



AATE Professional Pathways and Recruitment Work Group Executive Summary

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I. Executive Summary

Athletic training (AT) as a profession continues to battle a lack of brand awareness as athletic trainers function in a behind-the-scenes manner. Members of the public as well as many in other healthcare professions, are still unaware or under-informed as to the role, scope of practice, and skill set of athletic training professionals. Our work is often under-recognized until an issue of unprofessionalism or ineffectiveness arises. This overlying issue presents a significant barrier preventing marketing and promotion of educational pathways and career prospects for the profession.

Furthermore, many within the profession are not aware of the educational pathways available to further their education, develop their clinical skills, and establish themselves as leaders within the profession. This work group identified lack of brand awareness and ineffective marketing as the most pressing issues facing professional and post-professional programs in their efforts to market their programs and recruit students into their application pipelines.

Information about the profession and the available professional pathways is difficult to find, out of date, incomplete, and ineffective at delivering the desired message. To recruit top tier students who represent our diverse society, this issue must be addressed head-on. Additional issues related to work-life balance, pay levels commensurate with education and positive outcomes, and standing within the healthcare community cannot go unnoticed. However, it is the belief of the members of this work group that educating the public regarding athletic training, and clearly communicating post-professional opportunities and their benefits will make significant headway. If individuals understand athletic training, they are more likely to pursue, support, advocate for, and engage with the profession.

This work group reviewed current marketing efforts of the AT profession to attract students, inform them about educational pathways, and improve the public awareness related to the role of athletic trainers in the delivery of healthcare to the physically active population. **This work group has devised specific recommendations related to the overall branding and messaging of the AT profession. These are included in section VIII.** The two items below represent central, large-scope recommendations to the Association of Athletic Training Education (AATE) board that require financial investment yet prove vital to implementation of updated and effective marketing.

- **Engage the services of a marketing consultant to support/supplement the ongoing efforts of the members of the AATE and Athletic Training Strategic Alliance.**
- **Develop the following work groups with intentionally selected leadership based on demonstrated experience and expertise in the relevant areas and, if necessary, engage consultant support to ensure successful completion of the charge set forth by the AATE board**
 - **Social media strategy**
 - **Development of web presence and strategic messaging**
 - **Professional and post-professional marketing and recruitment**
 - **Development of strategic recruitment partnerships**



II. Background

Problem Identified by AATE board: To ensure viability of the profession, meet anticipated job growth, and promote opportunities for career advancement in the profession, successful recruitment of students into athletic training education programs must occur. Professional programs are struggling to attract quality students, and confusion on education pathways complicates marketing efforts to all levels of educational program (post-professional, residency, professional).

Scope of Work: The AATE Professional Pathways and Recruitment Work Group is tasked with examining the following as a basis for formulation of a recruiting strategic plan for the AATE:

Board Charge 1

Mechanisms to attract students to the profession including marketing strategies (including target audiences and relationships with other associations), pre-professional programming, institutional partnerships, and consistent messaging.

Board Charge 2

Mechanisms to attract students to post-professional and residency programs, including marketing strategies, consistent terminology and messaging (including information centers).

Board Charge 3

Mechanisms to improve the diversity of applicants.

Board Charge 4

The Chair of the Work Group will attend weekly AATE Board Calls as an ex officio member.

The scope of work outlined is a starting point. The work group has the latitude to branch out as necessary to fully address the issues described above.

(Credited to AATE work group plan form for Professional Pathways and Recruitment)

III. Board Charge 1

“Mechanisms to attract students to the profession including marketing strategies (including target audiences and relationships with other associations), pre-professional programming, institutional partnerships, and consistent messaging.”

Current Marketing Initiatives

Current initiatives to market athletic training from members of the strategic alliance do not provide a clear understanding of role and educational pathways. The NATA, CAATE, and regional AT organization websites lack consistency in messaging, are challenging to navigate and provide incomplete resources. The transition to the master’s degree causes further confusion warranting consistent, accurate and engaging marketing to educate the public regarding the educational pathways and career outlook.

In contrast, other healthcare programs (e.g. PT, PA) have well-established marketing strategies to reach a greater audience through television commercials, billboards, university and hospital magazines, prominent messaging at university and professional events, and well-crafted social media campaigns. Messaging from other professions are consistent and information is user friendly, and easy to locate and interpret.

The creation of marketing materials by an organization such as the AATE, in collaboration with members of the Strategic Alliance would provide resources for all academic programs to help educate the public and improve visibility of the profession, thereby increasing the number of applicants to these professional programs.

Recruiting Partnerships

Secondary and post-secondary academic advisors are important partners in the effort to increase awareness of the athletic training profession among high school and undergraduate students. However, many academic advisors are currently unaware of the potential opportunities existing within the profession and/or the status of athletic training as an officially recognized healthcare profession. This work group identified a need to collaborate with academic advisors to recruit more students into the entry-level athletic training pipeline. This work group recommends the AATE create a separate work group to develop and implement a strategy to increase student exposure to the athletic training profession via strengthened partnerships (**Appendix A**).

Social Media Presence

An article on Dreamgrow.com¹, updated in January 2020, suggests, “Social media delivers measurable results in sales, leads, and branding. It offers marketers great ROI, enabling them to reach a large audience at a low cost.” The article presents data regarding the worldwide penetration of social media into society, and subsequently its measurable effect on consumer decision-making. Listed below are a few notable statistics¹ related to the most widely used social media platforms related to the marketing efforts of the athletic training profession:

¹21 Social Media Marketing Statistics You Need To Know in 2020

Liis Hainla - <https://www.dreamgrow.com/21-social-media-marketing-statistics/>



- 95% of adults aged 18-34 with an online presence are most likely to follow a brand via social networking platform (marketingsherpa.com)
- In 2015, Facebook influenced 52% of users online and offline purchases (thedrum.com)
- Locowise (2015) found adding hashtags had no effect on engagement rates. In fact, tweets without hashtags outperformed tweets with hashtags. (adweek.com)
- 90% of Instagram users are younger than 35 (sciencedaily.com)

Social media is clearly a relevant platform for marketing to millennials. In order to maximize the effectiveness of a social media marketing campaign, there is a need to employ the services of an experienced, knowledgeable consultant with the specific aim of reaching the target audience via clear, consistent, and engaging messaging. The members of the Strategic Alliance are currently behind other healthcare professions in this regard. Simple internet searches for content related to the nursing, physical therapy, and physician assistant professions reveal clear messaging across platforms about the educational and professional opportunities available within each profession. Social media presence continues to be an area of great potential for athletic training to help grow interest in the profession.

Comparable Professions

This workgroup investigated websites from other professions such as physical therapy and occupational therapy and compared them to athletic training sites. The association websites for the American Physical Therapy Association (APTA) and the American Occupational Therapy Association (AOTA) provide easy access to basic information on the role, purpose and work setting of the physical and occupational therapy professions. Both the APTA and the AOTA websites are written and developed with the purpose of educating the public and enabling prospective students, parents, and others regarding various educational pathways. In addition to information posted on association pages, colleges and universities market their programs and educate the public. **(Appendix B)**

Conversely, the AT profession has not put forth a clear resource for public review regarding the scope of the profession, the transition to the Masters to practice model, or the educational pathways available to current AT professionals. Current web sites published by members of the Athletic Training Strategic Alliance contain some useful information, but the content is fragmented and often not easily accessible. An example is the ATyourownrisk.org site linked through the NATA site. The ATyourownrisk campaign is designed to educate the public about the athletic training profession, and contains some well-crafted content. However, it is not easily accessible and the general consensus of this work group is that the name of the campaign is counterproductive to the effort.

Athletic Trainer Central Application System (ATCAS) Insight

Currently 127 CAATE accredited programs use ATCAS to help solicit applicants for their Professional level programs. Professional athletic training programs engage ATCAS in order to streamline the application process for interested students and increase overall number of applicants. Similar systems are utilized in other professions with successful outcomes.

The consensus of this work group is that the CAS system has unrealized potential as a tool for recruitment of students in the application pipeline for professional athletic training programs. In December, two AATE #FastChats focused on the ATCAS system. Approximately 30 participants were present across the two chats. See **Appendix C** for questions raised to participants and their responses.



IV. Board Charge 2

“Mechanisms to attract students to post-professional and residency programs, including marketing strategies, consistent terminology and messaging (including information centers)”

Post-Professional Marketing and Recruitment

Post-Professional educational and developmental opportunities exist within accredited Doctor of Athletic Training (DAT) and AT residency programs. These programs – despite acknowledging similar issues with marketing, recruitment, and enrollment – have unique needs. Their target audience is not the student considering options at the profession level, but rather the certified athletic trainer seeking pathways for further development as a clinician, educator, thought leader and advocate for the profession. This work group has identified a need for further analysis, data collection, and discussion related to the unique marketing, recruitment, and enrollment issues these programs face.

We recommend that the AATE form a work group made up of faculty and administrators involved in DAT and residency programs with the goal of developing clear strategies and practical tools available for all programs. Below is feedback received from participants in two #FastChats held in January 2020 with the specific goal of soliciting feedback from faculty and administrators in post-professional DAT and residency programs. See Appendix D for questions sent out for feedback to alumni of post-professional programs and a sample of the feedback received. Appendix E contains feedback from post-professional program administrators and faculty via participation in an AATE #FastChat.

V. Board Charge 3

“Mechanisms to improve the diversity of applicants”

The efforts of the work group were focused on the broad issues represented by AATE Board Charges 1 and 2. Charge 3 was not specifically addressed. However, it is the belief of this work group that a well-developed strategic marketing plan with the goal of reaching the public with an accurate, relevant message about the athletic training profession will result in increased exposure of the profession among a broad range of diverse individuals.

- a) Once a new marketing plan is in place, it will be appropriate to specifically address this question regarding diversity within the AT profession. Marketing materials and information must be packaged and delivered with sub-sets of the population in mind in order to maximize their effectiveness. A dissemination plan should be developed that addresses socioeconomic, racial, ethnic, geographic, and other considerations related to diversity.
 - a. Engage the services of a diversity and inclusion facilitator
- b) An existing resource to be marketed by the AATE are the Diversity Enhancement Grants offered by the NATA Ethnic Diversity Affairs Committee (EDAC).
 - a. <https://www.nata.org/professional-interests/diversity/resources/enhancement-grants>



VI. Board Charge 4

“The Chair of the Work Group will attend weekly AATE Board Calls as an ex officio member.”

- a) Work Group Chair: Matt Lewis, Athletic Training Program Director, Messiah College
- b) AATE board virtual meeting attendance
 - a. 2019: 11/22, 12/6, 12/13
 - b. 2020: 1/10, 1/24/ 1/31, 2/7, 2/14, 2/21

VII. Resources and Budget

This workgroup supports the allocation of resources to further the marketing and exposure of the AT profession. Below are examples of marketing costs and budget including the development of a video targeted towards educating the public on the profession, securing a booth at the American College of Sports Medicine (ACSM) conferences, social media and email campaigns, and the purchase of marketing materials.

Sample Marketing Events

Month	Event	Annual Costs
February	Southeast American College of Sports Medicine Meeting	Exhibit Booth and Sponsorship - \$2000.00 Personnel Support - \$1000
May	American College of Sports Medicine Annual Meeting	Exhibit Booth and Sponsorship \$3000.00 Personnel Support - \$2000
Booth Materials	Tablecloth, Pop-up Banners, Table Display	\$500, \$500, \$1000

Sample Social Media and Email Pricing

Event	Item	Annual Costs
Board of Certification Email Blast	\$2000 per email blast to promote applications	\$2000.00
Facebook/Social Media Posts	\$50-100 per post (X10 Posts)	\$500 - \$1000

Sample Marketing Materials Pricing

Item	Quantity	Annual Costs
Flyers/Brochures	200	\$500.00



Cups	200	\$150.00
Pens	200	\$150.00

Proposed Budget Summary

Marketing Video – production, editing	\$10,000.00
Marketing Events – conference booths	\$10,000.00
Email and Social Media	\$5,000.00
Marketing Materials	\$2,500.00
TOTAL	\$27,500.00

VIII. Recommendations

AATE Board Charge #1 and #2

- AATE board draft a request for proposal (RFP) to engage the services of a marketing consultant
 - Develop on-point messaging
 - Identify outlets to best reach target audience
 - Evaluate current efforts
 - Gather data from stakeholders to drive future marketing
 - Implement strategy for search engine optimization (SEO)
- AATE board create work group to solidify and implement a social media strategy to further the goals of the organization
 - Collaborate with marketing consultant for maximum effectiveness
 - Recruit work group members with social media expertise
- AATE board create work group with purpose of generating content for AATE site, or for distribution to other partners regarding the athletic training profession, entry points for certification and advanced education, and examples of athletic trainers succeeding in achieving work-life balance, higher pay, and establishing the profession in a new or emerging setting
- AATE board create work group to design and deliver content for use by secondary and post-secondary career counsellors to increase student exposure to the athletic training profession
 - National Association of Advisors for the Health Professions
 - American School Counsellor Association
 - National Academic Advising Association
 - National Career Development Association
- AATE board delegate tasks to individual members to update general internet content:
 - Wikipedia page related to athletic training
 - U.S. News and World Report rankings
 - Update once transition to entry-level Masters is complete
 - Job sites such as Indeed.com that do not list “athletic training/trainer” as a specific option in drop-down menus of career choices



- AATE board draft letter to strategic partners regarding new efforts and extend invitation to work together on common goals for the good of the profession
 - Pool resources for development of new marketing strategy
 - Merge/link web resources and platforms to achieve common goals
 - Evaluate current efforts to ensure effective strategies and limit duplicate efforts by different partners
- AATE board to liaise with ATCAS/CAATE to address key issues identified by work group and participants of AATE Fast Chats

AATE Board Charge #3:

- Push content from NATA EDAC to AATE members in an effort to bring new ideas to the table regarding the need for greater diversity in the athletic training profession
- Consider collaboration with a diversity and inclusion consultant to ensure appropriate and effective marketing efforts

Appendix A – Recruiting Partnerships

The content included here is a result of work done to identify existing and/or potential new partners as the athletic training profession seeks to reach more students at various stages of their secondary and post-secondary education.

- National Association of Advisors of Health Professions (NAAHP)
 - Question: AT is not currently under their umbrella of professions (?)
 - <https://www.naahp.org/home>
 - NAAHP list-serv is open to non-members and may be an effective method for communication with member institutions
 - NAAHP has an annual national meeting and opportunities exist for exhibitors
 - June 24-28, 2020 in New Orleans
 - <https://connect.naahp.org/nationalmeeting/home>
 - Action item 1: utilize list serve for dissemination of basic promotional materials such as infographics
 - Action Item 2: official board letter to NAAHP introducing profession and expressing interest in supporting/collaborating with NAAHP
 - Action Item 3: explore exhibitor opportunities at regional/national meetings
 - Action Item 4: explore possibilities of adding AT to family of professions represented by NAAHP advisors
- American School Counselor Association (ASCA)
 - <https://www.schoolcounselor.org/>
 - Collaborating with this group may lead to increased awareness of AT profession at secondary school level
 - ASCA has several publications (e.g. magazine, e-newsletters, website, etc.)
 - Fees for each type of publication are in the ASCA media planner
 - (Appendix #)
 - Action Item 1: pursue exhibitor opportunities at annual meeting
 - <https://www.schoolcounselor.org/advertise-exhibit>
 - Action Item 2: official AATE board letter to ASCA introducing profession and expressing interest in supporting/collaborating with ASCA
- National Academic Advising Association (NACADA)
 - <https://nacada.ksu.edu/>
 - Global network of advisors may be opportunity to recruit international students
 - Advertising and exhibitor possibilities
 - Regional → (<https://nacada.ksu.edu/Community/Regions.aspx>)
 - Global → <https://nacada.ksu.edu/Events/Annual-Conference/Schedule.aspx>
 - Rent a mailing list (information in Appendix #)
 - Action Item 1: official AATE board letter to NACADA introducing profession and expressing interest in supporting/collaborating with NACADA



Appendix B – Educational Pathways for Healthcare Professions

- LinkedIn Blog: “Post-Professional Pathways in Athletic Training”
 - <https://www.linkedin.com/pulse/post-professional-pathways-athletic-training-lindsey-eberman/?trackingId=>
- Educational Pathways in Athletic Training (NATA)
 - https://www.nata.org/sites/default/files/educational_pathways.pdf
- APTA Educational Overview
 - [https://www.apta.org/For_Prospective_Students/PT_Education/Physical_Therapist_\(PT\)_Education_Overview.aspx](https://www.apta.org/For_Prospective_Students/PT_Education/Physical_Therapist_(PT)_Education_Overview.aspx)
- American Academy of Physician Assistants: “Become a PA”
 - <https://www.aapa.org/career-central/become-a-pa/>
- American Nurses Association
 - <http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/CareerEntryPoints.html>
- Allnursingschools.com
 - <https://www.allnursingschools.com/how-to-become-a-nurse/>

Appendix C – ATCAS Insight

The content included below was gathered during two AATE #FastChats hosted by the Professional Pathways and Recruitment Word Group.

Questions posed to the group included the following:

1. What are some of the positive attributes of the ATCAS system?
 2. What are some of the frustrations with the ATCAS system?
 3. What functionality features should be added to the ATCAS system?
 4. If you do not use ATCAS, why have you chosen not to use the system?
 5. How could the AATE work with the CAATE to improve the system?
- ATCAS system does help with student applications. The Centralized application system is helpful in potentially reaching more students and allowing students to more easily compare programs during the application process. If potential applicants are made aware of the benefits of ATCAS and view it as a tool to compare programs and streamline multiple applications, there is potential for an increase in application volume.
 - Peer professions have analytic reports for students and programs to use following each application cycle. These resources guide students through the application process and understand what is necessary to gain admission. This data also helps programs determine where they are in terms of number and quality of applicants. Much of this data is available to accredited programs through the benchmark function on eAccred and in the Annual Analytic Report. However, more detail could be provided, and providing this data to students would be useful.
 - http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf
 - Peer professions provide clear paths for prospective students to assist them in applying to programs. This includes providing links to their CAS websites (<https://www.apta.org/ProspectiveStudents/>) on their individual webpages. Adding information on how prospective students can apply to programs and access the ATCAS system on the webpages of the AATE, NATA and other members of the Strategic Alliance could be helpful in increasing the number of applications via the ATCAS system.
 - There is some confusion and frustration with the ATCAS system and process. While it is helpful in being able to reach a broader audience, some areas require improvement to help reach and recruit students.
 - Progress of a student's application is difficult to gauge. Currently, the program official can only tell if a student is either starting an application or submitting an application with no progress bar indicating their current state of completion.
 - There is some difficulty in students communicating with programs and programs communicating with students. Could easier communication functions be added?
 - Competing programs utilize dummy accounts to see student views and gain information on what other programs are doing. These dummy accounts represent lost time and effort towards "fake" students. An effort to limit this type of access and/or utilize a more productive approach for program directors to gain access to relevant information would be appropriate.

Appendix D – Alumni Feedback

The following questions were utilized to gather feedback from a small group of alumni of post-professional programs. (1 out of 6 alumni responded as of 2/25/20)

1. Please identify the type of post-professional educational program you have completed. (DAT or residency)
 - a. DAT: online w/ not face-to-face requirement. Asynchronous and synchronous class meetings.
 - b. DAT
2. Please list any credentials you may hold outside of Certified Athletic Trainer and state-specific athletic training credential.
 - a. CSCS, CSPS, FMS
 - b. Emergency Medical Responder (EMR), Graston Technique Level M1, Certified Impact Trained Athletic Trainer (ITAT), (soon to be completed) - Foundations in Dry Needling
3. What were the primary factors that motivated you to pursue this educational experience?
 - a. To continue to grow and learn the best ways to be a clinician. The only way you can get to the mastery and expert levels of being a clinician is to continue to advance your knowledge, skills and abilities while still practicing as a clinician.
 - b. Having completed the residential MSAT program at A.T. Still University, I was in an optimal position to continue my education with A.T. Still through their online DAT program. I wanted to advance my clinical skills and knowledge of the profession so that I am prepared to undertake any professional opportunity that comes my way.
4. What were the leading factors that led you to choose the specific program in which you enrolled?
 - a. Being able to continue to work at my current institution and complete the degree was important. I was not in a position where I could leave my employer and relocate. I needed a program what was flexible but still required a rigorous challenge. I wanted a challenge my current practice and how I have developed over time. I wanted a program that had professionals that have been active in the profession and those that contribute to the profession in education, clinical skills and some level of research contributions.
 - b. Opportunity to continue to work with the prestigious faculty and to learn from my cohort from very diverse backgrounds.
5. What career-related benefits have you experienced as a direct result of completing this educational experience/credential?
 - a. No direct benefit to me from the standpoint of status or pay increases however the most important benefit is the education I gained, the networking I have improved and developed both with professors and other clinicians throughout the country. I have been able to benefit in improving my clinical skills through coursework and by being taught different evidence-based approaches by my members of my cohort.
 - b. I have been able to obtain the work life balance I desire at this time in my life. I am able to work in a variety of settings, with a flexible schedule and desired salary. I have the educational background to confidently apply to new positions with confidence that I have the knowledge and skills to adapt to and succeed.
6. How would you describe your personal/professional growth that occurred during/as a result of your pursuit of this educational experience/credential?



- a. Learning from classmates/colleagues across the country was a wonderful experience. Having professional discussion about certain treatment techniques and the administration of sports medicine programs was unbelievably fruitful in improving my practice and viewpoints on different topics. My skills improved (even in an online program as measured by various components).
 - b. I really honed my clinical skills and broadened my knowledge of the future of the profession as it relates to the degree shift. I was able to interact with and become lifelong colleagues with other ATs from various backgrounds and locations throughout the country. I was able to network with very involved members of our profession and take away countless learning experiences from our interactions.
7. What advice do you have for current athletic trainers that are considering the next steps in their formal professional education?
- a. Do it. There is never going to be a good time. You are always going to be busy. It is always going to be inconvenient. The networking and the increase in knowledge, skills and abilities as well as the improvements in your patient care is so very much worth it. This profession needs more doctorally trained clinicians. We are dominated by doctorally trained researchers that don't have the highest degree in the profession. Some of our doctorally trained folks (that have EDD and PHD) may only have a BS level training in AT. Their Masters and Doctoral degrees aren't even in the AT field. This is a problem. Education programs need to start to open their eyes to this and get the DAT trained folks into faculty positions where they can teach and still be active clinically.
 - b. Determine your weaker points in your knowledge, skills, or desired skills and work to fill these gaps. Reflect on your career goals and find a program that will help you to obtain them. Reach out to current or former students of these programs to get a real-life understanding of what they involve.

Appendix E – Post-Professional Marketing and Recruitment

Institutional Feedback/Resources

Top reasons students are selecting a program:

- Boston University
 - Resume academic study after gaining x years of clinical practice experience
 - Enhance job market viability
- Indiana State University
 - Students expressed their desire to continue their education as part of an accredited DAT curriculum
 - 20% of enrollees have the long-term goal of securing a faculty position within an AT program
 - **Note: misconceptions exist about the DAT as a path towards a faculty position. All Indiana St. grads with goal of securing employment as a faculty member have successful in doing so.**
 - 80% enrolled with the goal of becoming a practice leader in mind
- AT Still University
 - **Students are seeking the online format. This allows them to continue working and further their education simultaneously.**
 - Students provide strong positive feedback about the curricular content/coursework

Marketing of Post-Professional Programs:

- South Carolina (Post-Prof. Masters)
 - Not currently advertising widely
 - Use relationships with other programs and faculty members to attract students
 - It's about creating a culture that is interesting and attractive
- Indiana State University
 - Previous employment of shotgun approach led to low-quality applicants
 - A targeted approach led to an increase in quality apps
 - Heavy reliance on alumni referrals
 - E-mail Program Directors but asks to send to recent alums/preceptors instead of students
 - **Looking for an average of 3-7 years of clinical experience in cohorts**
- Temple University
 - Students hold common misconceptions about the AT profession and what the potential benefits and applications of the post-professional program may be.
 - Potentially programs or the AATE need to create space for more intentional focus on advocacy?
 - **Alumni are best marketers**
- AT Still University
 - Students demonstrate a lack of understanding related to the role of the DAT within the post-professional education space.
 - Value add to career path: 60% of alumni had a change in employment after their DAT degree
 - **Alumni are some of the best marketers**



Roadblocks for Post-Professional Programs:

- AT Still University
 - Marketing costs and strategies to ensure appropriate ROI to allow for continued annual marketing funding
 - **Need for program faculty to be involved in marketing and recruitment, but limited (and expertise) available to do so effectively**

Effective tools for recruitment:

- Infographics
- Effective use of social media platforms
- Creation of materials promoting a “Day in the Life” of students or alumni
- Strong response regarding alumni participation w/ AATE in creating marketing materials about DAT/residency experiences
- **Using program alumni as marketing and recruiting tool has proven to be very effective**

How can the AATE help?

- **Help with misconceptions: Residency = specialist, DAT = advanced practice leader**
- Provide resources/information on effective use of social media (platforms, analytics, marketing, etc.)
- **Intertwine the AT milestones into the Professional program. The job of the Professional programs is to get students to a level of competence. Post-Professional Master’s and Doctorate are designed to get students to advanced practice further. Many students are told/advised to get diverse Master’s degree. It would be helpful if Professional PDs educate students to continue in their AT education to Residencies/DATs to get advanced education and continue to develop beyond entry-level.**
- Develop marketing information to educate the public on the clear and unique benefits of each post-professional option
- Develop social media tutorials to improve marketing ability of post-professional programs
- Gather data regarding student demographics
 - What type of student is proving to be the most successful?



Appendix F – Resources

The materials listed below serve as examples of existing resources that are either underutilized by or unknown to athletic trainers and athletic training educators.

- Public Relations Resource and Style Book (NATA)
 - <https://www.nata.org/sites/default/files/prstylebook.pdf>
- [ATyourownrisk.org](https://www.atyourownrisk.org)
 - <https://www.atyourownrisk.org/>
- [Testimonials](https://www.atyourownrisk.org/shareyourstory/)
 - <https://www.atyourownrisk.org/shareyourstory/>
- [About ATs](https://www.atyourownrisk.org/about-ats/)
 - <https://www.atyourownrisk.org/about-ats/>
- [Risk Reduction/Mitigation](https://www.atyourownrisk.org/reduce-your-risk/)
 - <https://www.atyourownrisk.org/reduce-your-risk/>

Appendix G – Digital Material Examples

The materials included in this section represent potential delivery methods for new messaging pursued by the AATE to promote the AT profession, clearly explain educational pathways, and recruit new students into the application pipeline.

- Extensive list of examples of digital/animated infographics
 - <https://www.spielcreative.com/blog/animated-infographics/>
- ChoosePT Campaign Toolkit
 - <https://www.choosept.com/Toolkit>
- American Pharmacists Association
 - <https://www.pharmacist.com/toolkit-marketing-mtm-prescribers>
 - Content beyond outline behind membership firewall
- Physician Assistant Education Association
 - <https://paeaonline.org/project-access-toolkit/>
- National Commission for Certifying Physician Assistants (NCCPA)
 - <https://www.nccpa.net/marketing-outreach>