

ADMISSIONS REQUIREMENTS AND INSTITUTIONAL DEMOGRAPHICS IN AT EDUCATION

SARA BROWN, MS, ATC

MARCH 21, 2023



JUST LAUNCHED: CAATE FOUNDATION TO ADVANCE ATHLETIC TRAINING EDUCATION

Wednesday, March 1, 2023

[WHO WE ARE](#) | [LEADERSHIP](#) | [VOLUNTEER OPPORTUNITIES](#) | [UPCOMING EVENTS](#) | [LATEST NEWS](#)



Diversity



Student Recruitment



Quality Improvement & Innovation



MISSION

Serving as a catalyst to advance athletic training education through the promotion of quality improvement, innovation, diversity, and best practices for student recruitment



RECRUITMENT & RETENTION

Global Aim: To
improve
recruitment and
ensure retention
in the profession
of athletic
training



I have no financial incentive or conflict of interest associated with the content in this presentation.

ADMISSIONS REQUIREMENTS AND INSTITUTIONAL DEMOGRAPHICS IN AT EDUCATION

Project Group Members

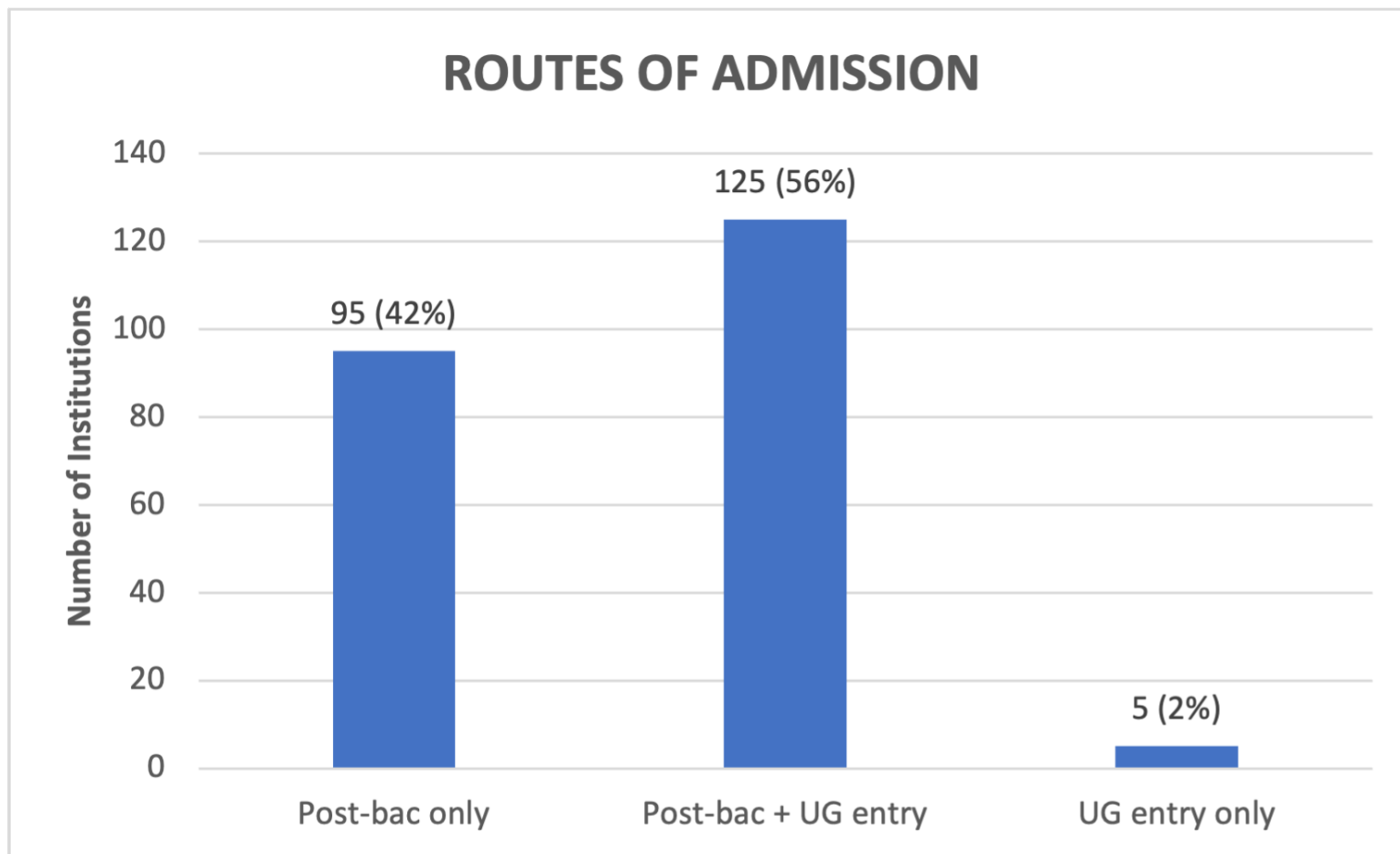
Bart Anderson, DHSc, AT, ATC, co-chair | A.T. Still University

Sara Brown, MS, ATC, co-chair | AATE

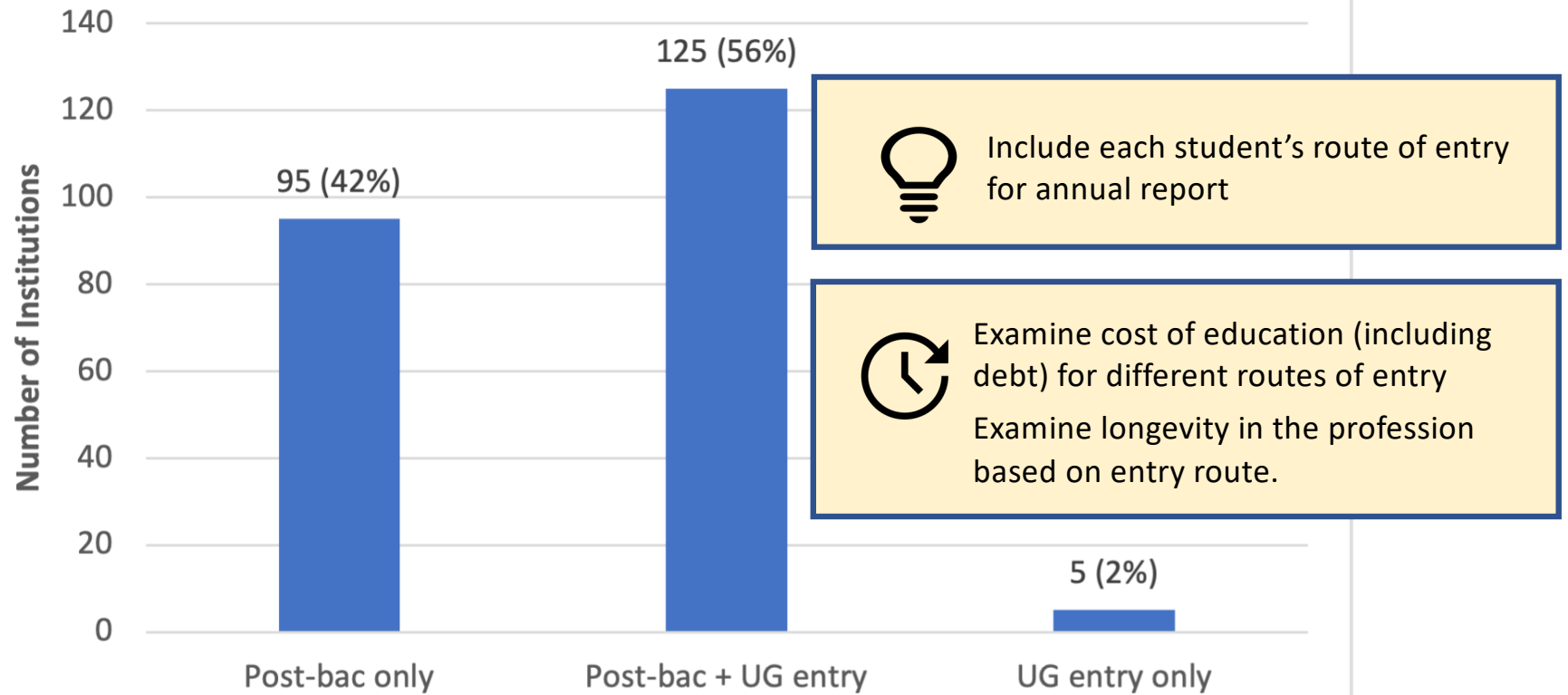
Cris Haverty, PhD, ATC | Lasell University

Jennifer Howard, PhD, LAT, ATC | Appalachian State University

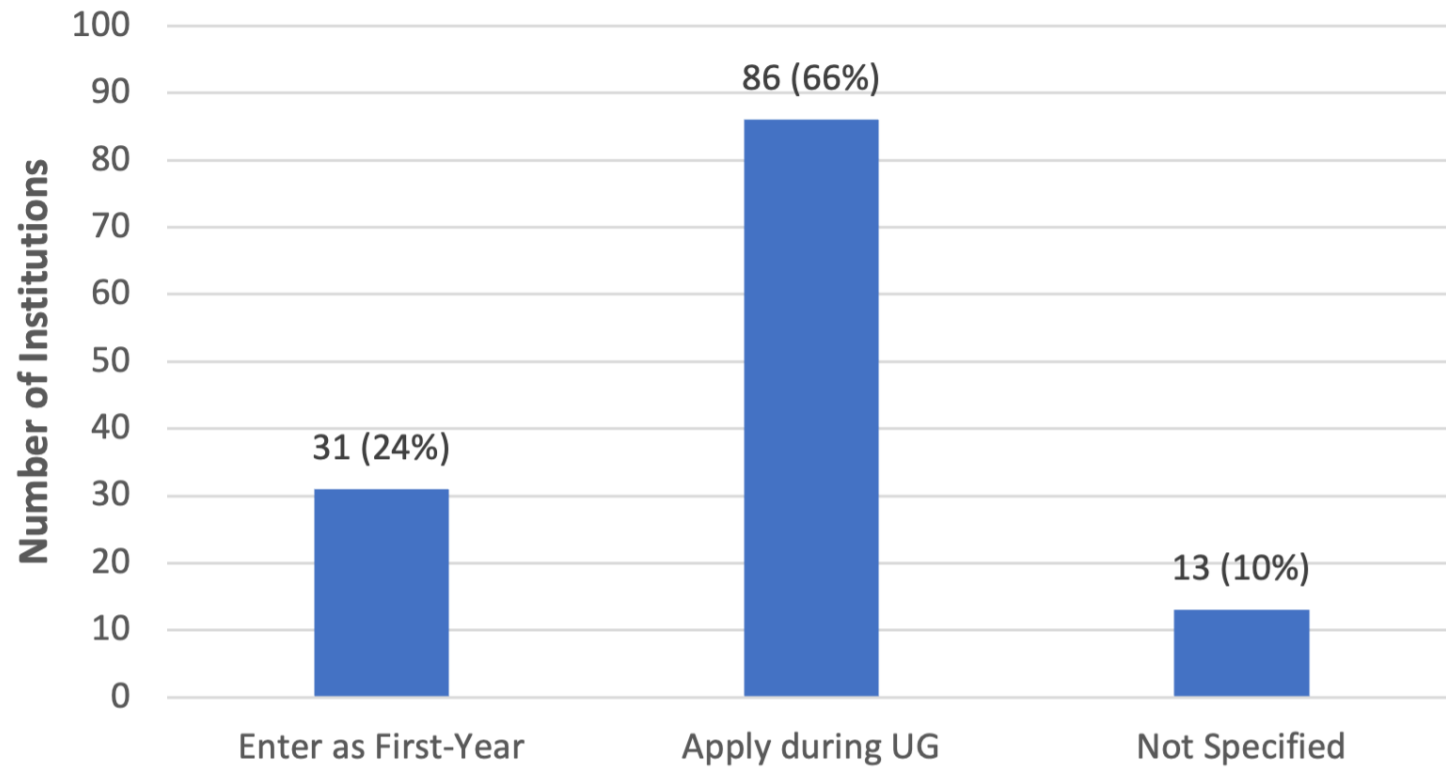
Heidi Peters, DAT, ATC | Marywood University



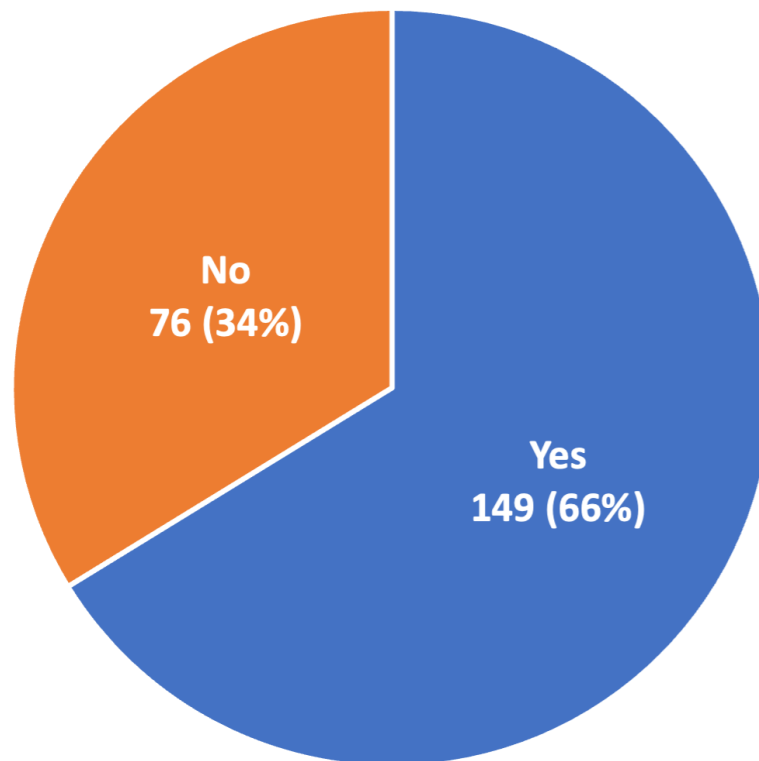
ROUTES OF ADMISSION



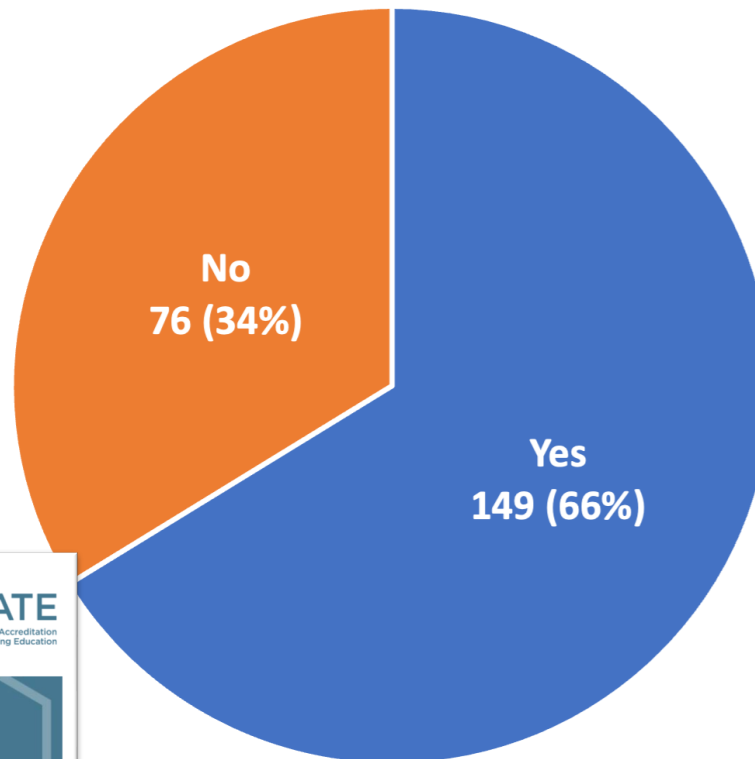
UNDERGRADUATE ENTRY MECHANISM



USE ATCAS

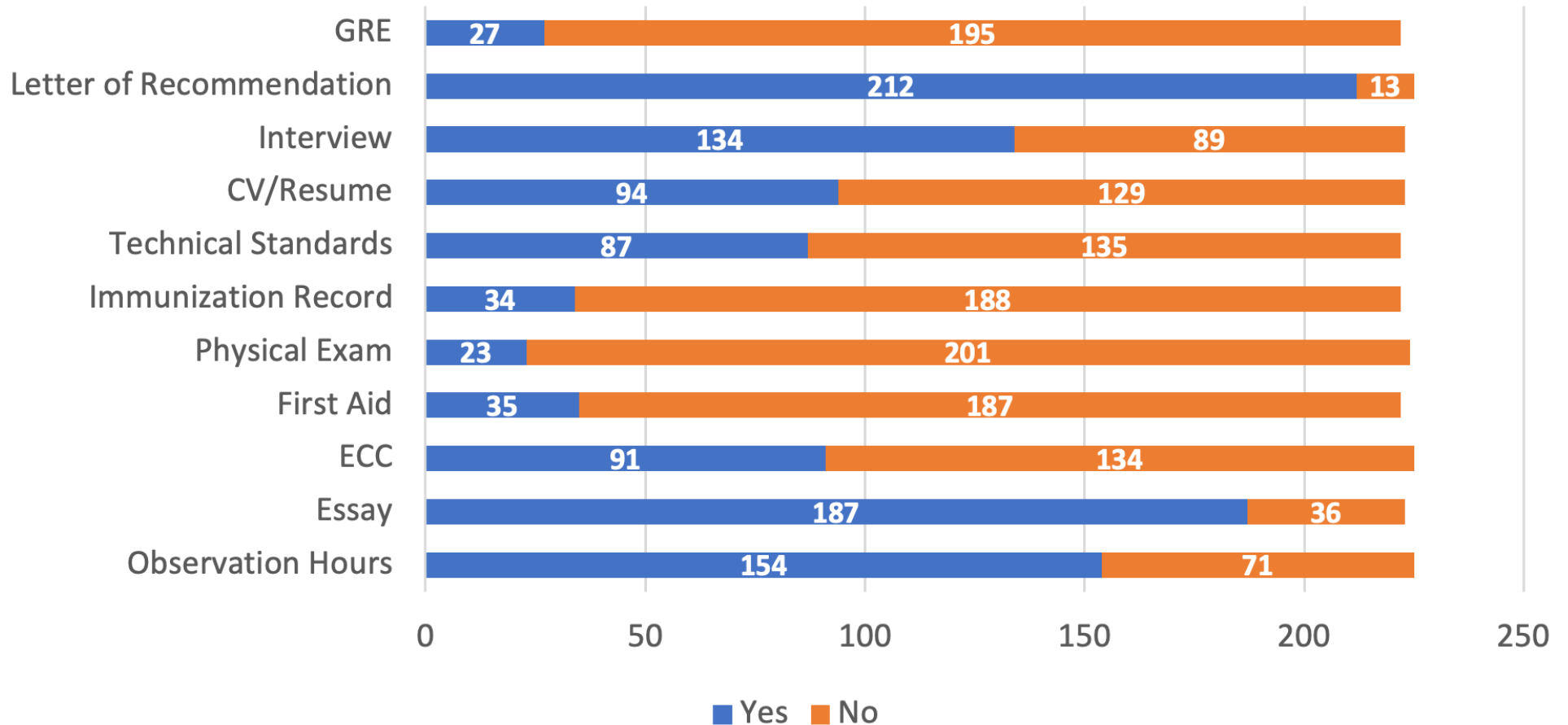


USE ATCAS

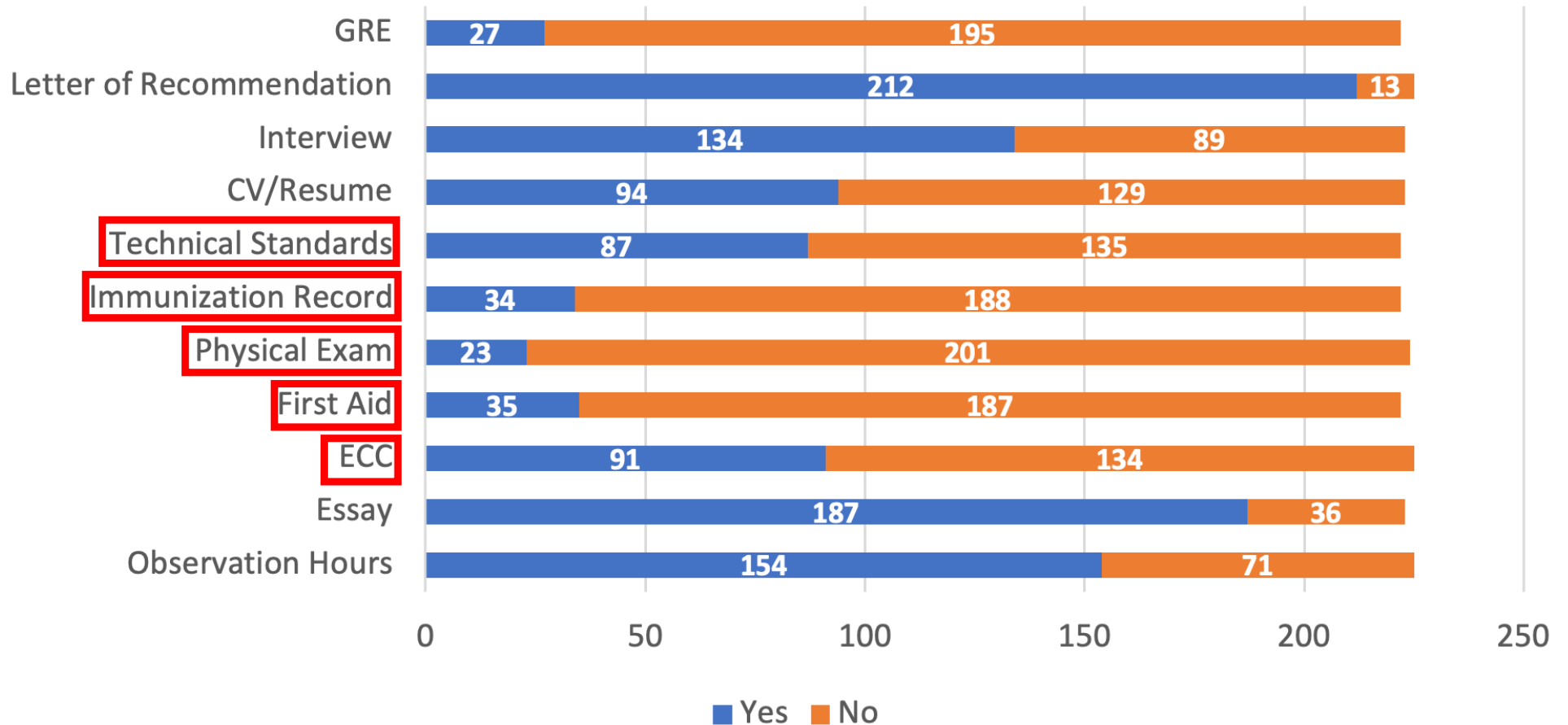


**FEE WAIVER ASSISTANCE
PROGRAM**

APPLICATION REQUIREMENTS



APPLICATION REQUIREMENTS



Application Requirements

	Yes (n, %)	No (n, %)
Letter of Recommendation	212 (94%)	13 (6%)
Essay	187 (84%)	36 (16%)
Observation Hours	154 (68%)	71 (32%)
Interview	134 (60%)	89 (40%)
CV/Resume	94 (42%)	129 (58%)
Emergency Cardiac Care	91 (40%)	134 (60%)
Technical Standards	87 (39%)	135 (61%)
First Aid	35 (16%)	187 (84%)
Immunization Record	34 (15%)	188 (85%)
GRE	27 (12%)	195 (88%)
Physical Exam	23 (10%)	201 (90%)

Application Requirements

	Yes (n, %)	No (n, %)
Letter of Recommendation	212 (94%)	13 (6%)
Essay	187 (84%)	36 (16%)
Observation Hours	154 (68%)	71 (32%)
Interview	134 (60%)	89 (40%)
CV/Resume	94 (42%)	129 (58%)
Emergency Cardiac Care	91 (40%)	134 (60%)
Technical Standards	87 (39%)	135 (61%)
First Aid	35 (16%)	187 (84%)
Immunization Record	34 (15%)	188 (85%)
GRE	27 (12%)	195 (88%)
Physical Exam	23 (10%)	201 (90%)

? Necessary content

? Needed if required by institution

Clearly state if *not* required

Discontinue asking students to submit protected health information to the program

SA

Explain why you want to go to school to become an athletic trainer. Include your career goals. Include who inspired you.



Examine how essays and letters of recommendation are used in the admissions process.

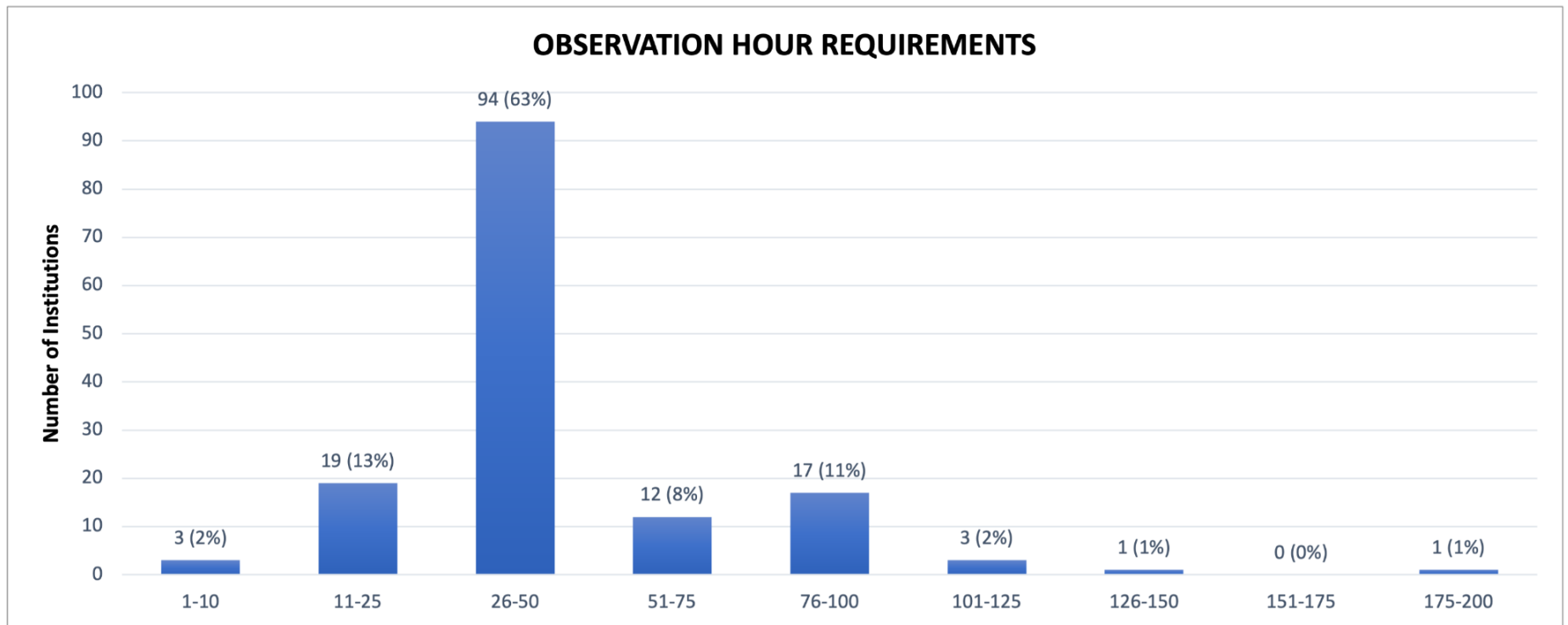
Consider alternatives.

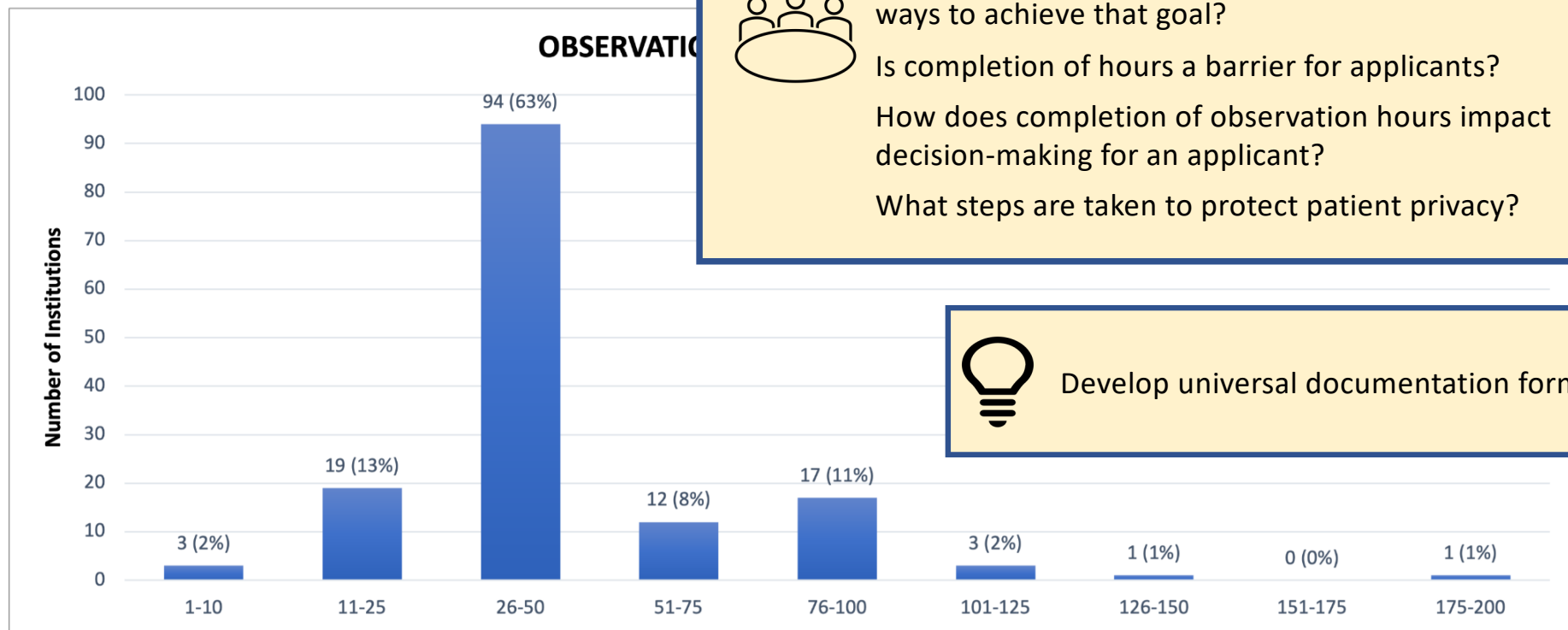
Athletic trainers are healthcare professionals who specialize in preventing, diagnosing, and treating injuries and illnesses related to physical activity. They work with athletes and physically active individuals to help them perform at their best while minimizing the risk of injury. Athletic trainers also provide immediate care to injured athletes and help them with rehabilitation and recovery.

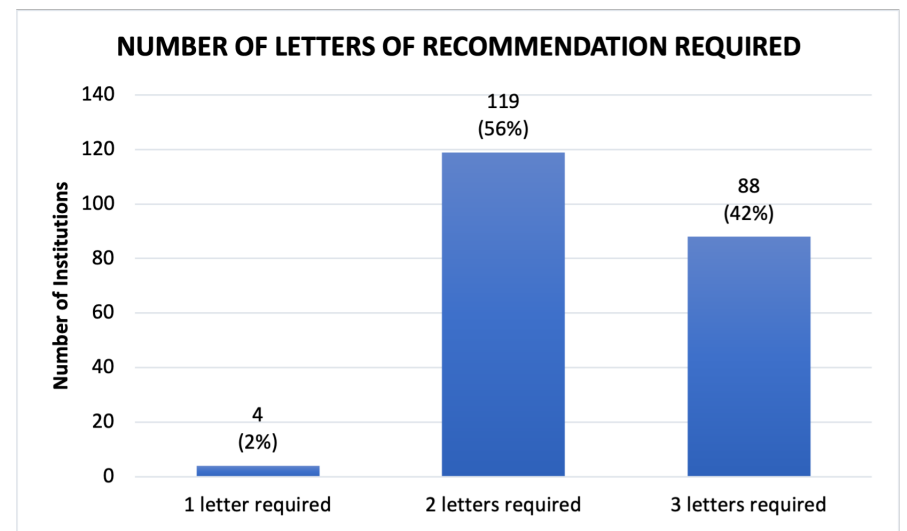
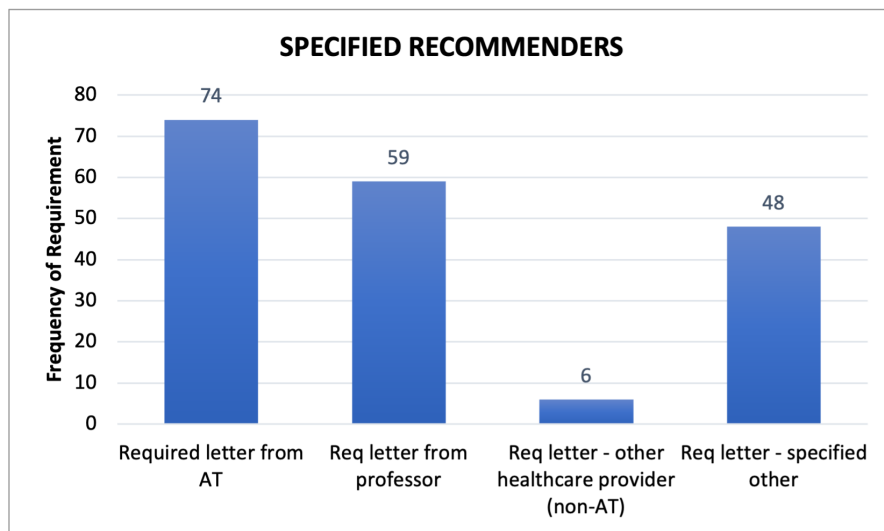
There are several reasons why someone may want to become an athletic trainer. For some, it may be a passion for sports and a desire to work in a field where they can help athletes achieve their goals. For others, it may be a personal experience with an injury that sparked their interest in sports medicine.

Career goals for athletic trainers can vary depending on their interests and specialties. Some may work with high school or college sports teams, while others may work in clinical settings, providing care for patients with chronic illnesses or injuries. Some athletic trainers may also work in research or education, helping to advance the field of sports medicine.

In terms of inspiration, many athletic trainers are motivated by their desire to help others and make a positive impact in their communities. They may also



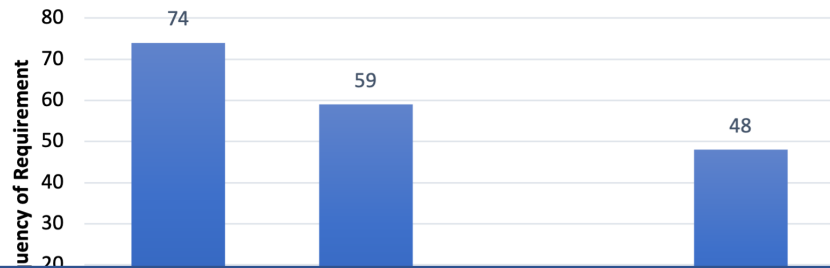




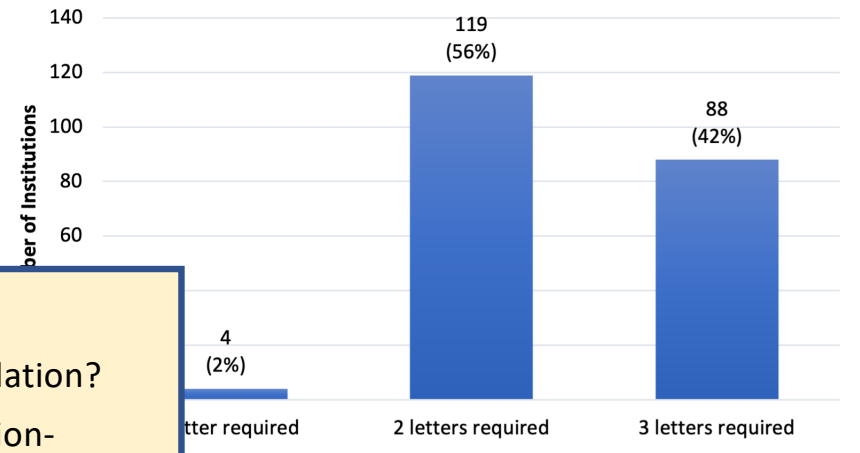


Summarize research on bias in letters of recommendation.

SPECIFIED RECOMMENDERS



NUMBER OF LETTERS OF RECOMMENDATION REQUIRED



Who has a solid basis to provide a recommendation?

How do recommendations influence the decision-making process?

To what extent are recommendations a barrier for applicants?

Is there a better way than letters? (And Chat GPT...)

SA

Write a letter of recommendation for Eric Sauers. He is applying to a master's degree program in athletic training. He graduated from Seattle Pacific University in 1995.



Dear Admissions Committee,



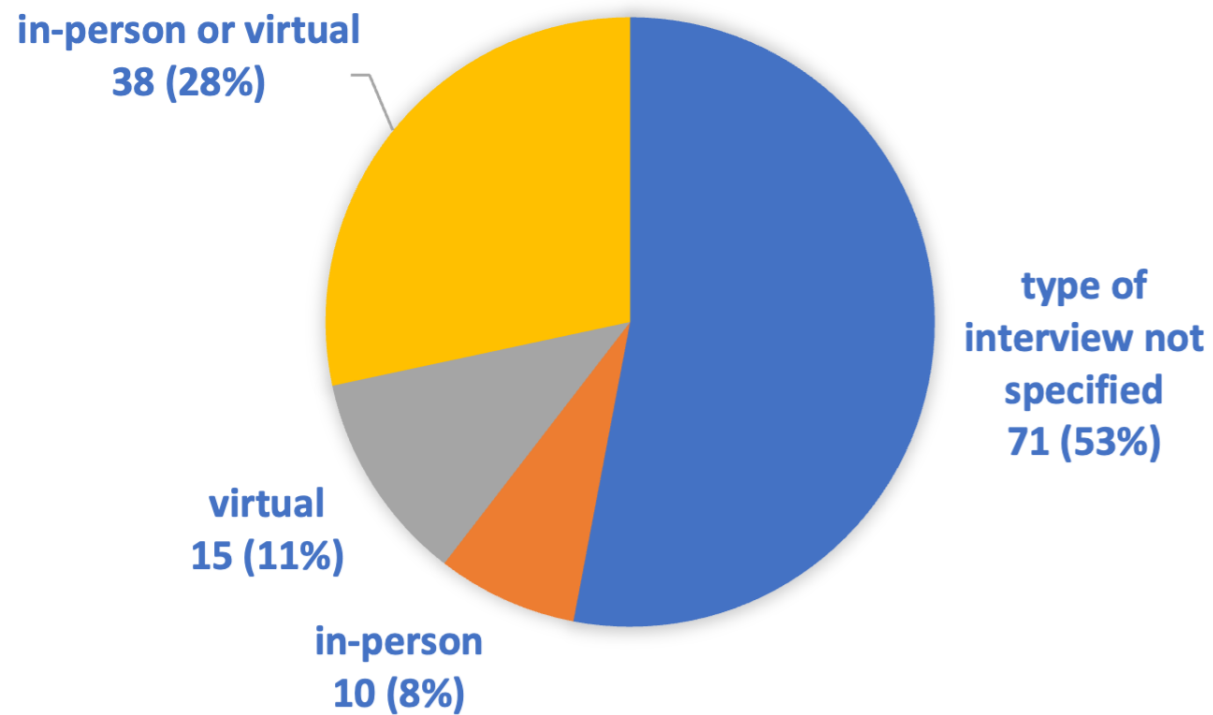
I am writing this letter of recommendation for Eric Sauers, who is applying for admission to your Master's degree program in athletic training. I had the pleasure of working with Eric during his time at Seattle Pacific University, where he graduated in 1995.

Eric was an exceptional student who demonstrated a strong commitment to his studies and a deep passion for athletic training. He possessed a natural talent for understanding the complexities of human anatomy and physiology, and he was able to apply this knowledge to the prevention and treatment of sports-related injuries.

In addition to his academic achievements, Eric was also a standout athlete who excelled in track and field. He was able to draw upon his personal experience as an athlete to provide valuable insights into the challenges and demands of athletic performance.

Since graduating from Seattle Pacific University, Eric has continued to make significant contributions to the field of athletic training. He has gained extensive experience as a

INTERVIEW FORMAT

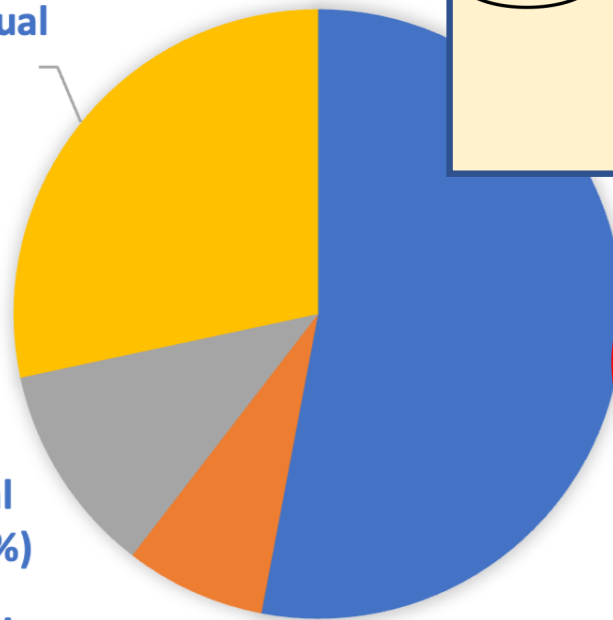


INTERVIEW FO

in-person or virtual
38 (28%)

virtual
15 (11%)

in-person
10 (8%)

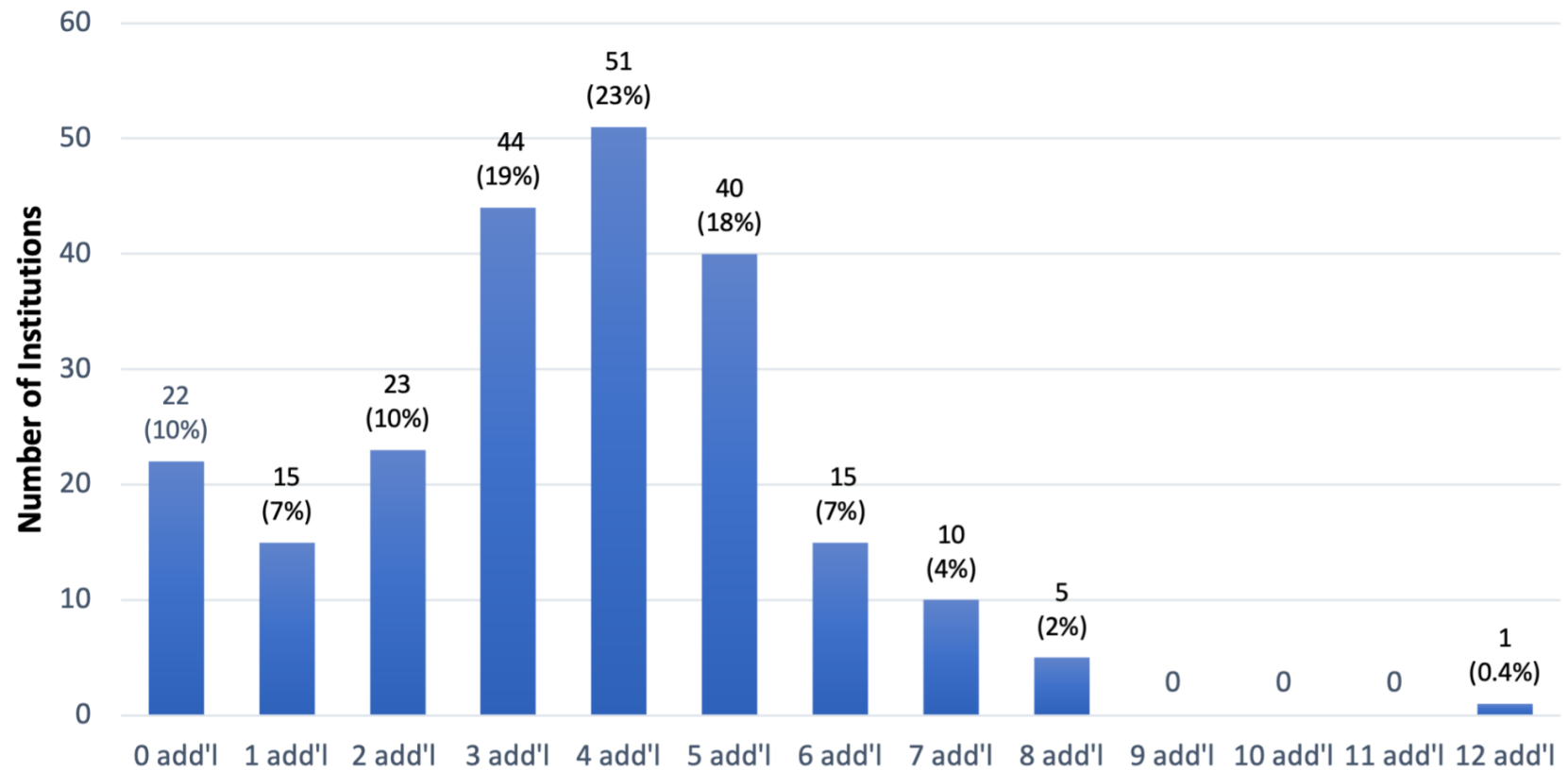


To what extent does an interview and the interview's format impact decision-making for the institution and for the applicant?

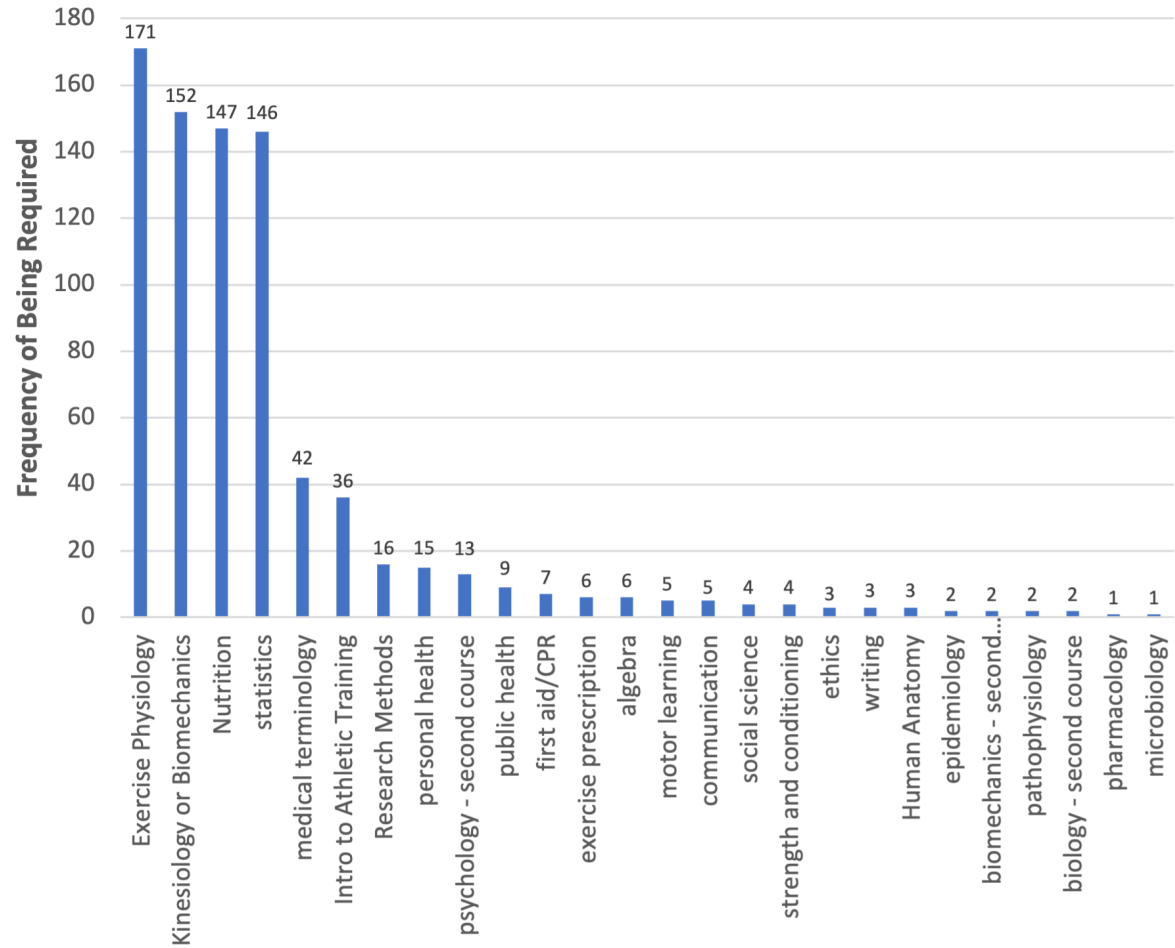
To what extent are interviews a barrier for applicants?

**type of
interview not
specified**
71 (53%)

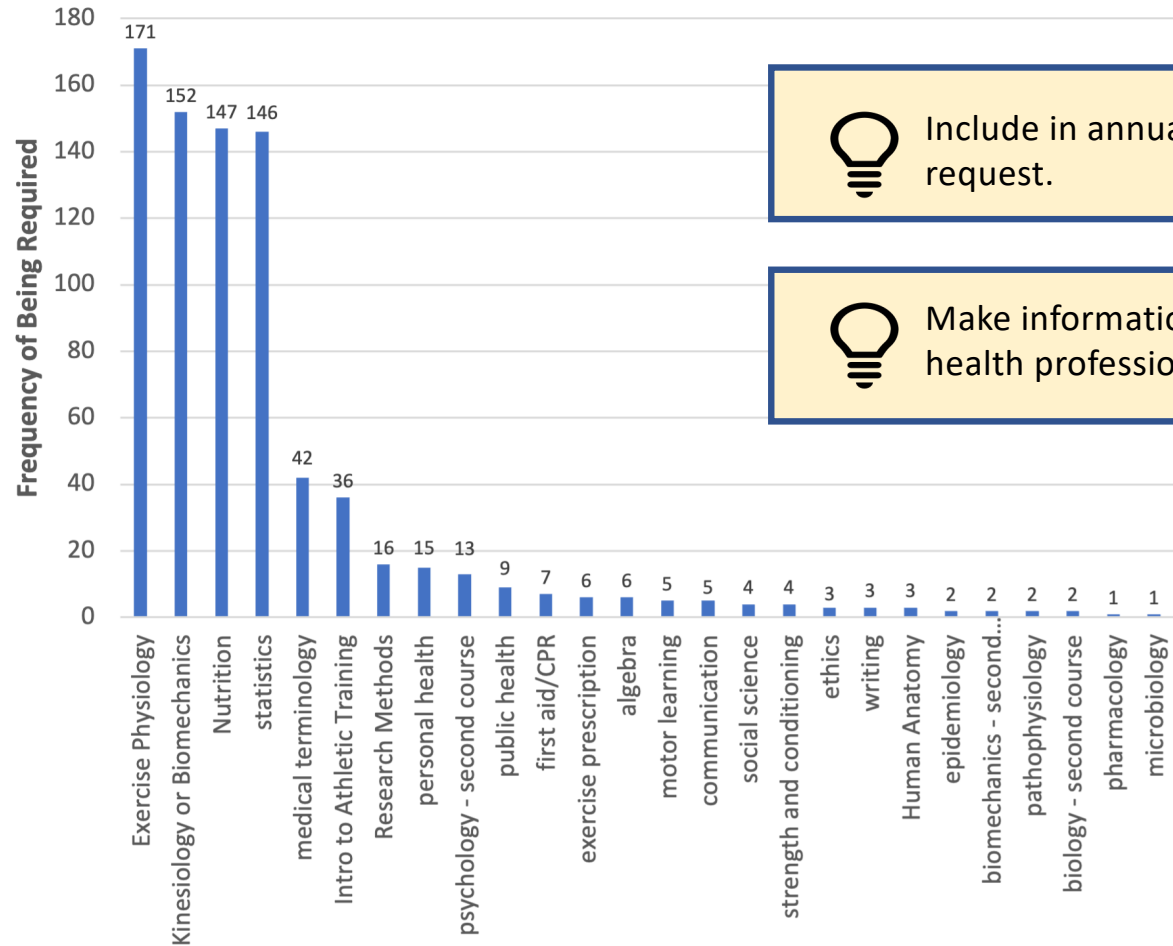
NUMBER OF PREREQUISITE REQUIREMENTS BEYOND CAATE-REQUIRED 6 COURSES



FREQUENCY OF SPECIFIC PREREQUISITE REQUIREMENTS



FREQUENCY OF SPECIFIC PREREQUISITE REQUIREMENTS



Include in annual report data request.



Make information available to health professions advisors.

SPECIFIC PREREQUISITES REQUIRED BY NUMBER (%)
OF INSTITUTIONS* [truncated]

Exercise Physiology	171 (76%)
Kinesiology or Biomechanics	152 (68%)
Nutrition	147 (66%)
Statistics	146 (65%)
Medical Terminology	42 (19%)
Intro to Athletic Training	36 (16%)
Research Methods	16 (7%)
Personal Health	15 (7%)
First Aid/CPR	7 (3%)
Exercise Prescription	6 (3%)
Algebra	6 (3%)
Motor Learning	5 (2%)
Communication	5 (2%)



Consider broad content areas instead of specific course numbers unique to institution.



Make prerequisite requirements easily findable and directly on Admissions Requirements page.



Reconsider requiring credit-bearing course requirement for first aid and/or CPR.

*Not including universal requirements of anatomy, physiology, physics, chemistry, biology, and psychology.

SPECIFIC PREREQUISITES REQUIRED BY NUMBER (%)
OF INSTITUTIONS* [truncated]

Exercise Physiology	171 (76%)
Kinesiology or Biomechanics	152 (68%)
Nutrition	147 (66%)
Statistics	146 (65%)
Medical Terminology	42 (19%)
Intro to Athletic Training	36 (16%)
Research Methods	16 (7%)
Personal Health	15 (7%)
First Aid/CPR	7 (3%)
Exercise Prescription	6 (3%)
Algebra	6 (3%)
Motor Learning	5 (2%)
Communication	5 (2%)



Examine the extent to which professional content is taught outside of professional programs and the impact of this on the perception of the profession and attracting students to it.

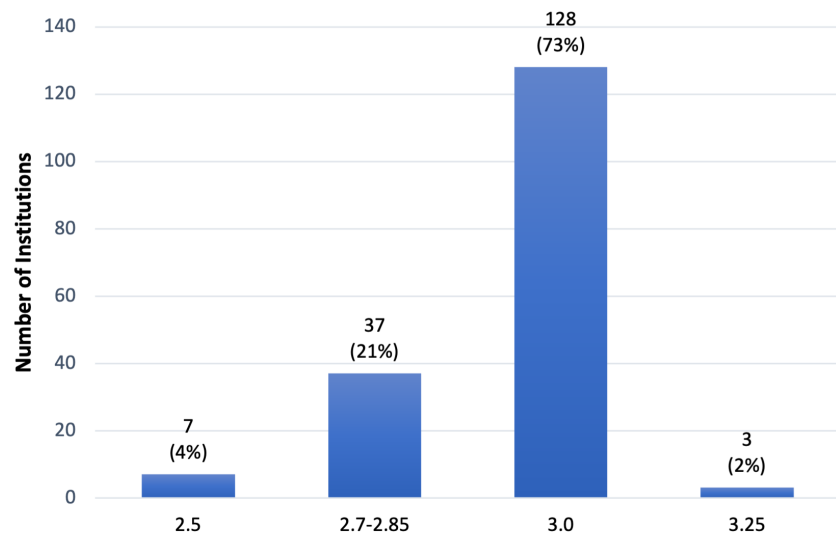
Examine the role of prerequisite courses in admissions (including the impact on recruiting students from underrepresented minorities, cost of education, program planning, and student success).

*Not including universal requirements of anatomy, physiology, physics, chemistry, biology, and psychology.



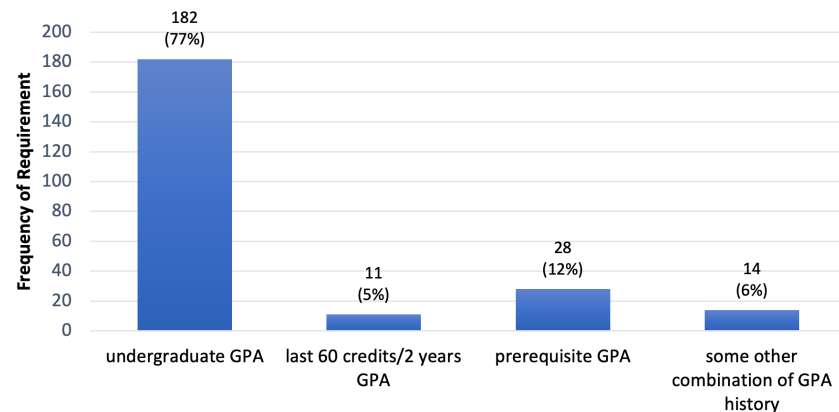
Examine influence of undergraduate GPA (and other indicators) on program outcomes and student success.

MINIMUM UNDERGRADUATE GPA REQUIRED FOR ADMISSION (n=175)

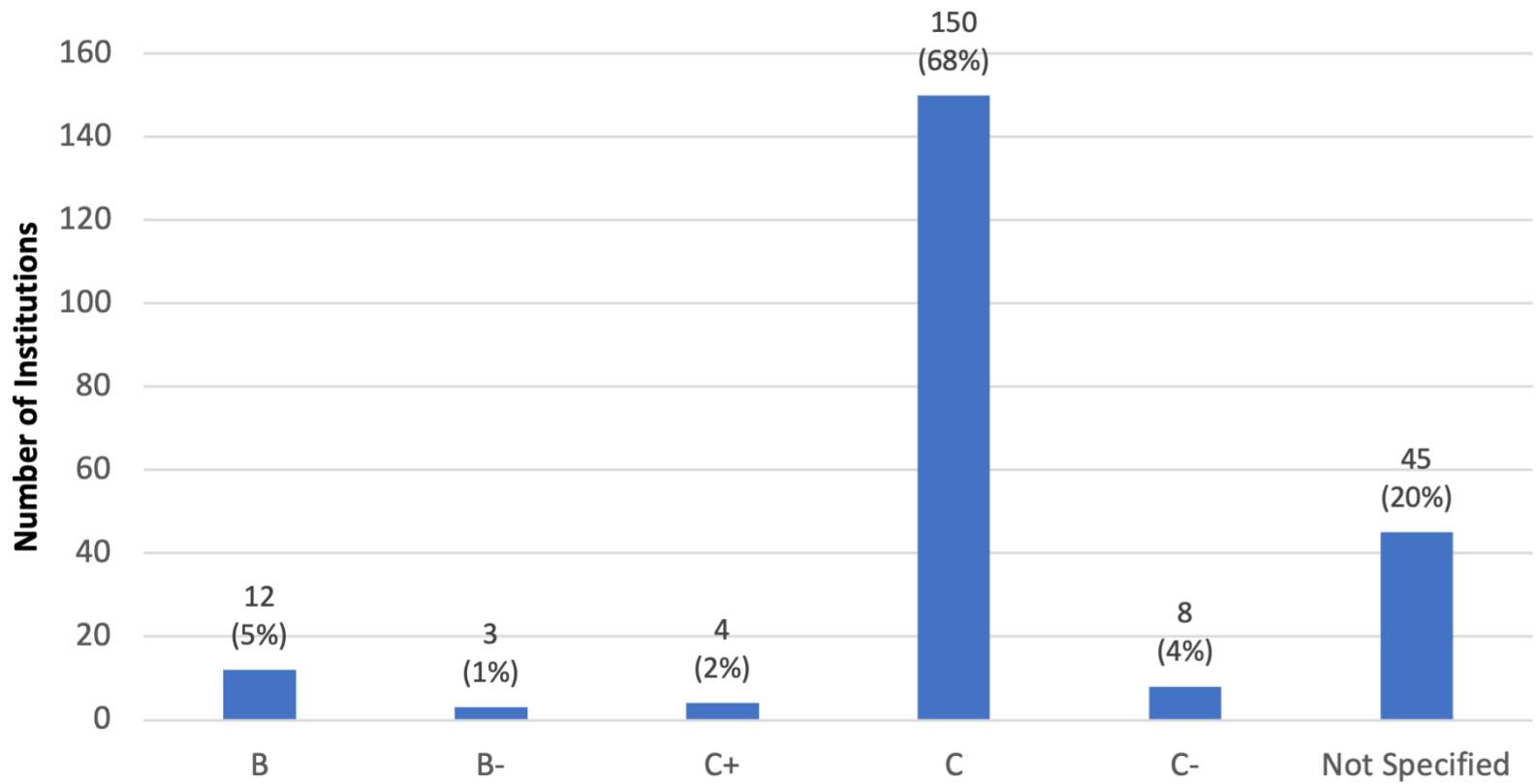


Clearly indicate if minimum undergraduate GPA is immutable or flexible based on other factors.

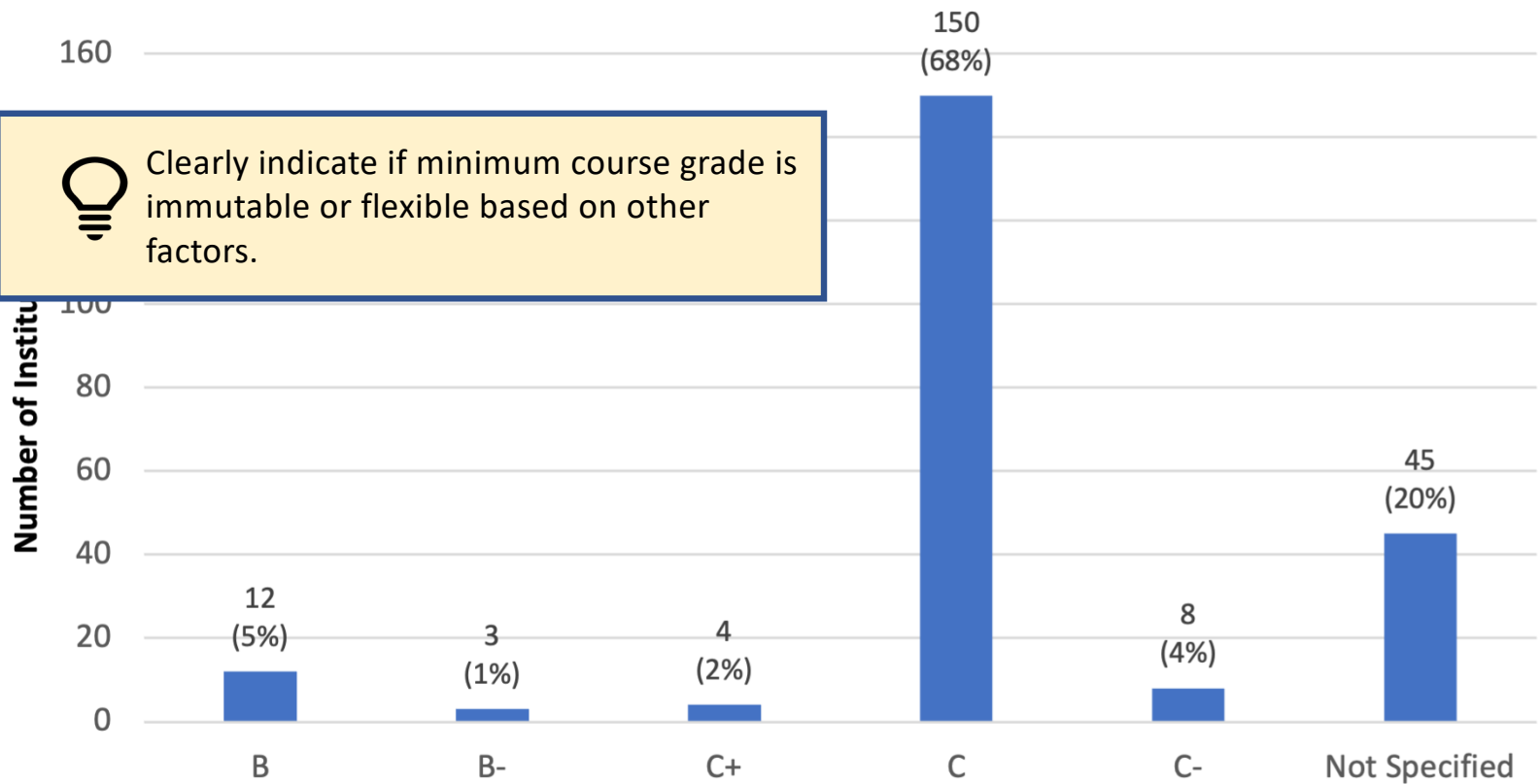
STATED GPA ADMISSIONS CONSIDERATIONS



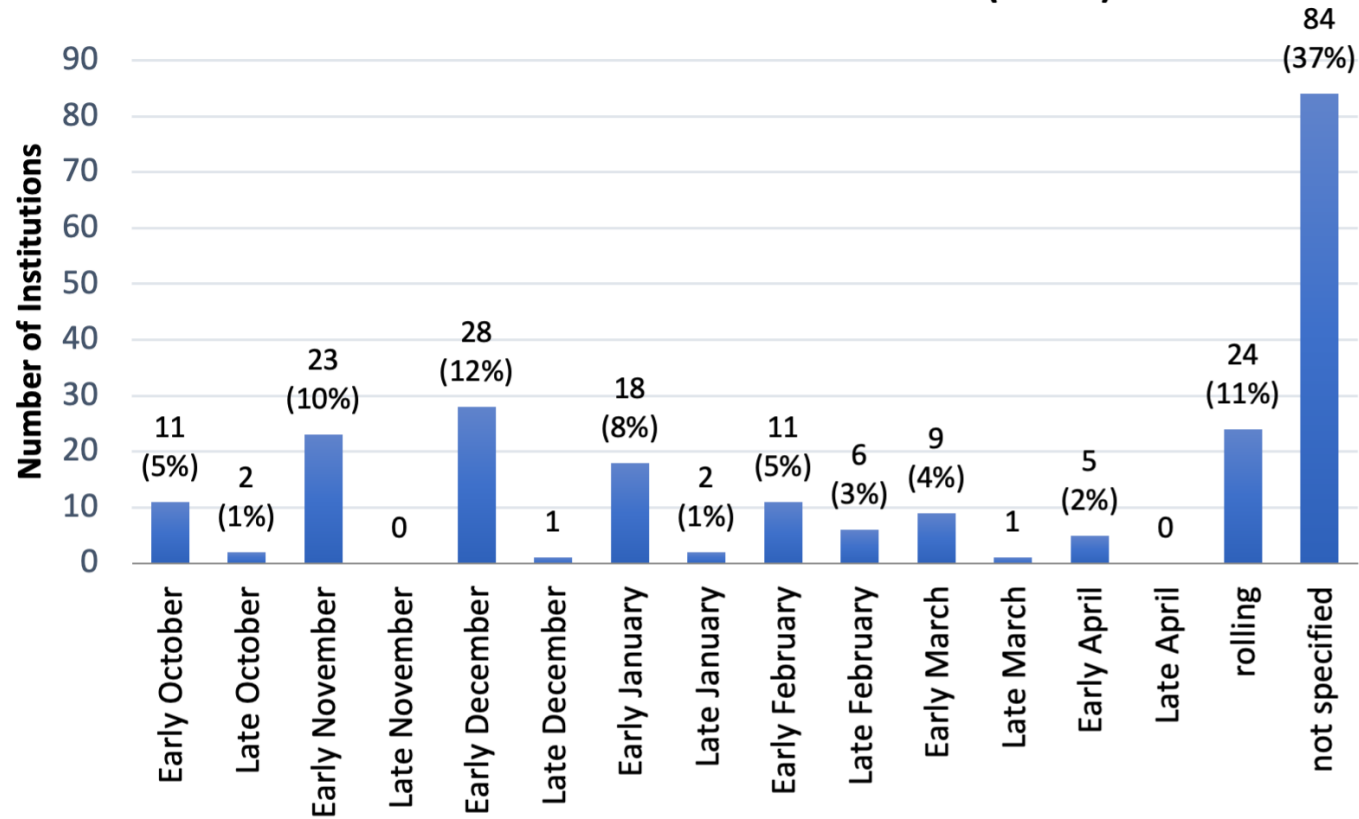
MINIMUM PREREQUISITE COURSE GRADE



MINIMUM PREREQUISITE COURSE GRADE



EARLY APPLICATION DEADLINES (n=225)



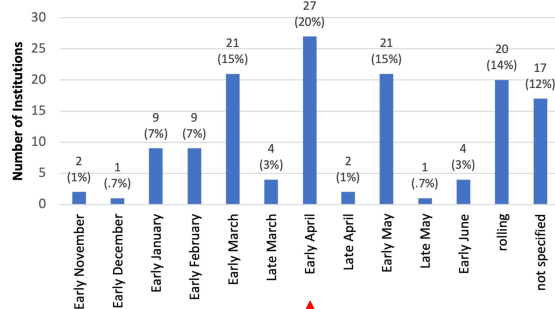


Make sure that application deadlines are clear and available on public-facing portion of website.

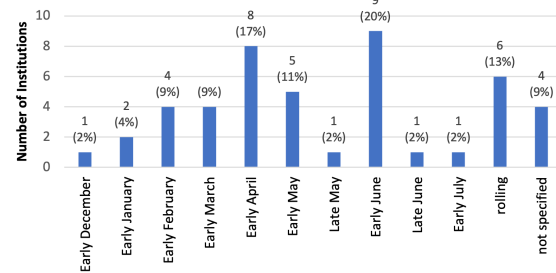


Consider updating website as year progresses and after deadlines are passed.

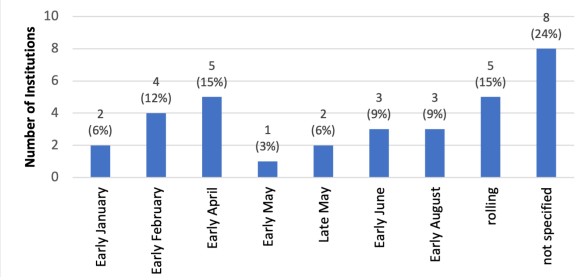
FINAL APPLICATION DEADLINES - EARLY SUMMER (MAY/JUNE) START DATE (n=138)



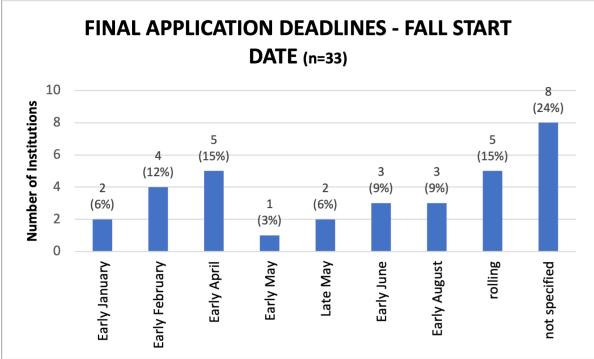
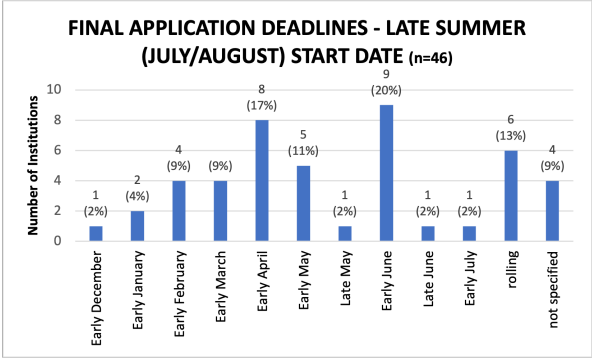
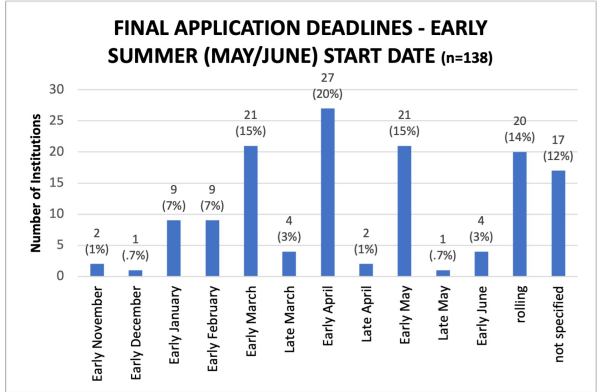
FINAL APPLICATION DEADLINES - LATE SUMMER (JULY/AUGUST) START DATE (n=46)



FINAL APPLICATION DEADLINES - FALL START DATE (n=33)



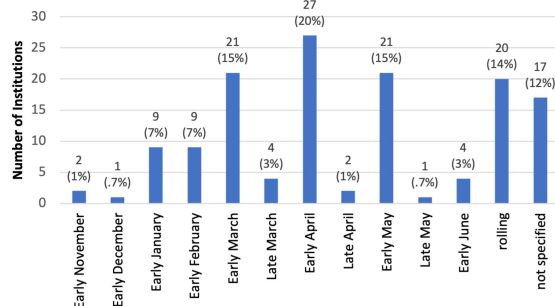
Make sure that program start date is easily known.



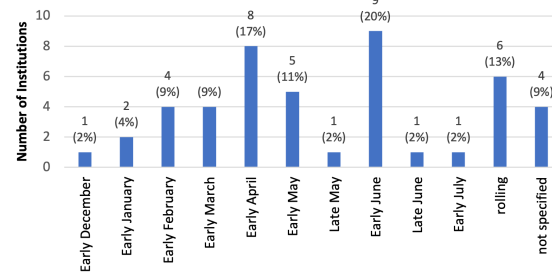


Consider updating website as year progresses and after deadlines are passed.

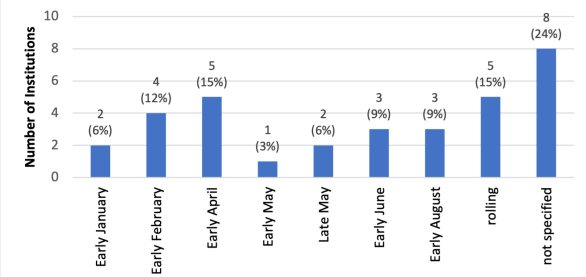
FINAL APPLICATION DEADLINES - EARLY SUMMER (MAY/JUNE) START DATE (n=138)



FINAL APPLICATION DEADLINES - LATE SUMMER (JULY/AUGUST) START DATE (n=46)

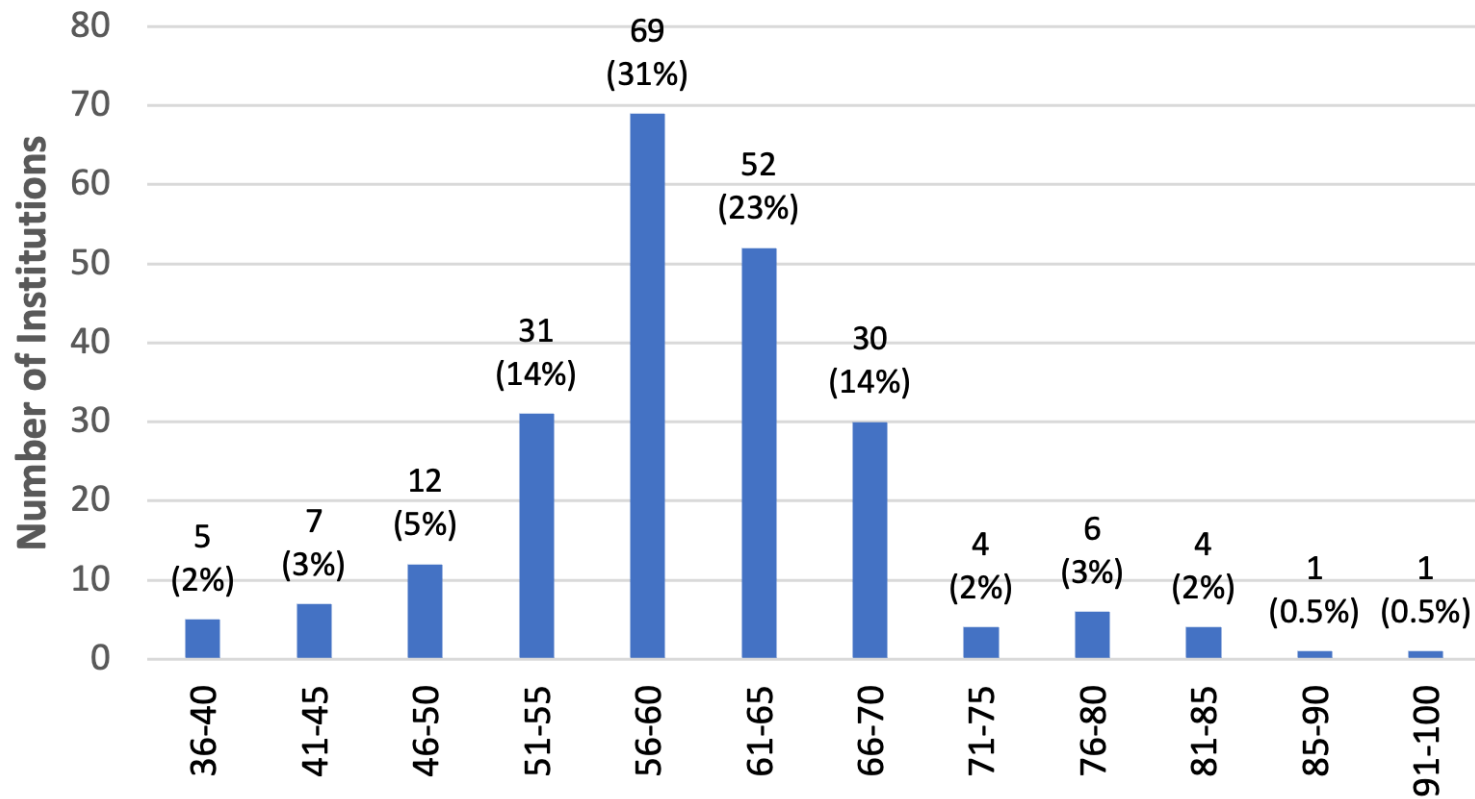


FINAL APPLICATION DEADLINES - FALL START DATE (n=33)

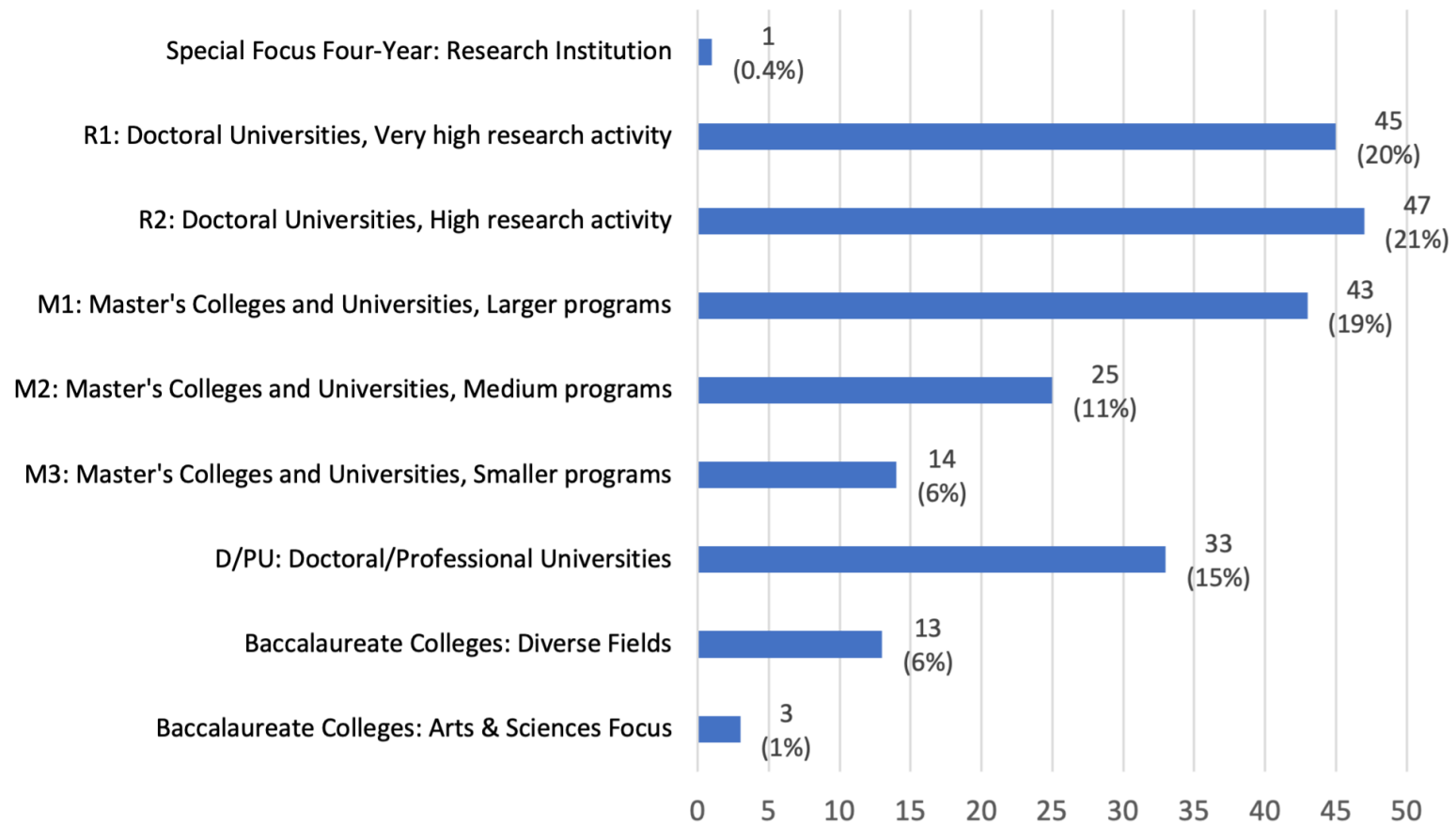


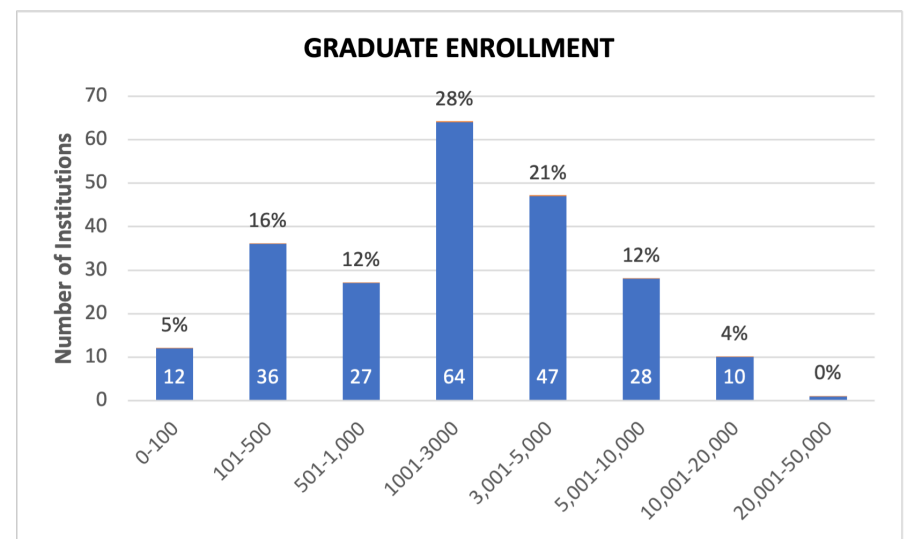
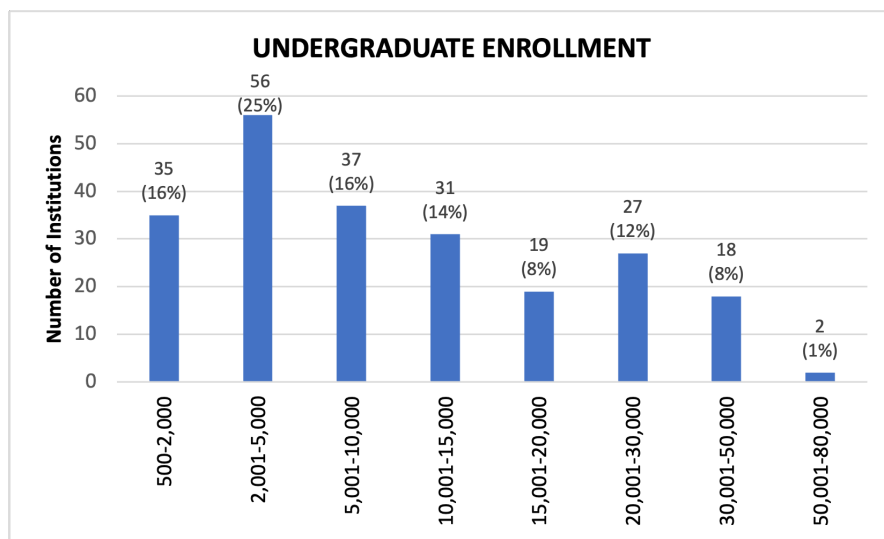
Make sure that program start date is easily known.

PROFESSIONAL PROGRAM CREDIT HOURS (n=222)



CARNEGIE CLASSIFICATION OF INSTITUTIONS WITH PROFESSIONAL PROGRAMS (n=224)

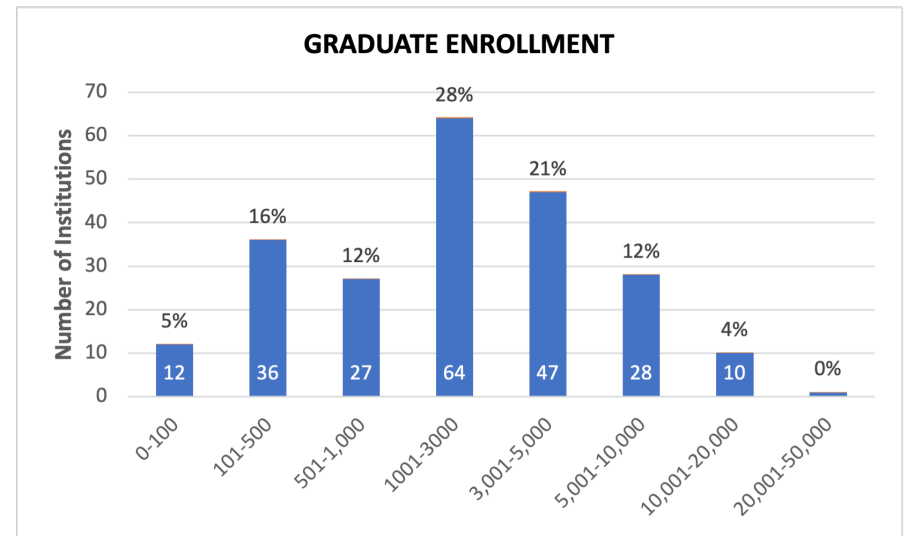
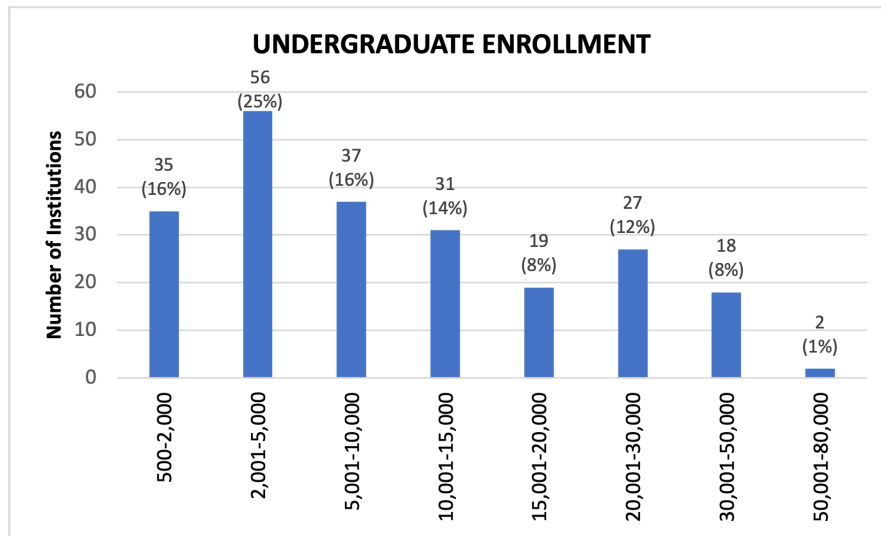




Data obtained from <https://nces.ed.gov/collegenavigator/> (National Center for Education Statistics)

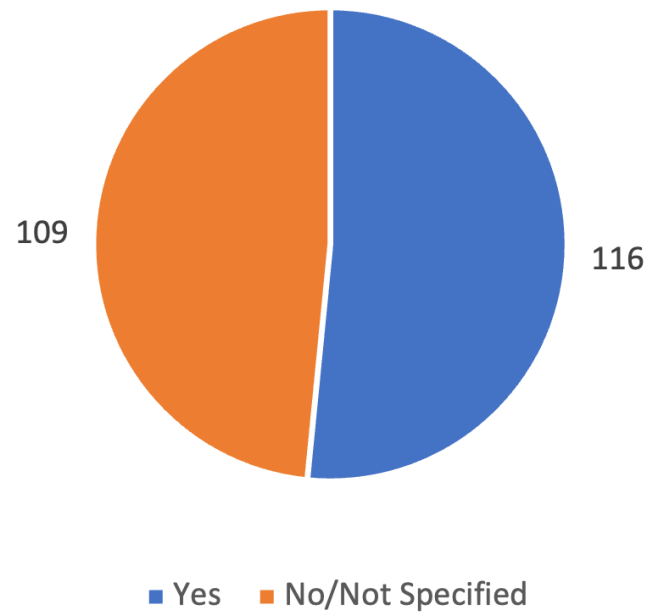


Examine program enrollment by institutional enrollment.

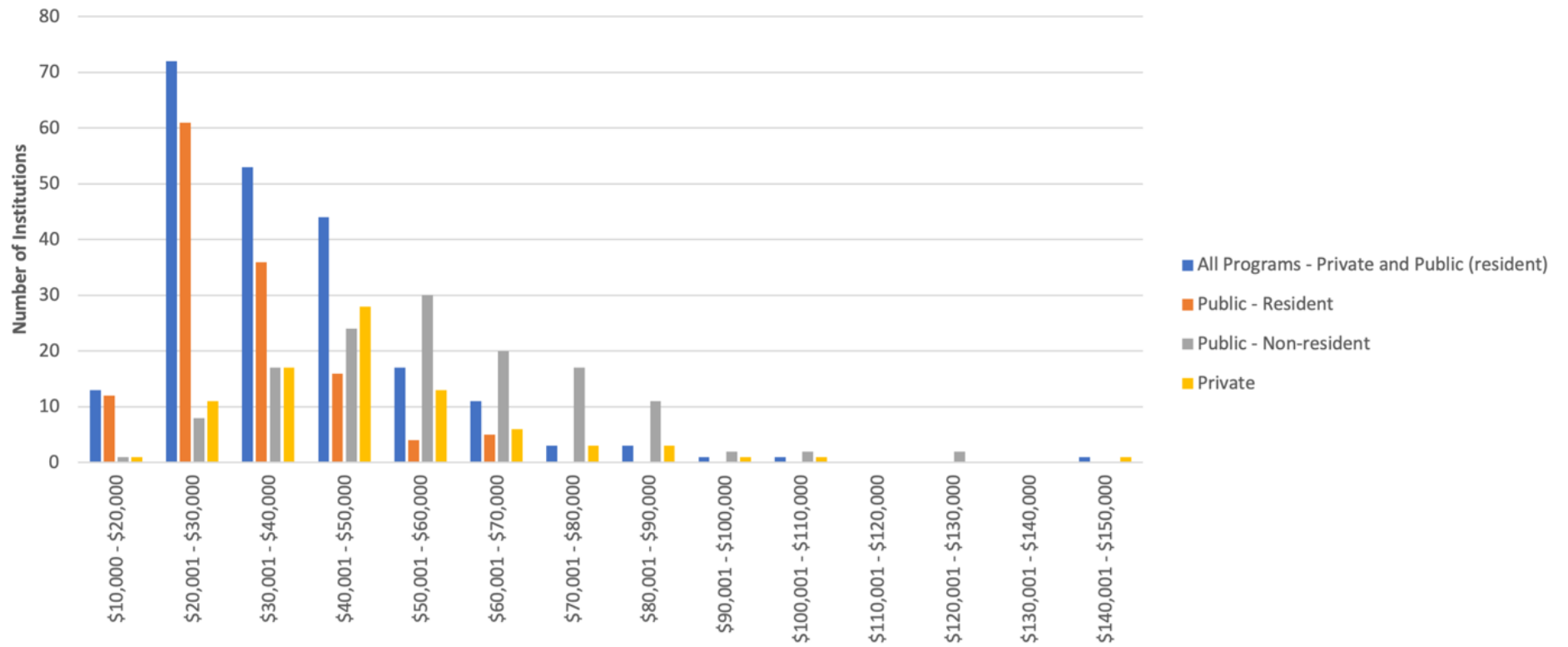


Data obtained from <https://nces.ed.gov/collegenavigator/> (National Center for Education Statistics)

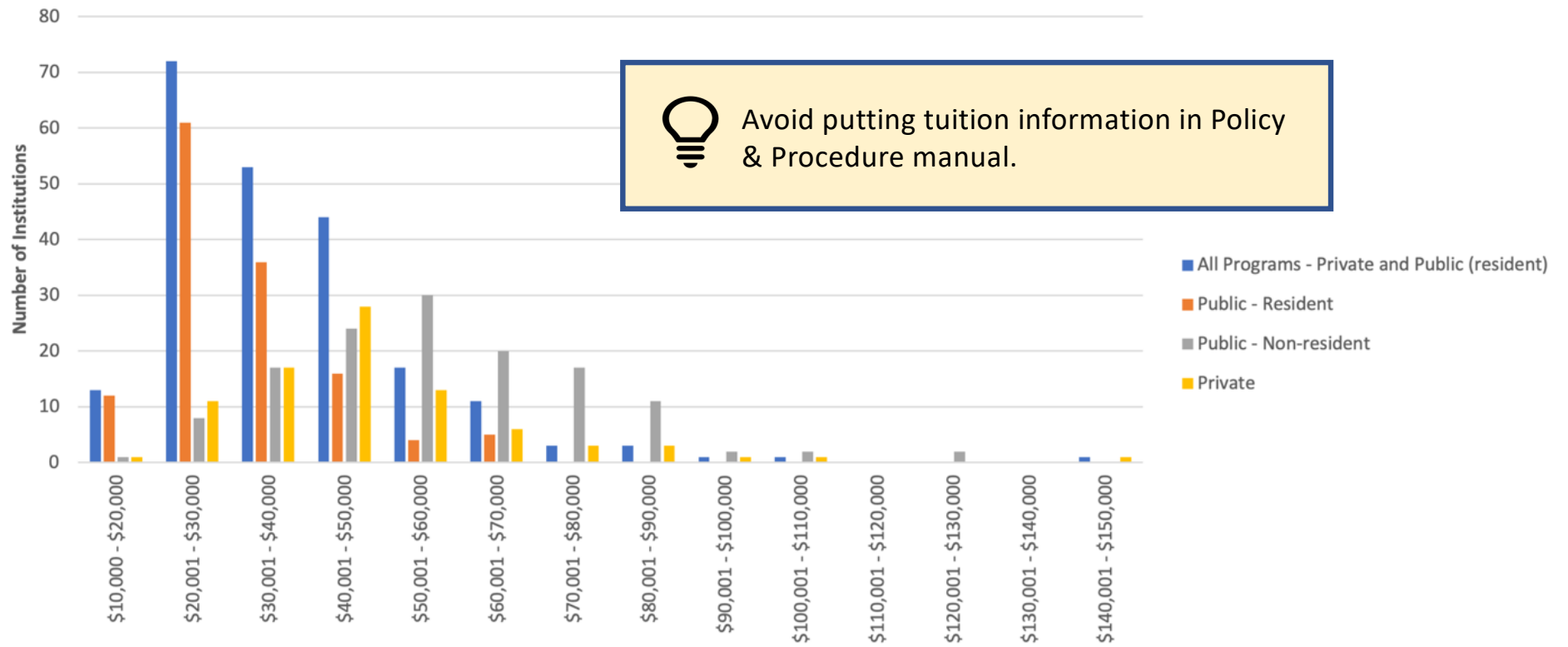
GRADUATE HOUSING AVAILABLE



TOTAL COST OF PROGRAM (TUITION & FEES) FOR PROFESSIONAL PROGRAMS (n=219)



TOTAL COST OF PROGRAM (TUITION & FEES) FOR PROFESSIONAL PROGRAMS (n=219)



Avoid putting tuition information in Policy & Procedure manual.

TOTAL TUITION AND FEES (not including AT-specific fees)

	All Programs - Private and Public (resident)	Public - Resident	Public - Non- resident	Private
\$10,000 - \$20,000	13 (6%)	12 (9%)	1 (1%)	1 (1%)
\$20,001 - \$30,000	72 (33%)	61 (46%)	8 (6%)	11 (13%)
\$30,001 - \$40,000	53 (24%)	36 (27%)	17 (13%)	17 (20%)
\$40,001 - \$50,000	44 (20%)	16 (12%)	24 (18%)	28 (33%)
\$50,001 - \$60,000	17 (8%)	4 (3%)	30 (22%)	13 (15%)
\$60,001 - \$70,000	11 (5%)	5 (4%)	20 (15%)	6 (7%)
\$70,001 - \$80,000	3 (1%)	0 (0%)	17 (13%)	3 (4%)
\$80,001 - \$90,000	3 (1%)	0 (0%)	11 (8%)	3 (4%)
\$90,001 - \$100,000	1 (0%)	0 (0%)	2 (1%)	1 (1%)
\$100,001 - \$110,000	1 (0%)	0 (0%)	2 (1%)	1 (1%)
\$110,001 - \$120,000	0 (0%)	0 (0%)	0 (0%)	0 (0%)
\$120,001 - \$130,000	0 (0%)	0 (0%)	2 (1%)	0 (0%)
\$130,001 - \$140,000	0 (0%)	0 (0%)	0 (0%)	0 (0%)
\$140,001 - \$150,000	1 (0%)	0 (0%)	0 (0%)	1 (1%)

AVERAGE TOTAL 2022-2023* TUITION AND FEES BY CARNEGIE CLASSIFICATION

	Number	Tuition and Fees
Baccalaureate Colleges: Arts & Sciences Focus	3	\$37,588
Baccalaureate Colleges: Diverse Fields	13	\$34,970
M3: Master's Colleges and Universities, Smaller programs	14	\$38,211
M2: Master's Colleges and Universities, Medium programs	25	\$37,914
M1: Master's Colleges and Universities, Larger programs	43	\$33,593
D/PU: Doctoral/Professional Universities	33	\$44,291
R2: Doctoral Universities, High research activity	47	\$35,943
R1: Doctoral Universities, Very high research activity	45	\$39,970
Special Focus Four-Year: Research Institution	1	\$17,956

*For 4 institutions, we could locate only 2023-2024 tuition and fee rates.

Master's Degree Programs 2020-2021 CAATE Analytic Report

	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	18,185 ± 11,062	25,297 ± 10,488	12,727 ± 6,403	24,288 ± 10,396	27,035 ± 11,092	27,476 ± 10,757
Annual Fees	1,626 ± 1,571	2,080 ± 3,441	1,985 ± 1,675	2,778 ± 4,350	1,088 ± 1,238	1,085 ± 1,241
Program Specific Costs	613 ± 1,236	617 ± 1,286	673 ± 1,578	681 ± 1,649	571 ± 666	571 ± 666
Total Annual Cost	20,397 ± 10,800	27,949 ± 10,488	15,365 ± 6,227	27,671 ± 10,252	28,768 ± 11,309	29,191 ± 10,965

n=214, mean dollars ± SD

Public – residents = \$29,424
 Public – non-residents = \$54,132
 Private = \$56,246

TOTAL TUITION AND FEES – AVERAGE BY INSTITUTION TYPE

All Programs (public-residents and private)	\$37,820
Public institutions - residents	\$31,643
Public institutions - non-residents	\$57,897
Private institutions	\$47,558

2022 – 2023 data



Examine student debt and return on investment for professional athletic training education.

Support innovative programming pertaining to mitigating student debt.



Examine scholarship requirements.

Provide potential and current students with better informational resources about funding their education.

TOTAL TUITION AND FEES – AVERAGE BY INSTITUTION TYPE

All Programs (public-residents and private)	\$37,820
Public institutions - residents	\$31,643
Public institutions - non-residents	\$57,897
Private institutions	\$47,558

2022 – 2023 data

Other Broad Observations

- Programs should consider stating what's *not* required (for example, GREs, observation hours, letters of recommendation) if requirements differ from what is typical.
- Change nomenclature from “certified athletic trainer” to “athletic trainer”.
- Website photos often depict students in a passive role (such as multiple students gathered around a faculty member who is doing something on a patient) instead of in an active role (engaging in lab based or clinical experience-type activities).
- Annual, thorough website review is important to assure accurate and up-to-date information. For example, we often found dated manuals, broken links, and conflicting information regarding admissions requirements.
- We should continue to engage with the CAATE to identify desired data to be gathered in the annual report and the most helpful way to present that data.
- Programs should examine each admissions requirement against what's required for accreditation, required for their institution, and required to get the desired snapshot of a student's potential for success in the program.



Creating a Winning Recruitment Strategy Webinar Registration



Topic Creating a Winning Recruitment Strategy

Time Apr 6, 2023 01:00 PM in [Eastern Time \(US and Canada\)](#)

* Required information

Carlitta Moore, EdD, LAT, ATC, Arkansas State University

Ryan Krzyzanowicz, DAT, ATC, University at Buffalo



#AATEConversations Spring '23 Series

March 29, 2023 - April 3, 2023

Virtual

Join us for any or all of our Spring '23 #AATEConversations, with opportunities for AATE members to discuss specific topics in education! We will have two sessions including discussions surrounding admissions!

Wednesday, 03/29/2023 3 PM EST

#AATEConversation: Examining Admissions – Why?

In a follow up from the co-hosted event with the Commission on Accreditation for Athletic Training Education, members will have an opportunity to explore why we are collecting specific data to inform admissions decisions.

Monday, 04/03/2023 12 PM EST

#AATEConversation: Examining Admissions – What if?

In a follow up from the co-hosted event with the Commission on Accreditation for Athletic Training Education, members will have an opportunity to reimagine the data we use to inform admissions decisions.

AATE Members Register Here

