

Exam Report for 2021-2022 Testing Year Board of Certification (BOC) Certification Exam for Athletic Trainers April 2022



Introduction

The Board of Certification, Inc., (BOC) is a non-profit credentialing agency that provides certification for the athletic training profession. Although it had already operated for twenty years, the BOC was incorporated in 1989 to govern the certification program, including the exam, for entry-level certification and recertification standards for Athletic Trainers. The entry-level certification program is designed to establish a common benchmark for entry into the athletic training profession. The BOC serves the public interest by developing, administering and continually reviewing a certification process that reflects current standards of practice in athletic training.

Standard Setting and Equating of Exam Forms

The modified Angoff process was used to establish the performance standard for the forms based on the PA7. In April 2017, a panel of 12 Certified Athletic Trainers reviewed the scored items for forms PA701 and PA702. Some minor changes were made to the scored set of items on form PA702. When the forms were introduced in May 2017, the cut score for Form PA702 was equated to the standard set on Form PA701. All new forms assembled under PA7, including PA709 and PA710, have been equated using item response theory (IRT) methods to the passing standard established for PA701 after the first testing window in which they are used.

Score Reporting

Because exam forms are possibly of different difficulty, providing raw scores can be misleading. As a result, many programs, including the BOC exam, use scaled scores. Scaled scores are particularly useful because they provide the basis for meaningful long-term comparisons of results across different forms of an exam.

Scaled scores are used because over the life of every testing program, situations arise in which changes in test length occur, a decision is made to assess more or fewer areas, the numbers of items that are scored versus unscored (experimental) changes or forms of the test of different difficulty are compared. For scaled scores, the passing standard (number of items answered correctly) on the BOC exam form is always reported as the same scaled score. The equated scores are then converted via linear transformation to a scale of 200 to 800 with the passing standard reported as 500. The BOC provides scaled scores and pass/fail decisions to candidates approximately two to four weeks after close of a test window. Candidates pass or fail based on how their test performance compares to the equated, criterion-referenced passing standard for the form taken.

Analysis of the Certification Exam

Candidate Performance

Statistical reports are generated for each form and testing window. All BOC exams administered during the 2021-2022 testing year have been classified as either first-time exams or retake exams:

- First-time exams exams taken by candidates who never previously sat for any form of the BOC exam
- Retake exams exams taken by candidates who previously sat one or more times for the BOC exam

Performance in 2021 rebounded when compared to the significant drop in 2020 that was likely due to the COVID-19 pandemic. Pass rates for the first-time and retake groups were similar to previous years 2019 and 2018.

Candidates Excluded from This Report

Beginning with 2018, candidates who were administered the BOC Certification Exam via paper and pencil (i.e., ADA candidates) have been included in the information provided in Table 1. They were not included when the statistics were computed for other years reported in Table 1. These individuals (n = 2) were excluded from the analyses in the rest of the report. Also, candidates who completed less than 25% of their exam were excluded from statistical reports because of the likelihood that their performance was affected by construct irrelevant variance, such as being late to the site, limited English proficiency or other issues.

There are 4,120 administrations of the BOC Certification Exam included in this report, which represents a 16.8% decrease from the 2020-2021 testing year (4,951). The number of first-time examinations decreased from 3,035 in 2020-2021 to 2,625 in 2021-2022, which represents a 13.5% decrease. Retake exams decreased from 1,917 in 2020-2021 to 1,495 in 2021-2022, a 22.0% decrease.

Pass Rates

Table 1. Historical BOC Exam Counts and Pass Rates

						%			%
Year	First-time	Pass	% Pass	Retake	Pass	Pass	All	Pass	Pass
RD/PA6									
2011-2012	3,222	2,653	82.3%	1,664	696	41.8%	4,886	3,269	66.9%
2012-2013	3,631	2,935	80.8%	1,319	507	38.4%	4,950	3,442	69.5%
2013-2014	3,679	3,048	82.8%	1,210	497	41.1%	4,889	3,545	72.5%
2014-2015	3,768	3,039	80.7%	1,283	466	36.3%	5,051	3,505	69.4%
2015-2016	4,059	3,357	82.7%	1,308	547	41.8%	5,367	3,904	72.7%
2016-2017	4,119	3,444	83.6%	1,204	465	38.6%	5,323	3,909	73.4%
2017-2018	2,406	2,149	89.3%	185	85	45.9%	2,591	2,234	86.2%
PA7									
2017-2018	1,606	1,091	67.9%	1,172	334	28.5%	2,780	1,426	51.3%
2018-2019*	3,974	3,091	77.8%	1,622	645	39.8%	5,596	3,736	66.8%
2019-2020*	3,913	3,038	77.6%	1,626	636	39.1%	5,539	3,674	66.3%
2020-2021*	3,035	1,871	61.6%	1,916	576	30.0%	4,951	2,447	49.4%
2021-2022*	2,625	2,027	77.2%	1,495	611	40.9%	4,120	2,638	64.0%

^{*}Note. Total numbers include ADA and paper and pencil administration

Table 2. Historical BOC Exam Scaled Score Summary Statistics

abic 2. Historical	DOO EXAMIT	Std					
Cohort	N	Mean	Median	Dev	Min	Max	
All 2021-22	4,118	532.6	540	107.7	200	800	
First-time	2,624	568.4	580	102.9	200	800	
Retake	1,494	469.8	480	84.8	200	710	
All 2020-21	4,944	498.1	495	87.7	200	750	
First-time	3,032	521.5	520	88.2	200	750	
Retake	1,912	461.0	470	72.8	200	690	
All 2019-20	5,528	540.2	532	66.1	358	735	
First-time	3,912	558.8	558	65.2	382	735	
Retake	1,616	495.2	489	42.3	358	683	
All 2018-19	5,591	539.0	532	66.3	340	729	
First-time	3,970	557.6	555	64.8	352	729	
Retake	1,621	493.4	488	44.0	340	642	
All 2017-18	5,369	536.9	538	71.3	275	743	
First-time	4,012	557.8	560	65.1	304	743	
Retake	1,357	475.0	478	49.9	275	665	
All 2016-17	5,323	551.3	554	72.2	265	751	
First-time	4,119	569.6	577	67.2	315	751	
Retake	1,204	488.8	489	50.7	265	678	
All 2015-16	5,367	543.5	544	67.5	217	729	
First-time	4,059	561.2	564	62.8	356	729	
Retake	1,308	488.6	489	49.9	217	661	
All 2014-15	5,051	543.3	542	71.4	259	733	
First-time	3,768	563.0	567	67.1	272	733	
Retake	1,283	485.5	484	48.7	259	650	
All 2013-14	4,889	529.7	536	57.1	272	680	
First-time	3,679	545.1	548	51.9	332	680	
Retake	1,210	482.8	488	45.5	272	650	
All 2012-13	4,950	524.0	524	54.0	302	674	
First-time	3,631	539.0	548	51.0	302	674	
Retake	1,319	484.0	488	41.0	314	632	

Exam Form Reliabilities and Other Summary Data

The performance of the test forms used for the BOC Certification Exam and are consistent with reporting requirements for National Commission for Certifying Agencies accreditation. Reliability is assessed using Cronbach's alpha (Cronbach, 1951), a measure typically used for estimating overall exam form reliability; Brennan-Kane (Brennan & Kane, 1977), a measure used for estimating the decision consistency (i.e., the reliability of pass/fail decisions based on the test); and the standard error of measurement (SEM) presented in raw score units, a measure of the precision of the exam form.

Summary

Statistics concerning the quality of the BOC Certification Exam as a measurement instrument indicate that the exam complies with psychometric requirements that pertain to certification and licensure tests. Notably, estimates of reliability and equivalence across forms for the various parts of the exam are acceptable. Likewise, candidate performance on all parts of the exam is consistent with the public protection mission of the BOC.

References

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education (2014). Standards for Educational and Psychological Testing. Washington, D.C.: AERA.
- Brennan, R. L., & Kane, M. T. (1977). An index of dependability for mastery tests. *Journal of Educational Measurement*, *14*, 277–289.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297–334.
- Equal Employment Opportunity Commission (EEOC), U.S. Civil Service Commission, U.S. Department of Labor, and U.S. Department of Justice. (1978). Uniform Guidelines on Employee Selection Procedures. *Federal Register*, 43 (166), 38290–38315.
- Impara, J. C., & Plake, B. S. (1997). Standard setting: An alternative approach. *Journal of Educational Measurement*, *34*, 353–366.
- National Commission for Certifying Agencies (2016). *Standards for the Accreditation of Certification Programs*. Washington, DC: Institute for Credentialing Excellence.
- Kolen, M. J., & Brennan, R. L. (2004) Test Equating, Scaling and Linking: Methods and Practices Statistics for Social Science and Behavioral Sciences (2 ed.). Springer-Verlag New York Inc.
- Kuder, G. F., & Richardson, M. W. (1937). The theory of the estimation of test reliability. *Psychometrika*, 2, 151–160.