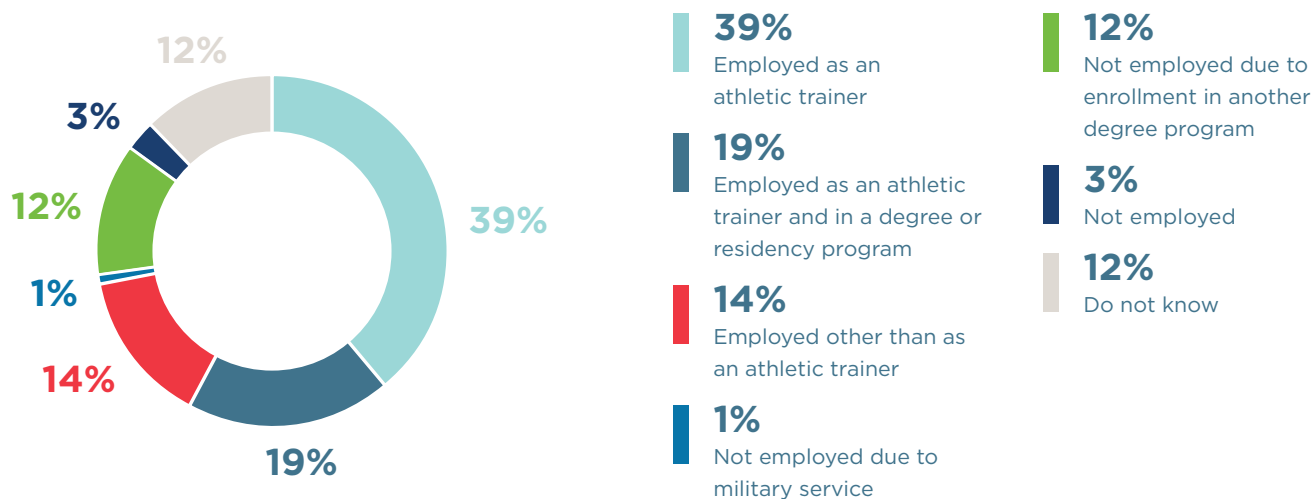


PROFESSIONAL DEGREE PROGRAM INFORMATION

Graduates' Placement

This section of information is provided from data entered by the program director within student profiles. From the 2019-2020 graduating cohort, 3,051 student profiles had been updated with placement information. Forty-four student profiles did not contain information about placement, which have been added to the "Do not know" category within the chart.

2019-2020 Graduate Placement



N=3,051, *One student was reported as deceased during the reporting period*

POST-PROFESSIONAL DEGREE PROGRAMS

Athletic training Post-Professional degree programs lead to a degree at the master's or doctoral level for students who 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 an 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 Kinesiology
Admissions Process	Direct
New Students Admitted	12
Program Enrollment	28
Student Enrollment by Gender Ratio	2:1, Female to Male*
Student Enrollment by Race Ratio	10:1, White to All Other Races*
Faculty to Student Ratio (Lecture)	1:12*
Faculty to Student Ratio (Lab)	1:11*
Program Director	Tenured Faculty, 10-month Appointment, Academic Doctorate Degree
Number of Core Faculty	3

*Denotes decrease from last year's 'At a Glance' data

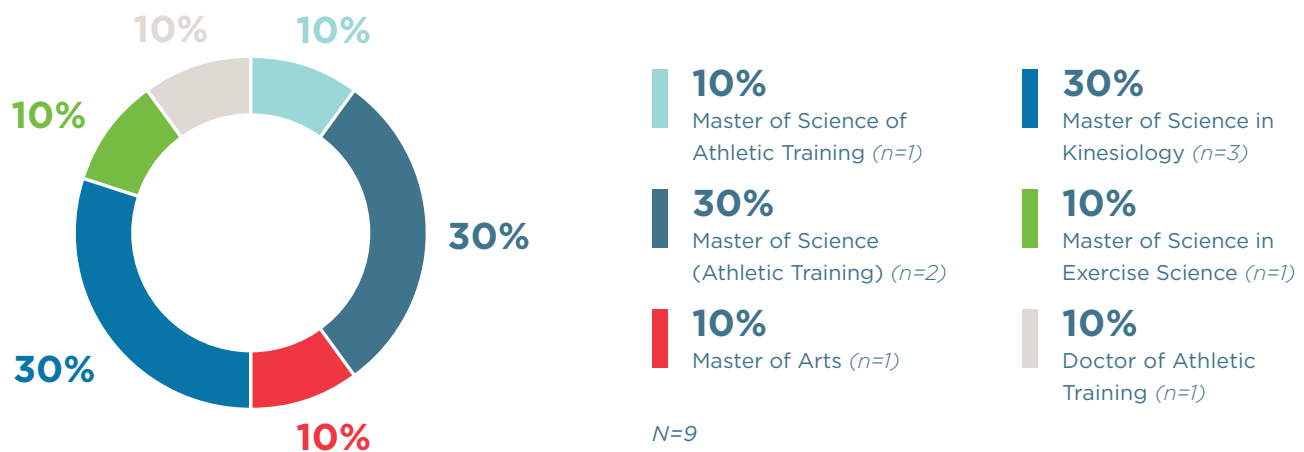
POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Program Accreditation, Institution Type and Degree

During the 2019-2020 academic year, there were nine accredited post-professional degree programs, which was consistent with 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. During the 2019-2020 academic year, one post-professional degree program received continuing accreditation following the comprehensive review process.

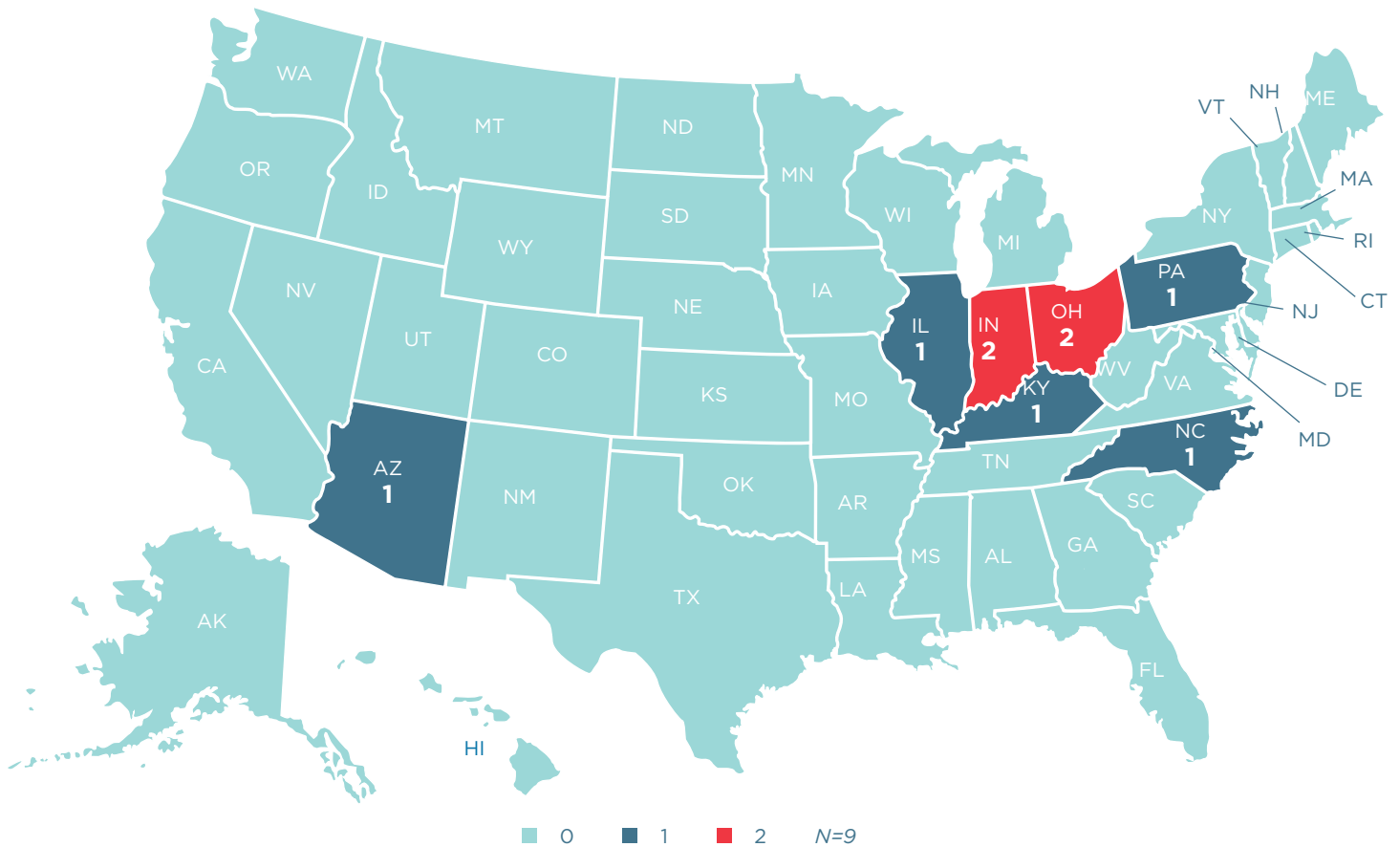
As was true for professional programs, this year's annual report for post-professional programs also asked if programs were housed with other health care programs. Of the nine accredited post-professional programs, seven (77.8%) indicated being housed with other health care programs.

Post-Professional Degree Programs: Degree Awarded

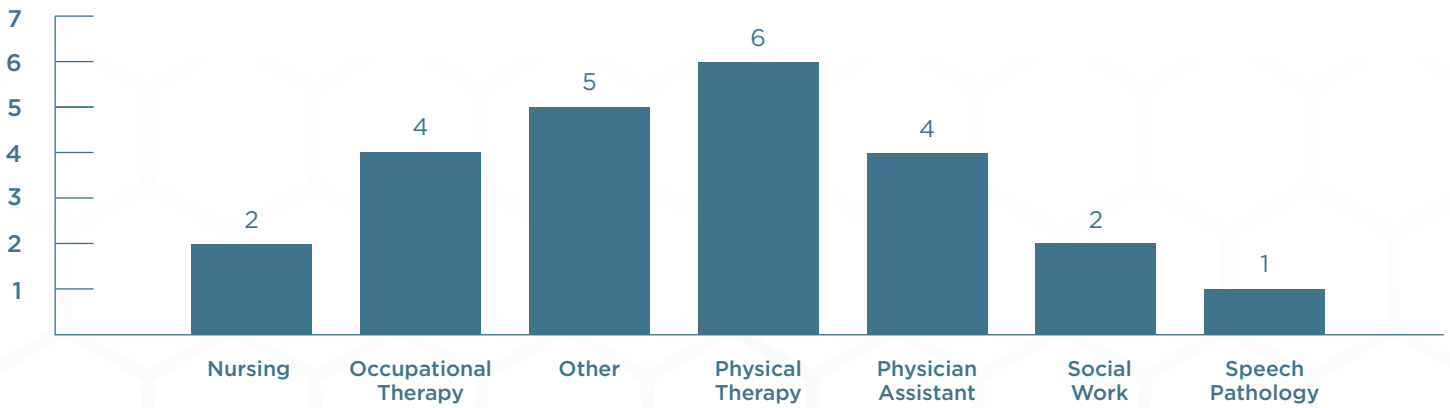


POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Programs by State



Health Care Programs Administratively Housed with Post-Professional Athletic Training Degree Programs



N=9, Seven programs indicated being aligned with other health care programs, and indicated 'all that apply' when identifying these health care programs

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 admissions process is one in which the student applies to the program separately from the institution.

	Number (%)
Direct Admissions	8 (88.9)
Secondary Admissions	1 (1.1)

N=9

Admissions Capacity and Enrollment

Across all programs, there was a 7.9% decrease in available admissions capacity and a 36.9% decrease in completed applications. Post-professional degree programs operated at approximated 90% capacity for the 2019-2020 academic year.

	Mean \pm SD per Program	Total for All Programs
Admission Slots Available	13.0 \pm 7.7	117
Completed Applications	34.3 \pm 22.4	309
Students Offered Admissions	15.4 \pm 11.4	139
Students Accepting Offer	11.7 \pm 8.5	105

N=9

Program Enrollment

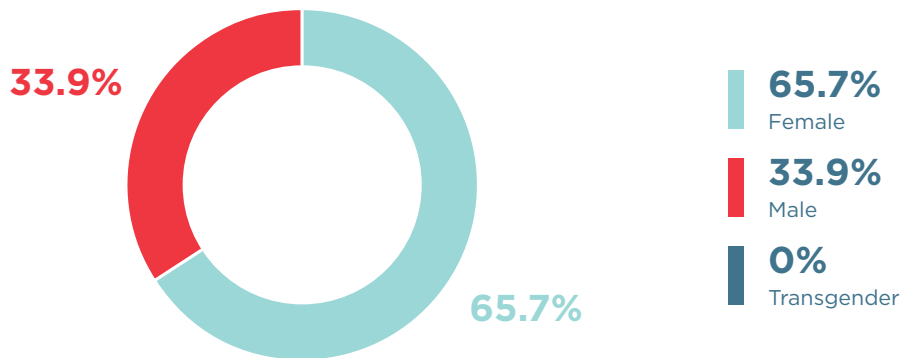
Program Enrollment by Gender

	Mean \pm SD per Program	Total for All Programs
Female	17.9 \pm 12.8	161
Male	9.2 \pm 6.0	83
Transgender	0	0
Total	27.2 \pm 18.4	245

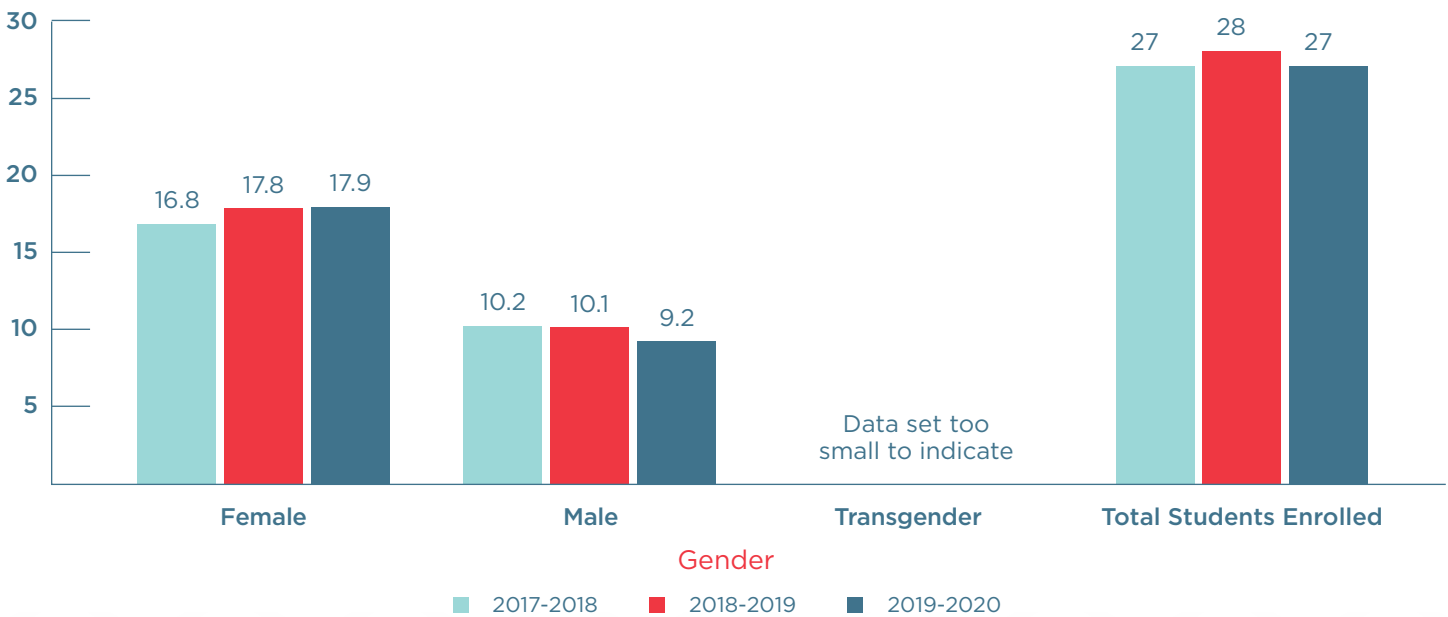
N=9

POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Program Enrollment by Gender for 2019-2020 Academic Year



Post-Professional Degree Program Enrollment by Gender: Three-Year Comparison



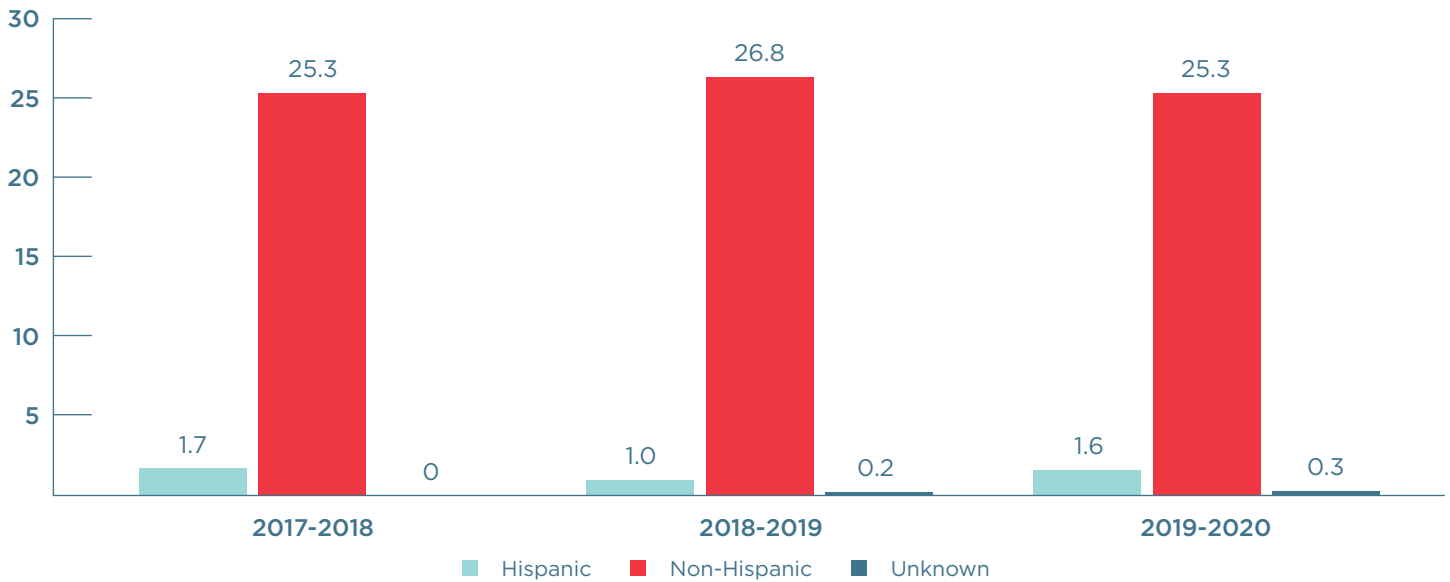
POST-PROFESSIONAL DEGREE PROGRAMS

Program Enrollment by Ethnicity

	Mean ± SD per Program	Total for All Programs
Hispanic	1.6 ± 2.5	14
Non-Hispanic	25.3 ± 16.6	228
Unknown	0.3 ± 1.0	3

N=9

Post-Professional Degree Program Enrollment by Ethnicity: Three-Year Comparison



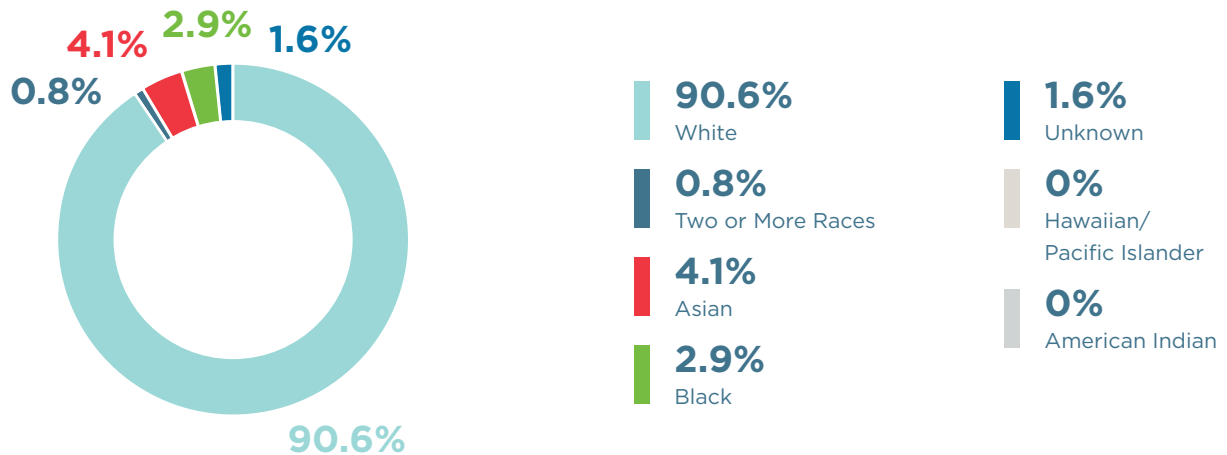
POST-PROFESSIONAL DEGREE PROGRAMS

Program Enrollment by Race

	Mean ± SD per Program	Total for All Programs
American Indian	0	0
Asian	1.1 ± 1.2	10
Black	0.8 ± 0.7	7
Hawaiian/Pacific Islander	0	0
Unknown	0.4 ± 1.0	4
White	24.7 ± 18.0	222
Two or More Races	0.2 ± 0.7	2

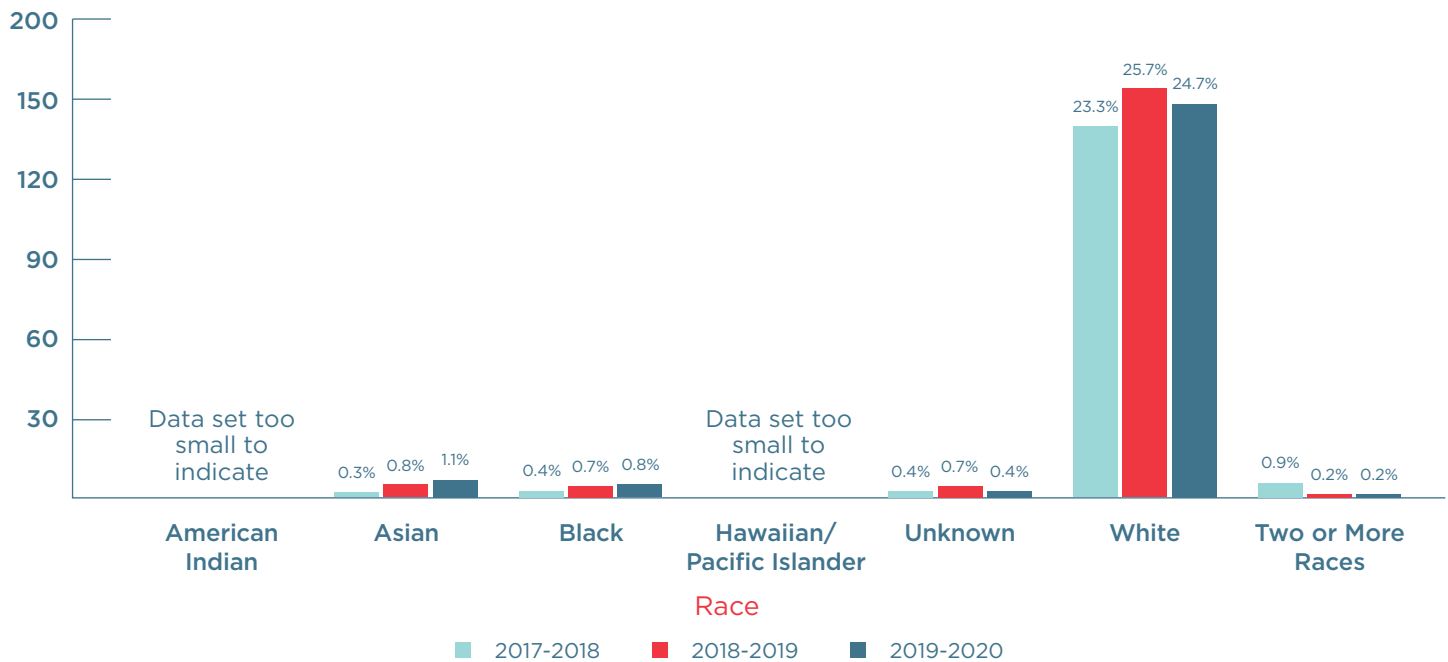
N=9

Post-Professional Degree Program Enrollment by Race in 2020



POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Program Enrollment by Race: Three-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	12,653 ± 4,353	+4.8 %	22,851 ± 6,597	+3.7%
Annual Fees	1,453 ± 948	+24.8%	1,453 ± 948	+19.0%
Annual Other Costs	117 ± 196	-92.3%	117 ± 196.9	+92.9%
Total Annual Costs	14,224 ± 4,145	+3.7%	24,420 ± 5,751	-7.9%

N=9, mean \$ ± SD unless otherwise noted

POST-PROFESSIONAL DEGREE PROGRAMS

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 - 80,016	41,827 ± 22,797
Faculty/Instructional Staff*	170,523 - 860,000	475,512 ± 240,964
Expendable Supplies	0 - 49,000	8,886 ± 15,702
Professional Development	1,821 - 20,500	9,258 ± 7,593
Capital Equipment	0 - 20,000	2,777 ± 6,591

N=9, *n=8; one outlier removed

Faculty and Staff

For the program director, the 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 academic year, and release time is reported as a percentage of the standard workload in the respective department within the institution.

Program Director

All nine (100%) of the post-professional degree programs' program directors reported holding an academic doctorate degree. Contract length ranged from nine to 12 months, with five program directors on a nine-month contract, one PD with a 10-month contract, and three PDs on 12-month contract. One-third of program directors carry a six credit/year course load, with only two 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 (22.2)
	Mean ± SD
PD Years of Experience	23.0 ± 10.6
PD Years of Clinical Experience	4.1 ± 9.8
PD Appointment (Months)	10.1 ± 1.5
PD Contact Hours	109.9 ± 76.7
PD Credit Hours	10.4 ± 5.5
PD Release Time (% of Overall Load)	21.0 ± 15.0

N=9

POST-PROFESSIONAL DEGREE PROGRAMS

Coordinator of Clinical Education

Clinical education coordinators are not required by the Standards for post-professional degree programs; zero of the nine post-professional degree programs reported having a coordinator of clinical education.

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, 77.8% of programs reported a faculty to student ratio of 1:10 or higher, with a maximum reported ratio of 1:22. For faculty-to-student ratios in lecture courses, the majority of programs (66.7%) reported a ratio 1:10 or lower, with a maximum reported ratio of 1:22.

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 88.9% of programs indicated having five or fewer core faculty. Numbers of associated faculty ranged from zero to three, and adjunct faculty ranged from zero to one.

	Mean ± SD
Core Faculty	4.3 ± 1.6
Associated Faculty	1.5 ± 1.1
Adjunct Faculty	0.4 ± 0.6

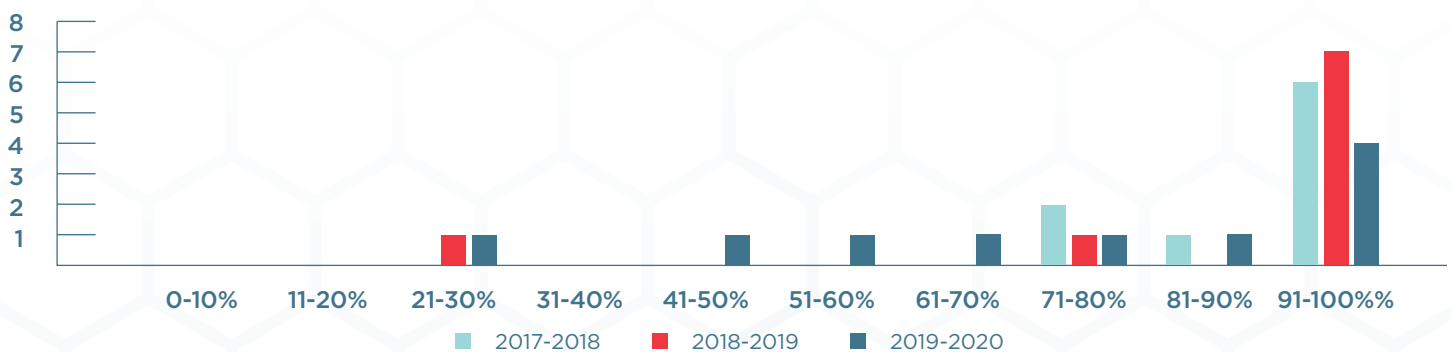
N=9

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: Three-Year Comparison



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.

Residency Program Overview

The Typical AT Residency Program at a Glance:	
Sponsoring Organization	Physician Practice/Clinic
Focused Area of Clinical Practice	Orthopedics
Residency Length	12 Months
New Residents Admitted	4.6*
Student Enrollment by Gender Ratio	3:1, Female to Male
Student Enrollment by Race Ratio	8:1, White to All Other Races*
Number of Preceptors	10*
Number of Faculty	11*
Resident Salary During Residency Program	\$30,000-\$39,999

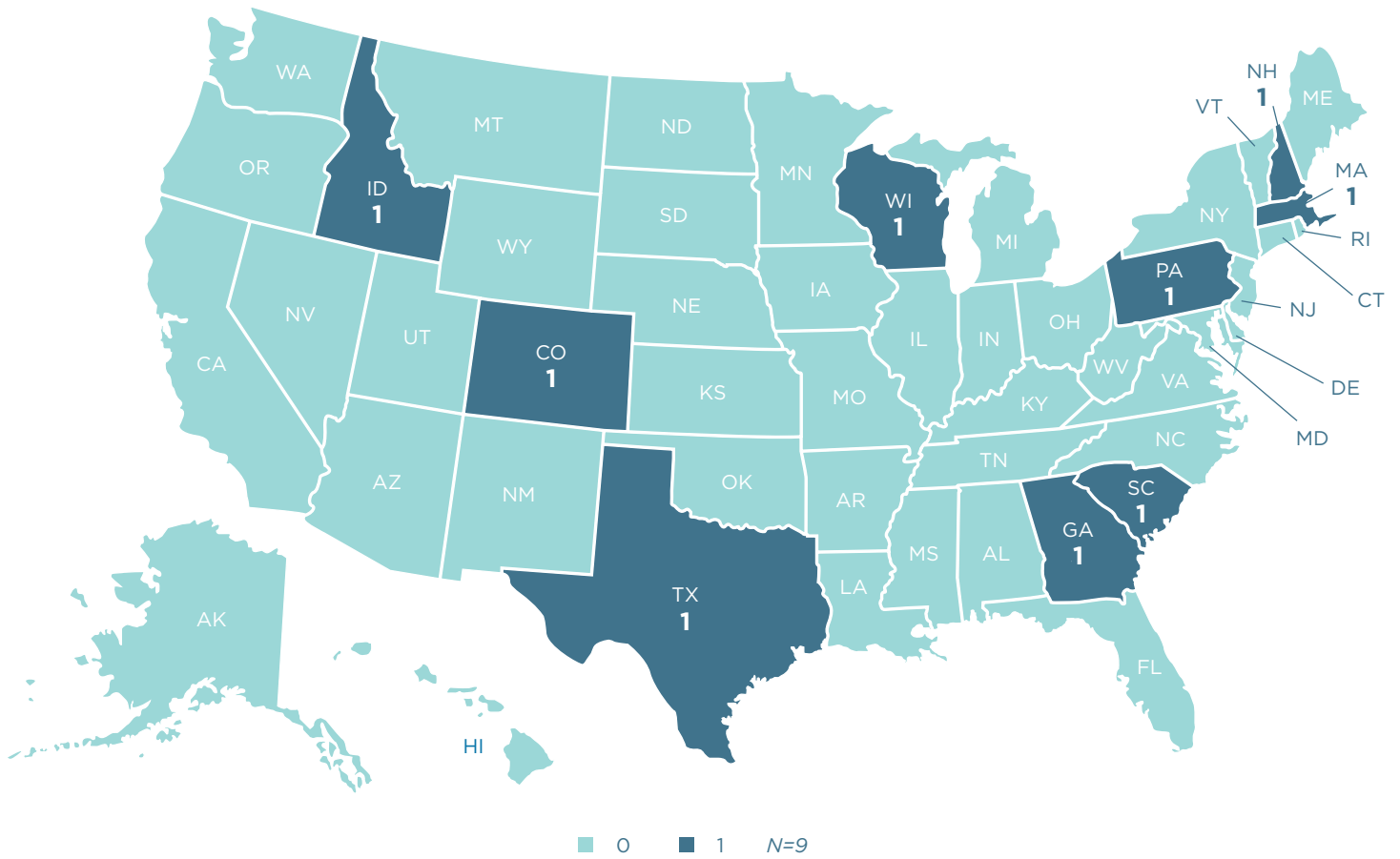
*Denotes increase from last year's 'At a Glance' data

Accreditation Status

During the 2019-2020 academic year, there were a total of nine CAATE accredited residency programs that remained constant from last year. One residency program received initial accreditation following the comprehensive review process during the reporting period, and another program voluntarily withdrew accreditation, thus the consistent number of programs from 2018-2019 to 2019-2020. Two additional residency programs received continuing accreditation during the reporting period. Lastly, two programs were actively seeking initial accreditation (i.e., submitted the self-study on July 1, 2020) for a total of 11 athletic training residency programs that were either accredited or actively seeking accreditation.

RESIDENCY PROGRAMS

Residency Locations by State

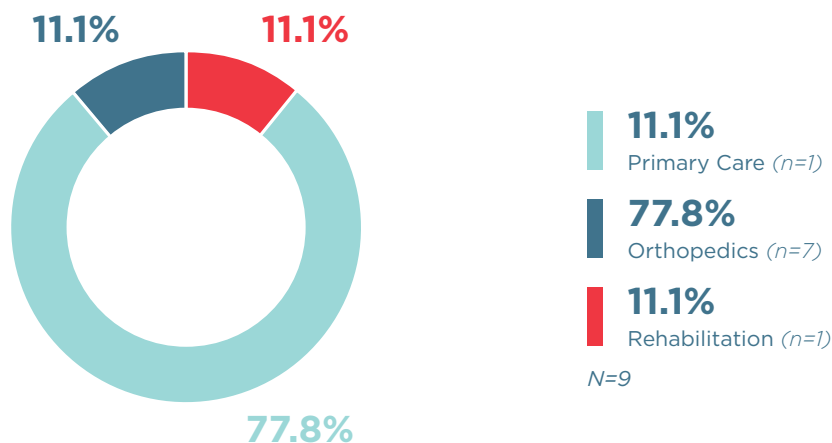


RESIDENCY PROGRAMS

Sponsoring Organization and Clinical Practice Focus Area

The majority (55.5%) of residency programs are sponsored by physician practice/clinics or medical centers/hospitals. Seven of the nine residency programs are offered in the focused area of clinical practice of orthopedics.

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 (22.2%) result in an additional certification as a component of their residency program, although it did not submit the name of the certification.

Admissions Capacity and Enrollment

Accredited residency programs are seeing five times the number of applicants than available positions and are operating at 100% of their reported capacity. Available resident positions range from two to 15, with four residency programs (44.4%) offering two resident positions per year.

	Mean \pm SD per Program	Total for All Programs
Resident Spots Available	4.6 \pm 4.3	41
Completed Applications	25.0 \pm 12.1	225
Residents Offered Admissions/Positions	4.9 \pm 4.6	44
Residents Accepting Offer	4.6 \pm 4.3	41

N=9

RESIDENCY PROGRAMS

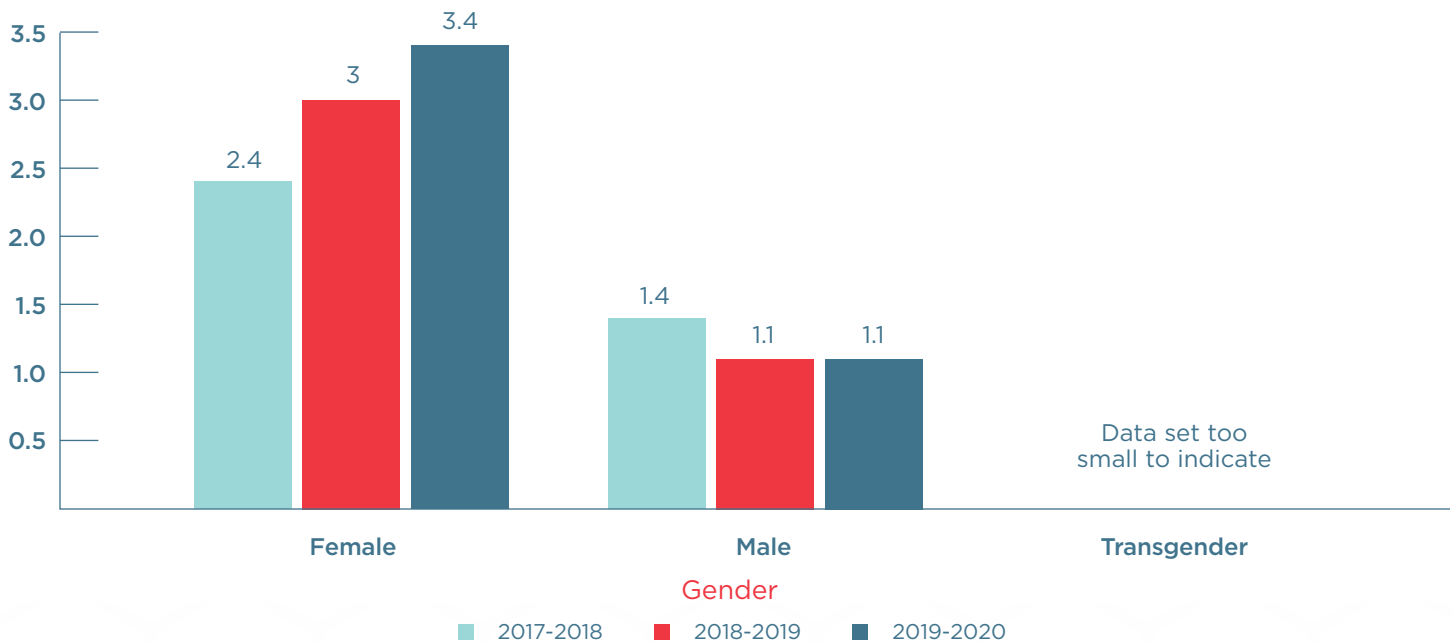
Program Enrollment

Program Enrollment by Gender

	Mean \pm SD per Program	Total for All Programs
Female	3.4 \pm 2.2	31
Male	1.1 \pm 2.3	10
Transgender	0.0 \pm 0.0	0.0
Total	4.6 \pm 4.3	41

N=9

Residency Program Enrollment by Gender: Three-Year Comparison



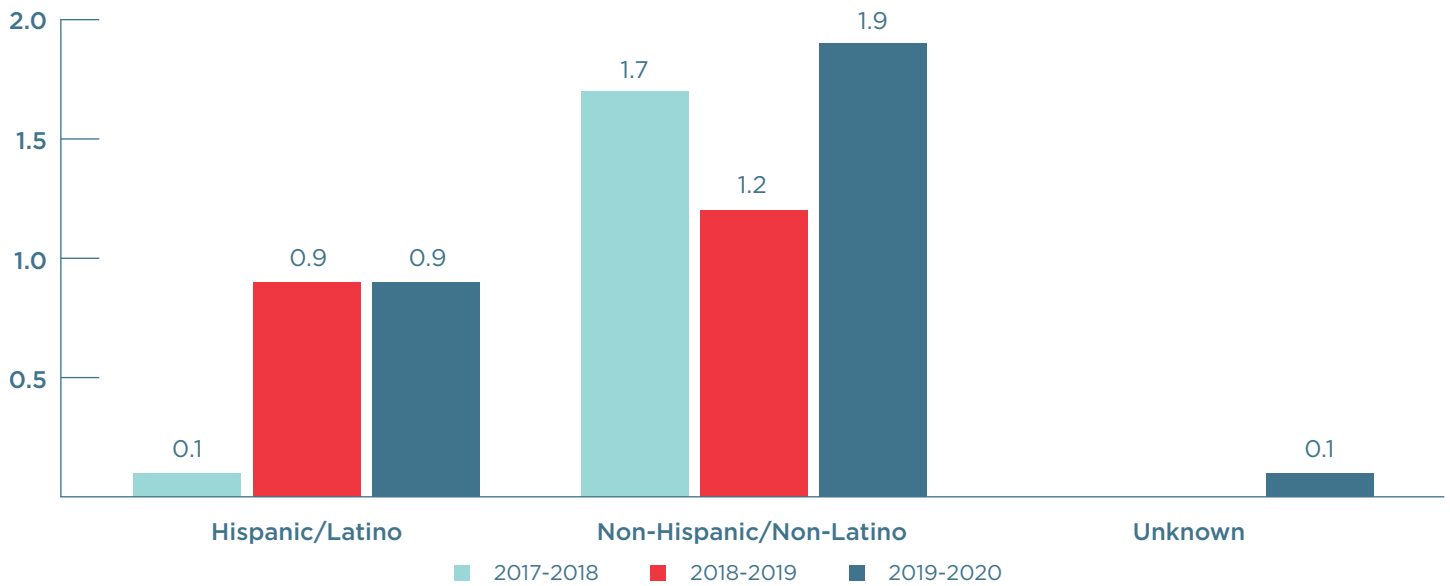
RESIDENCY PROGRAMS

Program Enrollment by Ethnicity

	Mean ± SD per Program	Total for All Programs*
Hispanic	0.9 ± 2.3	8
Non-Hispanic	1.9 ± 2.1	17
Unknown	0.1 ± 0.33	1

*Number of reported residents by ethnicity does not equal total reported number of residents

Residency Program Enrollment by Ethnicity: Three-Year Comparison



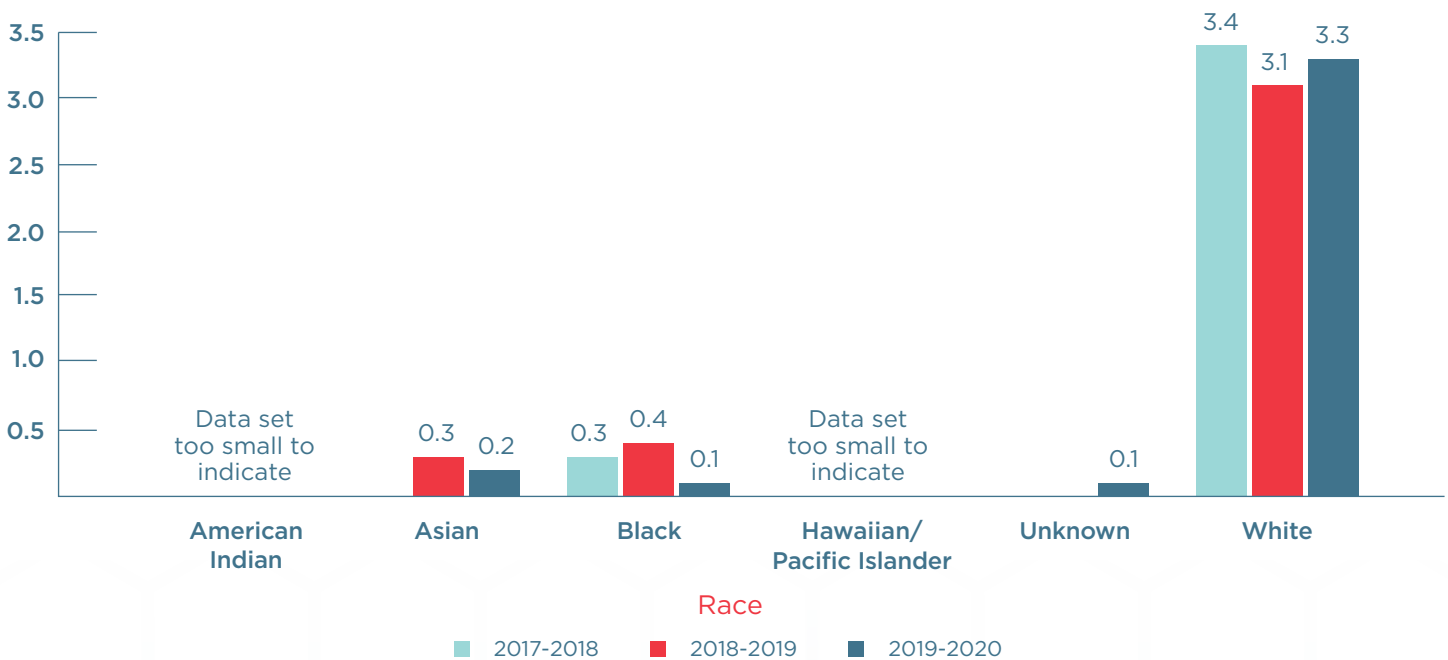
RESIDENCY PROGRAMS

Program Enrollment by Race

	Mean ± SD per Program	Total for All Programs
American Indian	0.0 ± 0.0	0
Asian	0.2 ± 0.4	2
Black	0.1 ± 0.3	1
Hawaiian/Pacific Islander	0.0 ± 0.0	0
Unknown	0.1 ± 0.3	1
White	3.3 ± 2.2	30

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

Residency Program Enrollment By Race: Three-Year Comparison

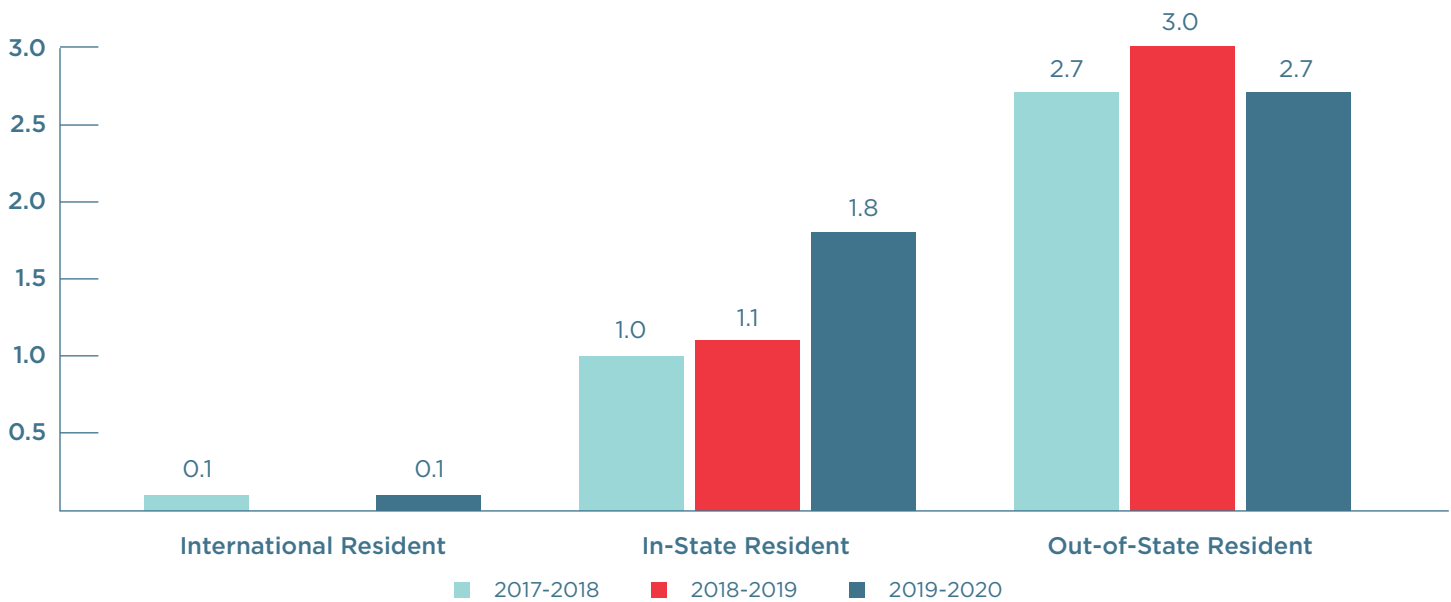


RESIDENCY PROGRAMS

Resident Status

	Mean ± SD per Program	Total for All Programs
International Resident	0.1 ± 0.3	1
In-State Resident	1.8 ± 3.9	16
Out-of-State Resident	2.7 ± 1.5	24

Residency Program Reported Resident Status: Three-Year Comparison



Personnel

Preceptors

The number of preceptors at each program ranged from two to 18. The majority of programs (55.6%) report having eight or fewer preceptors affiliated with their program. There was a 17.5% increase in the total number of preceptors affiliated with residency programs from last year.

	Mean ± SD Per Program	Total for All Programs
Total Number of Preceptors	10.4 ± 6.2	94

RESIDENCY PROGRAMS

Faculty

The number of faculty at each program ranged from zero to 45. The majority of programs (55.6%) report having eight or fewer faculty members affiliated with their program. There was an 83.3% increase in the total number of faculty affiliated with residency programs from last year.

	Mean \pm SD Per Program	Total for All Programs
Total Number of Faculty	11.0 \pm 13.7	99

Costs and Benefits

Costs

Programs were asked to provide the annual program-specific costs that residents will incur by participating in the residency program. Four residency programs reported costs associated with the program. The average cost was \$636 (a marked 87.1% decrease in costs compared with last year's reported costs) with five 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 and \$39,000, and three of the nine programs pay \$40,000-\$49,999.

Resident Salary by Program

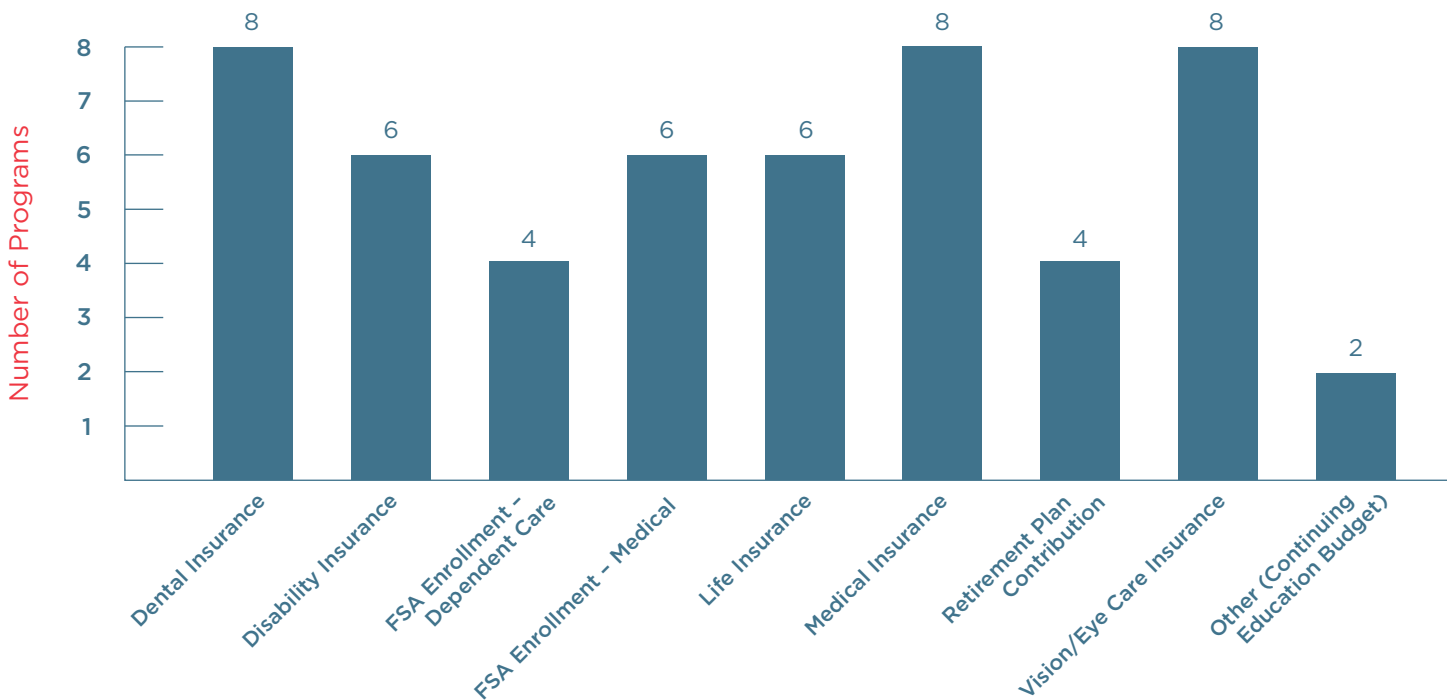


RESIDENCY PROGRAMS

Benefits

Programs were asked what, if any, additional benefits are residents eligible to receive while completing the Residency Program. Two program selected the “other” option and identified the additional benefit as a continuing education budget, which has been identified in the graph below.

Residency Program Employment Benefit Eligibility



N=9

Outcomes

Completion

Residency program directors were asked to provide the number of residents who had completed their program during the reporting period. One program reported having one resident completing their program, four programs reported two residents completing their program, and one program each reported three, five, seven and 13 residents completing their program.

Employment

Residency program directors were asked to provide the percentage of residents who 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.

RESIDENCY PROGRAMS

Salary

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

Resident Salary Range Following Program Completion



N=9

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CAATE

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of Athletic Training Education