

THE COMMISSION INVITES OPEN COMMENT FROM ALL STAKEHOLDERS



OPEN COMMENT ON CHANGES TO OUTCOMES STANDARDS

The higher education regulatory climate is very charged at this time around accreditation, outcomes, transparency and accountability. Renewal of the Higher Education Act has fostered heated discussion of educational quality and the role of accreditors versus regulators in assuring it. On November 6, 2015, the U.S. Department of Education (USDE) announced an agenda of transparency and outcomes for accrediting organizations (for more information on this announcement please see http://www.chea.org/Government/FedUpdate/CHEA_FU50.html). To that end, the Standards Committee was charged with the task of proposing standard(s) for the reporting of program completion/graduation rates and program placement rates.

The Standards Committee proposes the following changes to the **Professional Program Standards** (changes italicized and red):

Standard 7: Assessment Measures: *The program must collect data for the following assessment measures:*

- The program's BOC examination aggregate data for the most recent three test cycle years must be provided and include the following metrics: Number of students graduating from the program who took the BOC examination, number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts
- *The program's employment rate for the most recent three graduating cohorts within 6 months of graduation.*
(Employment should reflect categories utilized within the student profile in eAccreditation: Employed as an Athletic Trainer; Employed other than as an Athletic Trainer; Employed as an athletic trainer and in a degree program; Not Employed due to military service; Not Employed, due to enrollment in another degree program; Not employed; Do not know.)
- *The program's retention and graduation rates for the most recent three academic years.*
(Retention rate: the percentage of a program's admitted students who continue in the program the next year. For example, a student who studies full-time in the

fall semester and keeps on studying in the program in the next fall semester is counted in this rate.)

(Graduation rate: the percentage of a program's admitted students who complete their program within 150% of the published time for the program. For example, for a four-year degree program, entering students who complete within six years are counted as graduates.)

The proposed change to Standard 7 would subsequently impact Standard 8, although the wording of Standard 8 would remain the same:

Standard 8: Assessment Measures: Programs must post the data from Standard 7 on the program's home page or a direct link to the data must be on the program's home webpage.

The Standards Committee proposes the following changes to the **Post-Professional Degree Program** Standards (changes italicized and red):

Standard 15. Assessment Measures: The program's aggregate institutional data (as defined **below** by the CAATE) for the most recent three years must be provided.

- *The program's employment rate for the most recent three graduating cohorts within 6 months of graduation.*

(Employment should reflect categories utilized within the student profile in eAccreditation: Employed as an Athletic Trainer; Employed other than as an Athletic Trainer; Employed as an athletic trainer and in a degree program; Not Employed due to military service; Not Employed, due to enrollment in another degree program; Not employed; Do not know.)

- *The program's retention and graduation rates for the most recent three academic years.*

(Retention rate is the percentage of a program's students who continue in the program the next year. For example, a student who studies full-time in the fall semester and keeps on studying in the program in the next fall semester is counted in this rate.)

(Graduation rate is the percentage of a program's admitted students who complete their program within 150% of the published time for the program. For example, for a four-year degree program, entering students who complete within six years are counted as graduates.)

Standard 16: Assessment Measures: Programs must post the aggregate institutional data (as defined *in Standard 15* by the CAATE) on the program's home page or a direct link to the data must be on the program's home webpage.

The Standards Committee proposes the following changes to the **Post-Professional Residency Program Standards** (changes italicized and red):

Standard 21: Assessment Measures: The residency program's aggregate organizational data (as defined *below* by the CAATE) for the most recent three years must be provided.

- *The program's employment rate in athletic training for the most recent three cohorts within 6 months of program completion.*

(Employment should reflect categories utilized within the student profile in eAccreditation: Employed as an Athletic Trainer; Employed other than as an Athletic Trainer; Employed as an athletic trainer and in a degree program; Not Employed due to military service; Not Employed, due to enrollment in another degree program; Not employed; Do not know.)

- *The program's retention and completion rates for the most recent three academic years.*

(Retention rate is the percentage of a program's residents who complete the program.)

(Completion rate is the percentage of a program's residents who complete their program within 150% of the published time for the program.

For example, for a one-year residency, entering students who complete within 18 months are counted as having completed the program.)

Standard 22: Assessment Measures: Residency programs must post the aggregate organizational data (as defined *in Standard 21* by the CAATE) on the residency program's home page or a direct link to the data must be on the residency program's home webpage.

The Commission invites open comment from all stakeholders regarding the clarity of this language, the impact of the changes to these Standards, and the timeline to implementation of the final approved changes. The Open Comment survey can be accessed here (<https://www.surveymonkey.com/r/R6BG5HD>) and will remain open for feedback until January 4th, 2016.