

Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association

Volume 3

Issue 1 *Ohio Athletic Trainers' Association Special Edition*

Article 7

May 2017

Factors of Persistence: How Minority Athletic Training Students Compare to Nonminority Students

Kristine Ensign

Ohio University, ensign@ohio.edu

Kandace Hinton

Indiana State University, Kandace.hinton@indstate.edu

Joshua Powers

Indiana State University, Joshua.powers@indstate.edu

Catie Grove

Indiana University, kagrove@indiana.edu

Follow this and additional works at: <http://scholarworks.bgsu.edu/jsmahs>



Part of the [Sports Medicine Commons](#), and the [Sports Sciences Commons](#)

Recommended Citation

Ensign, Kristine; Hinton, Kandace; Powers, Joshua; and Grove, Catie (2017) "Factors of Persistence: How Minority Athletic Training Students Compare to Nonminority Students," *Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association*: Vol. 3 : Iss. 1 , Article 7.

DOI: 10.25035/jsmahs.03.01.07

Available at: <http://scholarworks.bgsu.edu/jsmahs/vol3/iss1/7>

This Professional/Faculty Abstract is brought to you for free and open access by the Human Movement, Sport and Leisure Studies at ScholarWorks@BGSU. It has been accepted for inclusion in *Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association* by an authorized editor of ScholarWorks@BGSU.

Ensign, Hinton, Power, Grove. Factors of Persistence:
Minority AT Students Compared to Nonminority
JSMAHS. 2017;3(1): Professional Abstract.

Factors of Persistence: How Minority Athletic Training Students Compare to Nonminority Students

Kristine Ensign, PhD, AT*, Kandace Hinton, PhD†, Joshua Powers, PhD†, Catie Grove, PhD, AT‡

*Division of Athletic Training, Ohio University, †Department of Educational Leadership, Indiana State University, ‡Department of Kinesiology, Indiana University

CONTEXT

In order to create more equitable access to and quality of healthcare to patients served by athletic trainers, athletic trainers should be representative of those whom they are treating. Racial and ethnic minorities are underrepresented in the profession of athletic training.

OBJECTIVE

To help address the low numbers of minority athletic trainers, this study examined athletic training education with the specific aim of identifying factors associated with academic persistence (anticipatory factors, academic integration, social integration, clinical integration, and motivation) for minority and nonminority athletic training students.

DESIGN

Cross-sectional.

SETTING

On-line survey.

PARTICIPANTS

Students enrolled in professional athletic training programs in the United States.

INTERVENTION

Program directors were emailed a link to the survey and asked to forward the link on to their students. Students then completed a modified version of the Athletic Training Education Program Student Retention Questionnaire (ATEPSRQ) and answered various demographic questions. The

ATEPSRQ consists of five subscales: anticipatory factor, academic integration, social integration, clinical integration, and motivation. 577 students, about 4% of the student population (73.1% women and 26.9% men; age 21.25 ± 2.68), completed the survey. Race of the participants were 81.5% White, 6.2% Black, 4.7% Hispanic, 2.3% Asian, 0.2% Alaskan Native/Native American, 4.3% Multiracial, 0.9% Other.

MAIN OUTCOME MEASURES

Using MANCOVAs, these academic factors were compared across number of semesters completed, program type (bachelor or entry level master's), and minority (non-White) versus nonminority (White) status. Covariates were age, gender, athletic training program admission GPA, and whether students received a Pell grant.

RESULTS

No significant difference between minority students and non-minority students on the ATEPSRQ ($F_{(5,563)}=.439$, $p=.821$; Wilks' $\Lambda=.996$; partial $\eta^2=.004$). No significant difference between minority students and non-minority students and semesters completed in an athletic training program ($F_{(5,559)}=.813$, $p=.541$; Wilks' $\Lambda=.993$; partial $\eta^2=.007$). No significant difference between students in graduate professional athletic training programs and undergraduate professional athletic training programs ($F_{(5,561)}=1.381$, $p=.230$; Wilks' $\Lambda=.988$; partial $\eta^2=.012$).

Ensign, Hinton, Power, Grove. Factors of Persistence:
Minority AT Students Compared to Nonminority
JSMaHS. 2017;3(1): Professional Abstract.

CONCLUSIONS

Minority and nonminority students did not score differently on the ATEPSRQ meaning that at the time students completed the survey, minority and nonminority students were reporting the same experiences known to affect persistence. This is a positive result and may suggest an overall positive trend in athletic training education. The results may suggest that the lack of minority representation in athletic training may be because of factors before or after athletic training education.

REFERENCES

1. Bowman, T. G., Hertel, J., & Wathington, H. D. (2015). Programmatic factors associated with undergraduate athletic training student retention and attrition decisions. *Athletic Training Education Journal*, 10, 5-17. doi:10.4085/10015
2. Commission on Accreditation of Athletic Training Education. (2015a). *2013-2014 CAATE Analytic report*. Retrieved from Commission of Accreditation of Athletic Training Education website: <http://caate.net>
3. Dodge, T. M., Mitchell, M. F., & Mensch, J. M. (2009). Student retention in athletic training education programs. *Journal of Athletic Training*, 44, 197-207.
4. Perrin, D. H. (2000). Promoting diversity in athletic training. *Journal of Athletic Training*, 35, 131.
5. Weiss, W. M., & Neibert, P. J. (2013). Predictors of commitment to athletic training education. *Athletic Training Education Journal*, 8, 3-9. doi:10.4085/0801023

KEY WORDS: *athletic training, minority, education, persistence*