

2015 BOC Athletic Trainer Regulatory Conference



Update

Mark Merrick, PhD, ATC
President-Elect

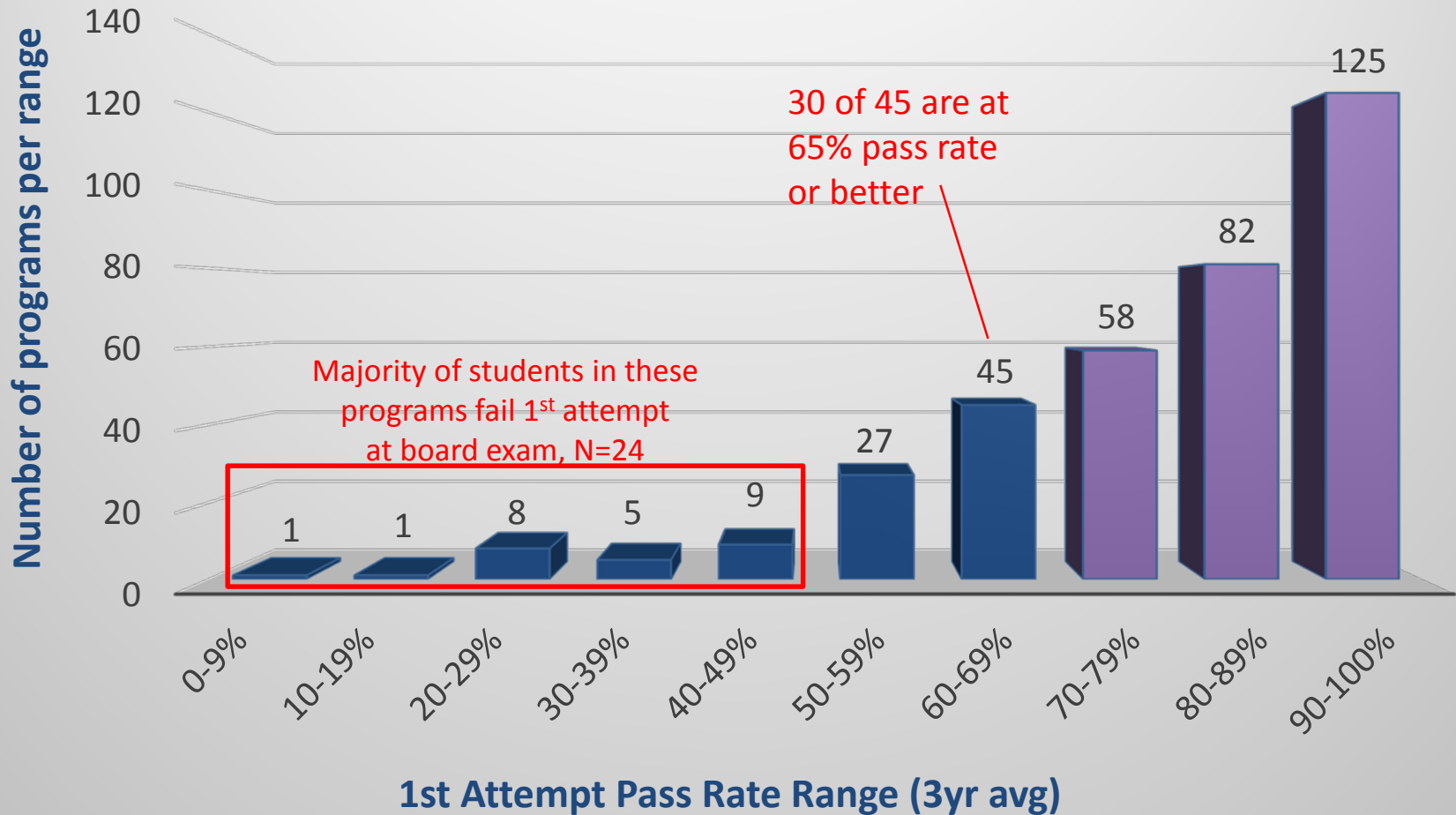
Current Three Year Graduation and BOC Exam Totals (2012-14)

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

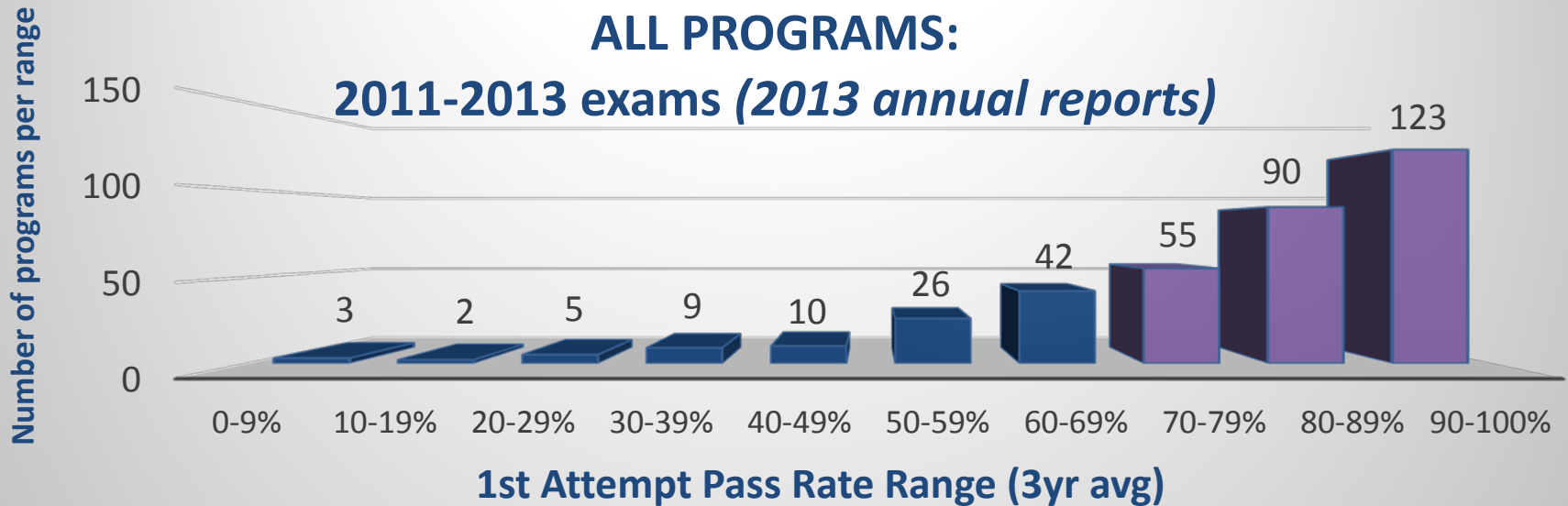
ALL PROGRAMS: 2012-2014 exams (current)



1st Attempt BOC Exam Pass Rate

ALL PROGRAMS:

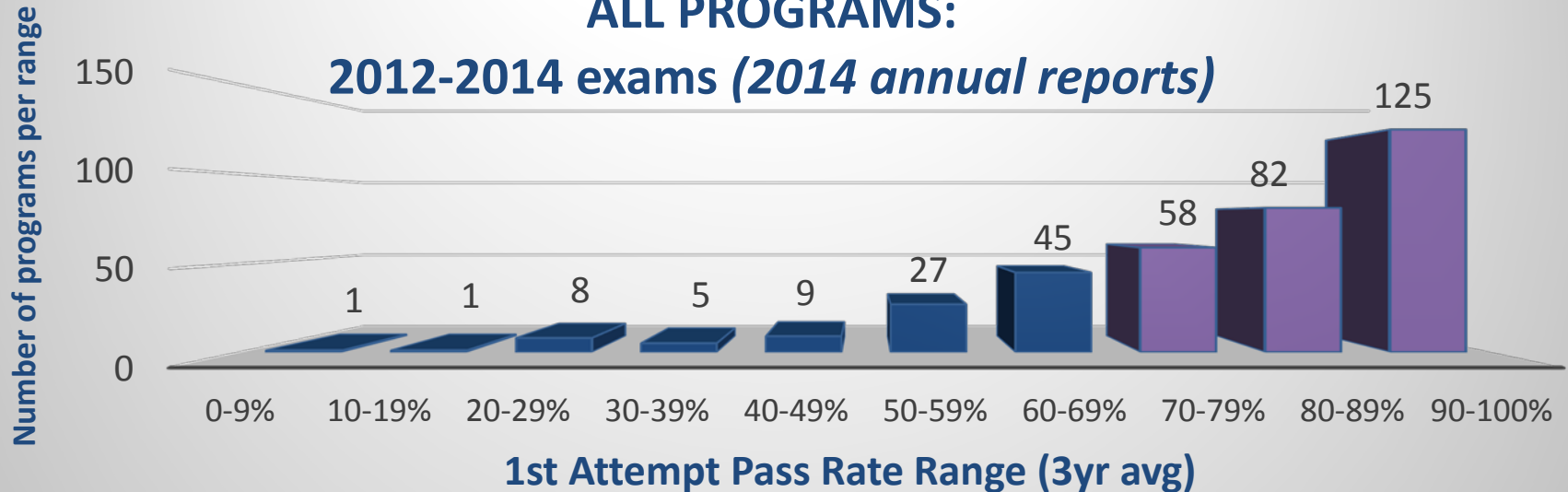
2011-2013 exams (2013 annual reports)



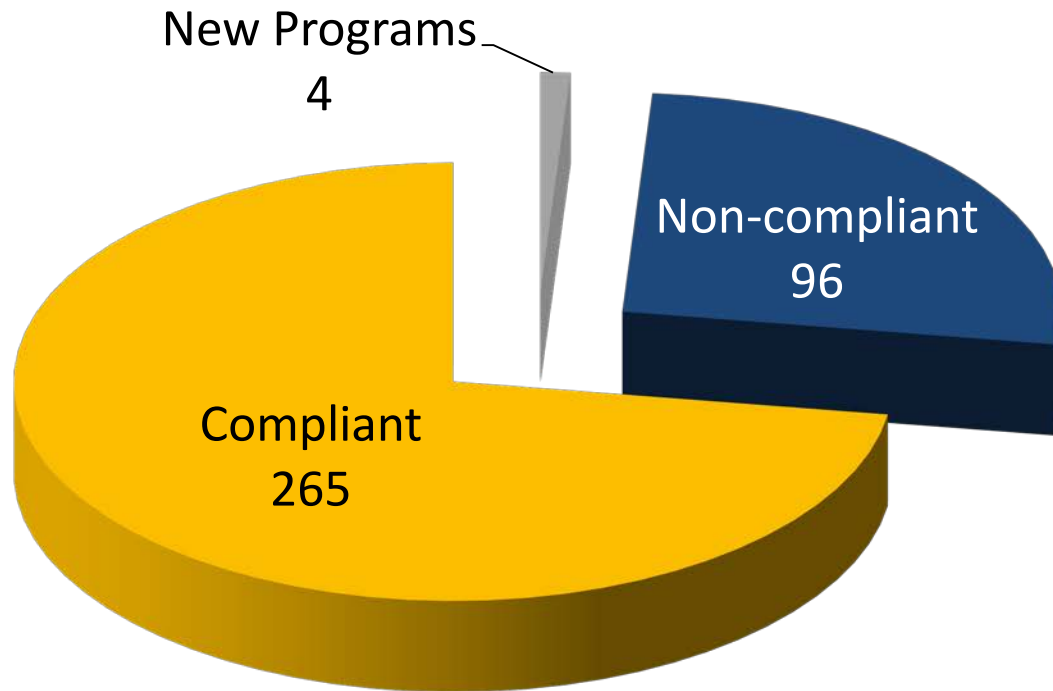
1st Attempt BOC Exam Pass Rate

ALL PROGRAMS:

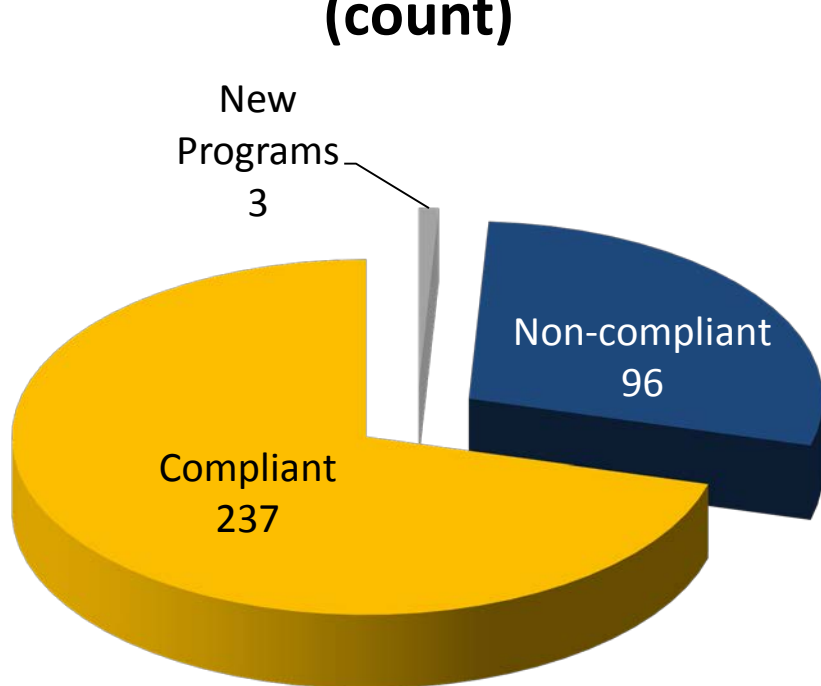
2012-2014 exams (2014 annual reports)



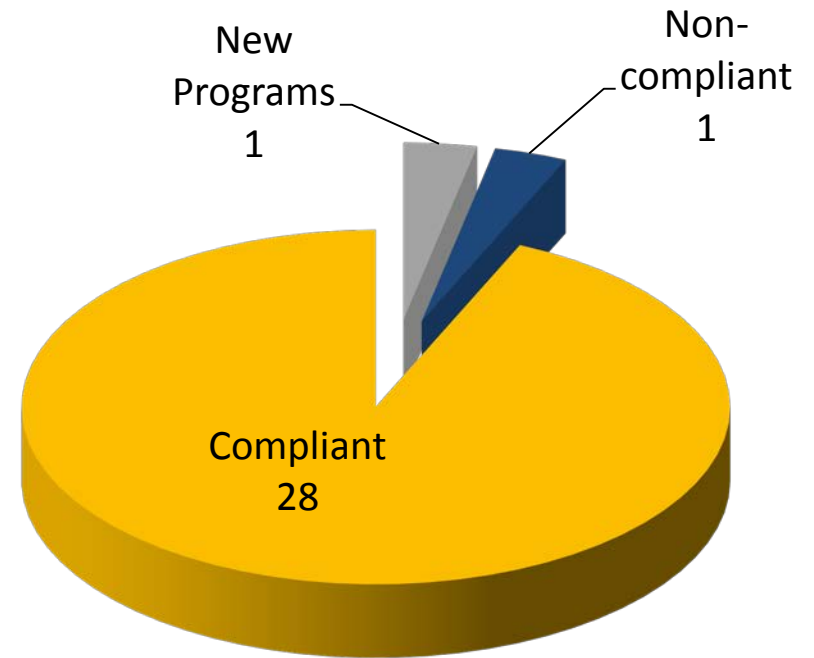
Standard 11 Compliance 2012-14: All Programs (count)



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

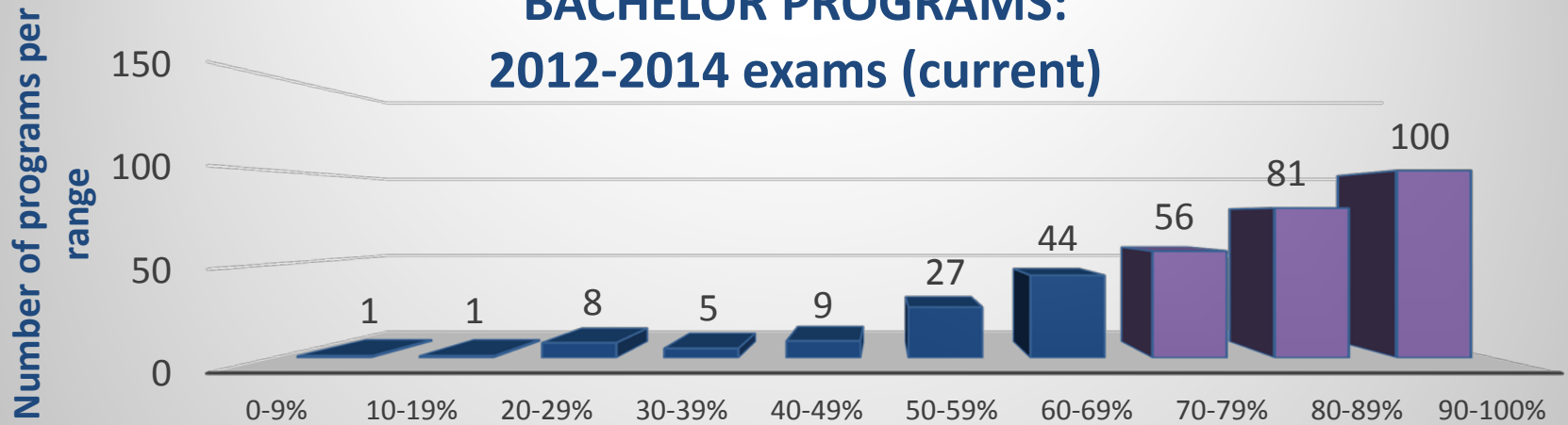


**Standard 11 Compliance
2012-14:
Master's Programs (count)**



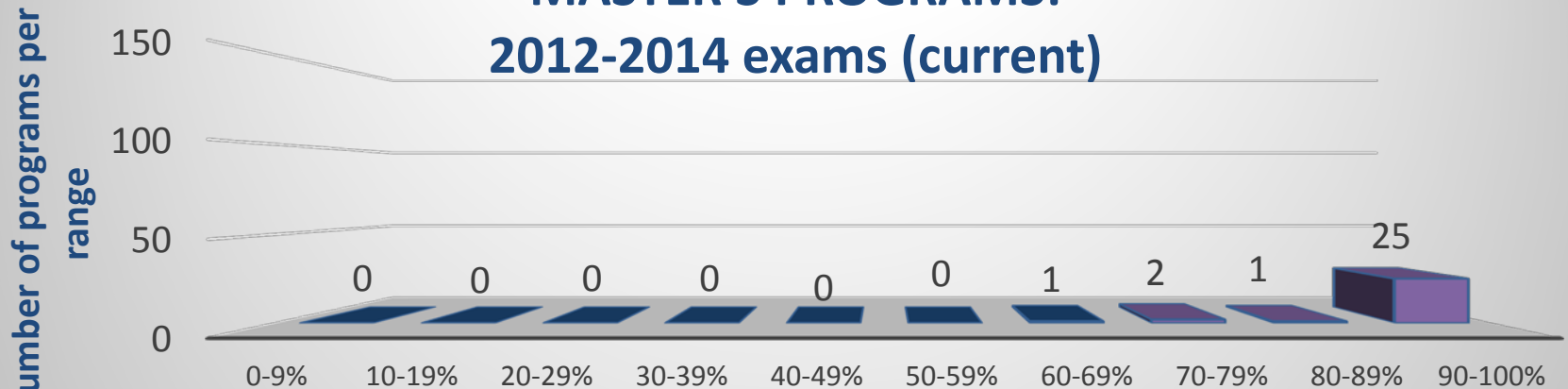
For 2012-14, Bachelors programs are 13.2 times more likely to be non-compliant on Standard 11 than Masters programs

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	1 st 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



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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