

2015 BOC Athletic Trainer Regulatory Conference



Update

Mark Merrick, PhD, ATC
President-Elect

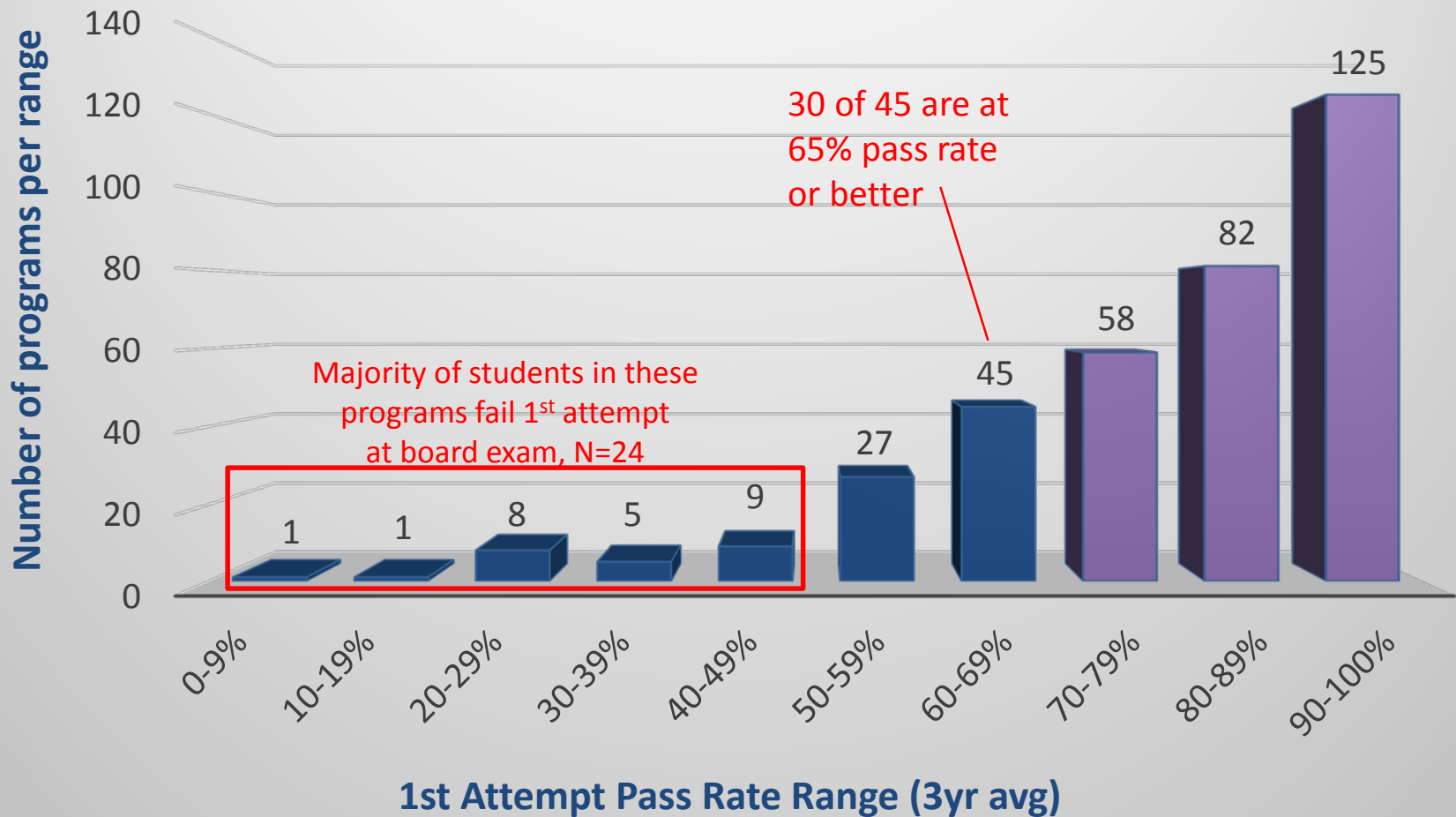
Current Three Year Graduation and BOC Exam Totals (2012-14)

Current Number of Programs	Average Total Annual Graduates	Percentage of Graduates who took BOC Exam	Average Graduates per program (Exam Candidates)	Program Average 1 st Attempt BOC Exam Pass Rate	Program Average Any-Attempt BOC Exam Pass Rate	Programs Non-Compliant with Standard 11	Percentage of all Programs Non-Compliant with Standard 11
365	3629.7	94%	10.1 (9.5)	79%	90%	96	26%

* Data exclude new programs with < 3 yrs data (N=4)

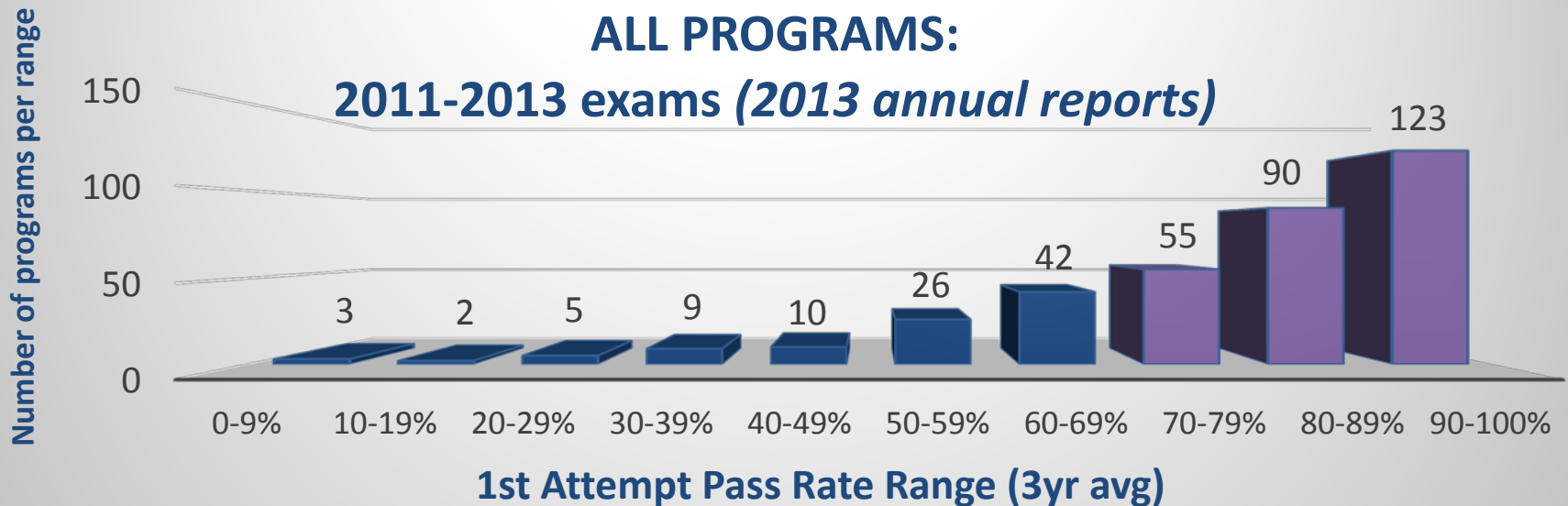
1st Attempt BOC Exam Pass Rate

ALL PROGRAMS: 2012-2014 exams (current)



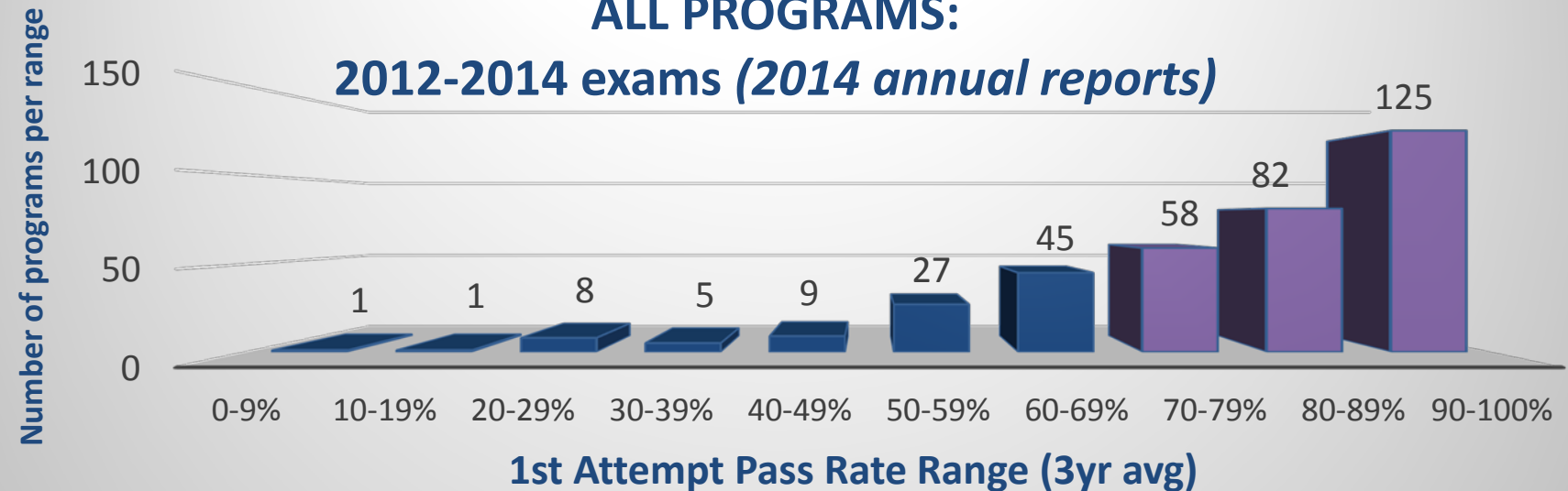
1st Attempt BOC Exam Pass Rate ALL PROGRAMS:

2011-2013 exams (2013 annual reports)

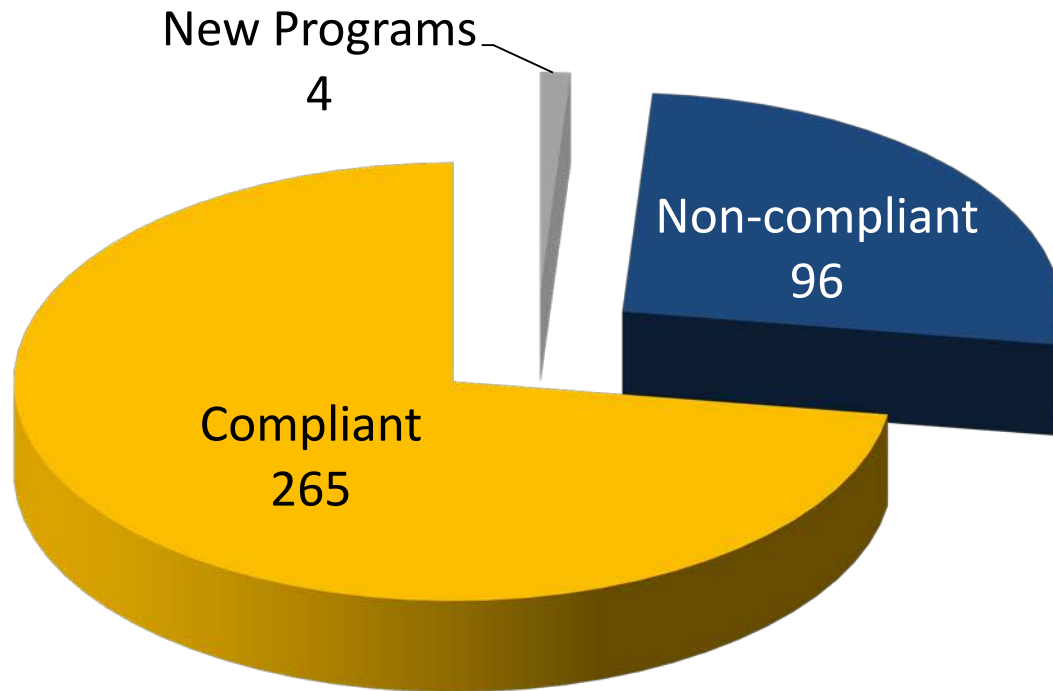


1st Attempt BOC Exam Pass Rate ALL PROGRAMS:

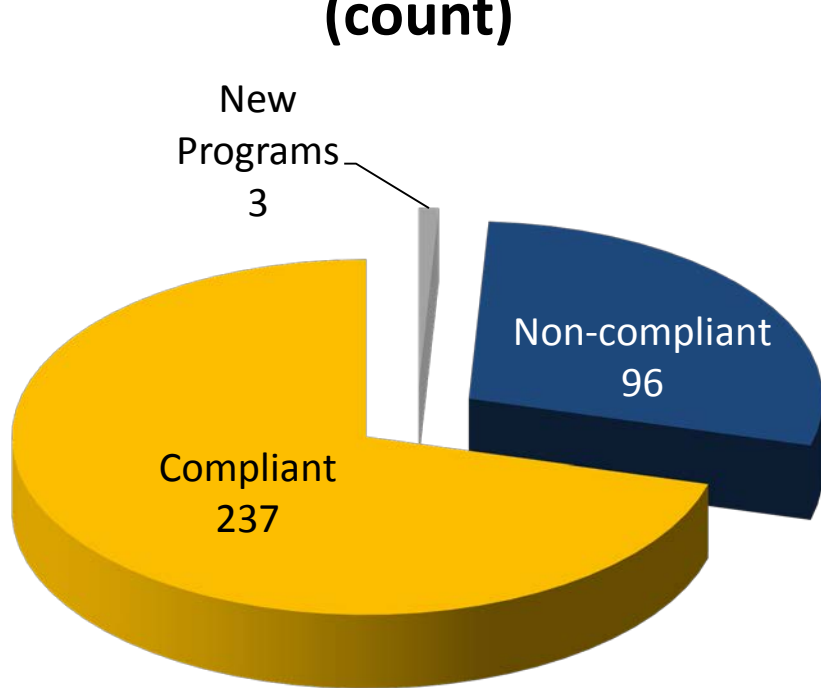
2012-2014 exams (2014 annual reports)



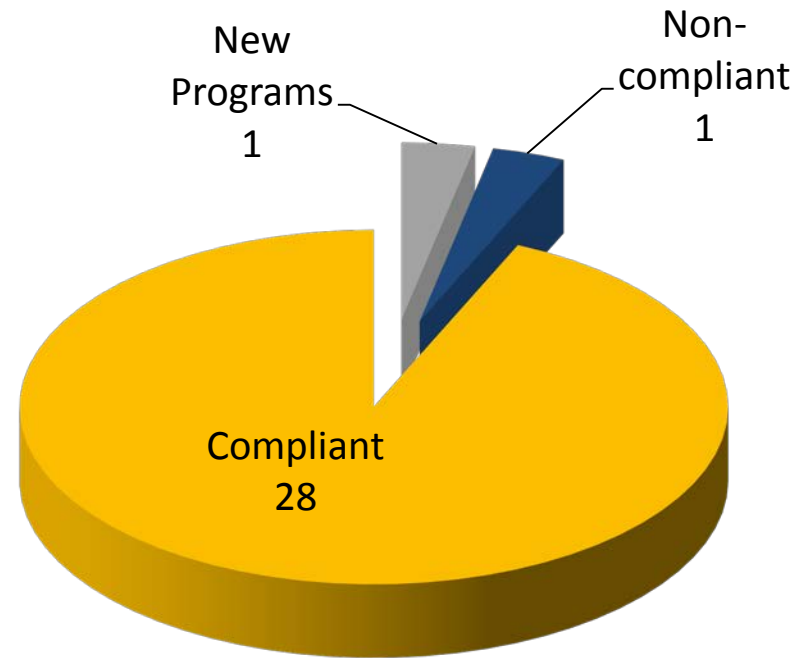
Standard 11 Compliance 2012-14: All Programs (count)



Standard 11 Compliance 2012-14: *Bachelor's Programs* (count)

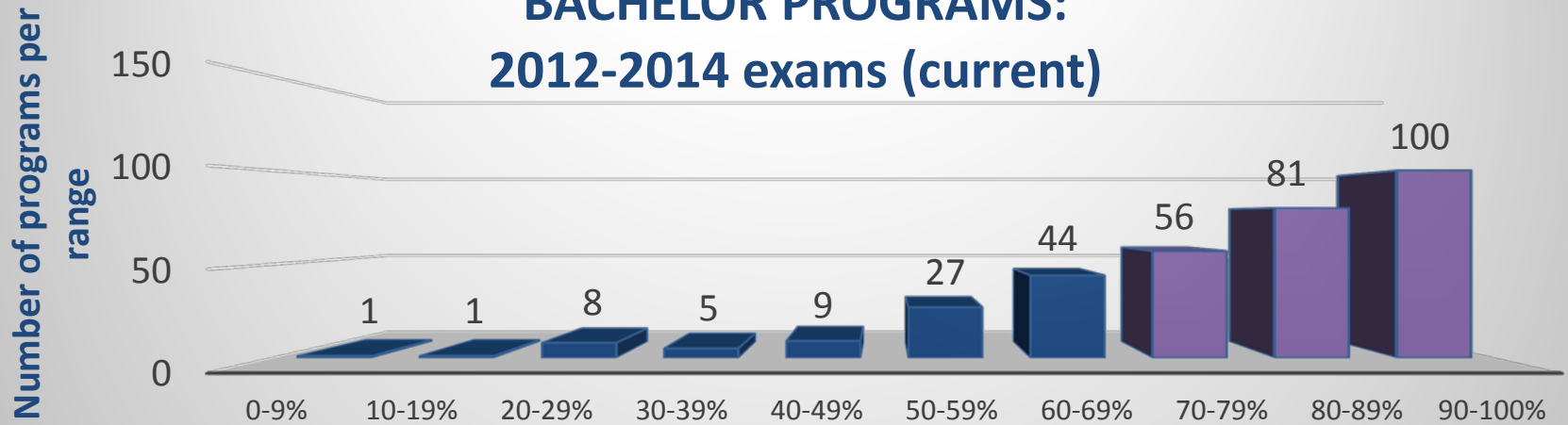


Standard 11 Compliance 2012-14: *Master's Programs* (count)



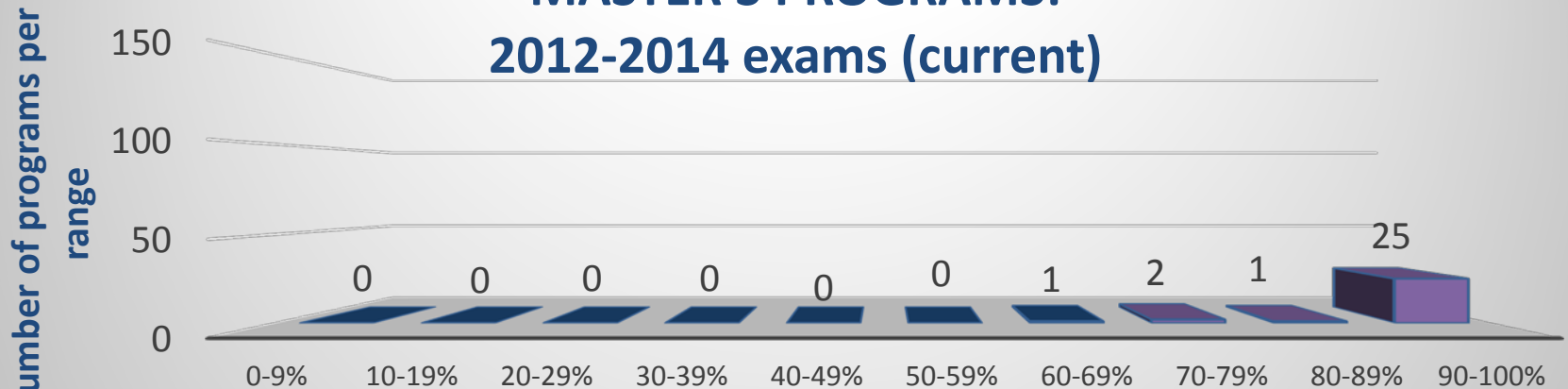
For 2012-14, Bachelors programs are 13.2 times more likely to be non-compliant on Standard 11 than Masters programs

1st Attempt BOC Exam Pass Rate BACHELOR PROGRAMS: 2012-2014 exams (current)



1st Attempt Pass Rate Range (3yr avg)

1st Attempt BOC Exam Pass Rate MASTER'S PROGRAMS: 2012-2014 exams (current)



1st Attempt Pass Rate Range (3yr avg)

*30% of bachelor's and 86% of master's programs had 1st attempt pass rates >90%

BOC Exam Performance By Program Type

	Number of Programs	Average Total Annual Graduates	Average Percentage of Graduates who took BOC Exam	Average Exam Candidates per Program	1st Attempt BOC Exam Pass Rate	Any Attempt BOC Exam Pass Rate	Number of Non-Compliant with Standard 11	Percentage of Non-Compliant with Standard 11
Bachelors	335	3336.0	94%	9.4	78%	89%	95	28%
Masters	30	293.7	98%	9.9	93%	98%	1	3%
Total	365	3629.7	94%	9.5	79%	90%	96	26%

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Quality Assurance for the Future



Encouraging and Recognizing Excellence

- Creating standards and a process that encourages creativity and excellence.
- Create an environment that encourages innovative and new curricula that prepare athletic trainers for our future place in health care.
- Provide a purposeful continuum of education.



Creating an educational format which produces graduates that.....

- Have a strong scientific foundational knowledge.
- Are clinically competent.
- Want athletic training as a career.
- Have a place in healthcare as a Level II Provider.
- Possess The Institute of Medicine Core Competencies for Health Professionals



THE professional degree in athletic training will be at the master's level.

Proposed Standard 2: CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution.



Proposed Timeline for Compliance with Standard 2:

*For those programs with a baccalaureate only program, or for those who have started transitioning from a baccalaureate to master's program, all students must be enrolled in the professional phase of a baccalaureate program by the beginning of the fall 2022 term. No new students may enroll in the professional phase of a **baccalaureate** program after the start of the fall term of 2022.*



Open Comment

The open comment survey can be accessed [HERE](#) and will remain open and available until July 31, 2015.



Examining the Professional Degree with the Strategic Partners

- White paper
- Open comments
 - all district meetings over past 2 years
 - Online solicitation of stakeholder feedback
 - open comment
- Health care economist report



Factors in the Professional Degree Decision

- Compelling evidence indicates that better outcomes are being achieved at the masters level
- The elements of quality improvement we have identified will be easier to implement at the masters level
- The degree change is part of a strategic choice to prepare providers equipped for success in the changing healthcare landscape



The Commission also believes.....

- To accomplish our mission, changes need to continue to be made in professional education regardless of the level of the degree.



**In addition to the degree standard, expect discussion
of *Standards* to address the following:**

- periods of full-time clinical engagement
- strong foundational scientific knowledge
- faculty with areas of specific expertise
- the inclusion of the Institute of Medicine's core competencies



Standards continued.....

- alignment with schools of health professions whenever possible
- practitioners who function as a mid-level (Level II) provider (on par with PA, PT, OT and NPs)

All Standards will all be released for public comment with varying implementation dates as appropriate



Professional Knowledge

- Steering Committee has been formed and has met once.
 - Representatives of BOC, CAATE, NATA
 - Will be identifying subject matter experts and soliciting input regarding required professional knowledge
- Most likely “new” knowledge and skills
 - Input
 - State regulations and impact?



What's next?

- Expected decision on implementation timeline at the Commission's August meeting.
- Open comment on future Standards Revisions
- Professional Knowledge developed



Accreditation and Higher Education

- National Advisory Committee on Institutional Quality and Integrity (NACIQI)
 - Key Emphasis
 - Common definitions and procedures across accrediting agencies
 - Separate and independent from membership organizations
 - Increased transparency
 - Report to the public
 - Tiers of accreditation
 - Risk based accreditation
 - Emphasis on protecting the student

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Thank You

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