

Harris NA, Eberman LE. Board of Certification Examination Achievement Gaps as a Barrier to Diversifying the Athletic Training Profession. *J Athl Train*. 2023;58(1):1–8. doi:10.4085/1062-6050-0483.21

The Results section of the Abstract should read

Examination candidates self-identified as White (60.4%, $n = 2261/3742$), unknown (ie, withheld an ethnicity selection; 10.6%, $n = 395/3742$), Hispanic (8.6%, $n = 320/3742$), or African American (8.4%, $n = 313/3742$). On the first attempt, White candidates passed at a rate of 93.2% (2107/2261), African American candidates at 74.8% (234/313), and Hispanic candidates at 86.9% (278/320; overall first-time pass rate for this subsample = 90.5%, 2619/2894). The relative risk of first-attempt failure was higher for African Americans than for both White (relative risk = 3.706, 95% CI = 2.903, 4.730; $P < .001$) and Hispanic (relative risk = 1.923, 95% CI = 1.368, 2.703; $P > .001$) candidates. For Hispanic candidates, the relative risk of first-attempt failure was about 2 times higher than for White candidates (relative risk = 1.927, 95% CI = 1.399, 2.655; $P < .001$).

Paragraph 2 of the Results section should read

We identified that, on the first attempt, White students passed at a rate of 93.2% (2107/2261), African American students at a rate of 74.8% (234/313), and Hispanic students at a rate of 86.9% (278/320; the overall first-time pass rate for this subsample = 90.5%, 2619/2894). The relative risk of first-attempt failure was higher for African American students (relative risk = 3.706, 95% CI = 2.903, 4.730; $P < .001$) than for White students. The risk of failure was also higher for African American candidates than for Hispanic candidates on the first attempt at the examination (relative risk = 1.923, 95% CI = 1.368, 2.703; $P > .001$). For Hispanic students, the relative risk of first-attempt failure was about 2 times higher than for White students (relative risk = 1.927, 95% CI = 1.399, 2.655; $P < .001$). A χ^2 test of independence showed a significant association between practice analysis and ethnicity ($\chi^2 = 88.367$, $df = 1$; $P < .001$; Figure 2) as well as examination cycle and ethnicity ($\chi^2 = 76.408$, $df = 1$; $P < .001$; Figure 3). The transition from the PA6 to the PA7 version of the examination appeared to affect all candidates poorly but no one ethnic population more than another.

Paragraph 1 of the Discussion section should read

To our knowledge, we are the first to investigate the relative risk of failure on the BOC examination among ethnicities. Disparities existed in BOC examination performance that specifically hindered African American and Hispanic candidates from obtaining the certified athletic trainer credential and subsequently entering the athletic training workforce. Of particular concern is the fact that these achievement gaps persisted over the last decade as the number of professional master's athletic training programs increased more than 6-fold. Achievement disparities showed no signs of diminishing as programs continue to transition to professional education at the master's level. Even more worrisome is the acknowledgment that the acceleration of online and remote education secondary to the COVID-19 pandemic carries the risk of widening the existing achievement gaps. In addition to other systemic barriers, students from underrepresented minority groups often suffer from a digital divide due to unequal access to digital tools and inadequate skills to use digital tools for learning purposes.¹⁷ Also, they often endure economic and structural divides that limit physical spaces to study and lack suitable instructional support from schools.¹⁷ Considering the increased reliance on online and distance education models, these findings warrant forecasting on how the achievement gaps presented might persist through the use of these educational modalities. More importantly, educators and program administrators must look toward the future and consider as well as account for how the effects of the COVID-19 pandemic may disturb readiness in students from underrepresented minority groups recruited into athletic training programs.

The Conclusions should read

We explored the relative risk of failure on the BOC examination by ethnicity. We concluded that significant achievement gaps existed between African American candidates and Hispanic candidates and White candidates on both initial and retake attempts. The consequences of examination failure include financial strain, psychological burden, potentially delayed transition to the workforce, and decreased retention in the athletic training profession. Future researchers should assess the effects of the COVID-19 pandemic on existing achievement gaps and encourage thoughtful discussion in addition to analysis of how these results may affect admission standards and program viability. Diversification of the athletic training workforce will require ensuring equity in preparation for and success on the BOC examination. We illuminate the achievement gap in success on the BOC examination not to exclude these students from athletic training recruitment efforts but to promote public accountability for taking action to assist candidates from underrepresented minority groups in successfully challenging the BOC examination and transitioning into the athletic training workforce.

We regret the errors.