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2007 Exam Survey

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Email Invites: 0	**Visits:** 83	**Partials:** 0	**Completes:** 42 *(Does not include blank responses)*

Demographic Information

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1. Through which route did you qualify for the ACLAM Certifying Examination?

Training Program		31	76%
Experiential		9	22%
Other, please specify View Responses		1	2%
	Total	41	100%

2. If you qualified through a training program, how long was your program? If you feel comfortable sharing the location of your program, please enter in the comment field.

2 years		6	18%
3 years		8	24%
4 years		4	12%
5+ years		1	3%
Training Program			

Location (optional) View Responses		14	42%
	Total	33	100%

3. When did you graduate from the veterinary curriculum (DVM/VMD/equivalent)?

Less than 5 years ago		7	18%
6-10 years ago		16	40%
11-15 years ago		10	25%
16-20 years ago		5	12%
More than 21 years ago		2	5%
Other, please specify		0	0%
	Total	40	100%

4. Which test(s) did you take in 2007?

Written only		9	22%
Practical only		0	0%
Both sections		32	78%
Other, please specify		0	0%
	Total	41	100%

5. Including 2007, how many times have you taken the written exam?

View 41 Responses

6. Including 2007, how many times have you taken the practical exam?

View 41 Responses

7. As of 2007, had you passed the written?

Yes		14	34%
No		27	66%
	Total	41	100%

View 27 Responses

8. As of 2007, had you passed the practical?

Yes		29	71%
No		12	29%
	Total	41	100%

View 12 Responses

Examination Feedback

9. Please provide feedback in the following areas regarding the examination.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very fair/Very Accurate	2	3	4	Not fair/Not Accurate	N/A
How fair would you rate the exam?	2 5%	8 20%	15 38%	10 25%	4 10%	1 2%
How accurately did the exam reflect the knowledge expected of an entry level LAV?	1 2%	6 15%	9 22%	13 32%	10 25%	1 2%

View 27 Responses

10. For each of the tasks listed below, please rate how important this task is for an entry level laboratory animal veterinarian. You can refer to aclam.org/print/RDD_11-15-2005.pdf for full descriptions of tasks, but we ask that you ignore the assigned percentages in that document while completing the survey.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very important	2	3	4	Not important	N/A
Task 1: Prevent, diagnose, control and treat disease	36 90%	4 10%	0 0%	0 0%	0 0%	0 0%
Task 2: Prevent, alleviate, and minimize pain and distress	35 88%	4 10%	1 2%	0 0%	0 0%	0 0%
Task 3: Provide research support, information, and services	15 38%	13 33%	10 26%	1 3%	0 0%	0 0%
Task 4: Develop and manage animal husbandry programs	9 23%	20 51%	7 18%	3 8%	0 0%	0 0%
Task 5: Execute IACUC veterinary responsibilities	23 58%	10 25%	7 18%	0 0%	0 0%	0 0%
Task 6: Design and operate laboratory animal facilities	3 8%	14 35%	14 35%	7 18%	2 5%	0 0%
Task 7: Provide consultation governing appropriate care and use of LA	21 52%	12 30%	6 15%	1 2%	0 0%	0 0%
Task 8: Educate scientific, animal car and ancillary staff	12 31%	16 41%	7 18%	4 10%	0 0%	0 0%
Task 9: Collaborate on the selection of animal models	6 15%	20 50%	7 18%	5 12%	2 5%	0 0%
Task 10: Design and conduct research	5 12%	4 10%	15 38%	9 22%	7 18%	0 0%

View 9 Responses

11. For each of the tasks listed below, how prepared did you feel prior to taking the examination?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very prepared	2	3	4	Not prepared at all	N/A
Task 1: Prevent, diagnose, control and treat disease	23 58%	14 35%	2 5%	0 0%	1 2%	0 0%
Task 2: Prevent, alleviate, and minimize pain and distress	25 61%	14 34%	1 2%	0 0%	1 2%	0 0%
Task 3: Provide research support, information, and services	15 38%	13 32%	9 22%	2 5%	0 0%	1 2%
Task 4: Develop and manage animal husbandry programs	13 32%	13 32%	10 25%	4 10%	0 0%	0 0%
Task 5: Execute IACUC veterinary responsibilities	27 68%	11 28%	2 5%	0 0%	0 0%	0 0%
Task 6: Design and operate laboratory animal facilities	9 22%	13 32%	13 32%	5 12%	0 0%	0 0%
Task 7: Provide consultation governing appropriate care and use of LA	19 46%	14 34%	6 15%	1 2%	0 0%	1 2%
Task 8: Educate scientific, animal car and ancillary staff	21 54%	13 33%	3 8%	1 3%	1 3%	0 0%
Task 9: Collaborate on the selection of animal models	9 22%	14 35%	11 28%	4 10%	2 5%	0 0%
Task 10: Design and conduct research	11 28%	11 28%	8 20%	8 20%	2 5%	0 0%

View 8 Responses

12. For each of the tasks listed below, estimate your actual performance.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Did well	2	3	4	Did poorly	N/A
Task 1: Prevent, diagnose, control and treat disease	13 32%	14 35%	5 12%	3 8%	3 8%	2 5%
Task 2: Prevent, alleviate, and minimize pain and distress	14 35%	16 40%	5 12%	1 2%	3 8%	1 2%
Task 3: Provide research support, information, and services	5 13%	14 36%	12 31%	3 8%	4 10%	1 3%
Task 4: Develop and manage animal husbandry programs	5 13%	14 36%	11 28%	5 13%	4 10%	0 0%
Task 5: Execute IACUC veterinary responsibilities	14 35%	15 38%	4 10%	4 10%	3 8%	0 0%
Task 6: Design and operate laboratory animal facilities	7 18%	13 32%	12 30%	5 12%	3 8%	0 0%
Task 7: Provide consultation governing appropriate care and use of LA	7 18%	19 48%	8 20%	3 8%	3 8%	0 0%
Task 8: Educate scientific, animal car and ancillary staff	11 28%	13 32%	9 22%	2 5%	4 10%	1 2%
Task 9: Collaborate on the selection of animal models	6 15%	15 38%	10 25%	6 15%	3 8%	0 0%

Task 10: Design and conduct research	8 20%	9 22%	9 22%	7 18%	7 18%	0 0%

View 12 Responses

13. For each of the tasks listed below, estimate your perception of the percentage of the written exam that was associated with this task.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	0%	5%	10%	20%	30%	40%	50%	60% or greater	Cannot recall	Did not take written
Task 1: Prevent, diagnose, control and treat disease	1 2%	8 20%	9 22%	9 22%	3 8%	4 10%	1 2%	0 0%	5 12%	0 0%
Task 2: Prevent, alleviate, and minimize pain and distress	0 0%	10 26%	15 38%	7 18%	3 8%	0 0%	0 0%	0 0%	4 10%	0 0%
Task 3: Provide research support, information, and services	3 8%	7 18%	11 28%	7 18%	3 8%	0 0%	0 0%	0 0%	9 22%	0 0%
Task 4: Develop and manage animal husbandry programs	2 5%	18 46%	10 26%	3 8%	0 0%	0 0%	0 0%	0 0%	6 15%	0 0%
Task 5: Execute IACUC veterinary responsibilities	0 0%	4 10%	4 10%	11 28%	8 20%	6 15%	0 0%	2 5%	5 12%	0 0%
Task 6: Design and operate laboratory animal facilities	1 3%	11 28%	14 36%	4 10%	1 3%	1 3%	0 0%	1 3%	6 15%	0 0%
Task 7: Provide consultation governing appropriate care and use of LA	3 8%	11 28%	13 32%	2 5%	2 5%	0 0%	0 0%	2 5%	7 18%	0 0%
Task 8: Educate scientific, animal car and ancillary staff	7 18%	14 36%	6 15%	2 5%	0 0%	0 0%	1 3%	0 0%	9 23%	0 0%

| Task 9: Collaborate on the selection of animal models | 3 8% | 17 44% | 9 23% | 3 8% | 1 3% | 0 0% | 1 3% | 0 0% | 5 13% | 0 0% |
| Task 10: Design and conduct research | 2 5% | 14 35% | 10 25% | 2 5% | 1 2% | 4 10% | 1 2% | 1 2% | 5 12% | 0 0% |

View 5 Responses

14. For each of the tasks listed below, estimate your perception of the percentage of the practical examination that was associated with this task.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	0%	5%	10%	20%	30%	40%	50%	60% or greater	Cannot recall	Did not take practical
Task 1: Prevent, diagnose, control and treat disease	1 3%	4 11%	3 8%	11 29%	2 5%	1 3%	2 5%	1 3%	5 13%	8 21%
Task 2: Prevent, alleviate, and minimize pain and distress	1 3%	10 26%	12 32%	1 3%	0 0%	0 0%	0 0%	0 0%	6 16%	8 21%
Task 3: Provide research support, information, and services	0 0%	9 24%	10 26%	5 13%	0 0%	0 0%	0 0%	0 0%	6 16%	8 21%
Task 4: Develop and manage animal husbandry programs	2 5%	9 24%	10 26%	2 5%	0 0%	1 3%	0 0%	0 0%	6 16%	8 21%
Task 5: Execute IACUC veterinary responsibilities	2 5%	10 26%	9 24%	1 3%	1 3%	1 3%	0 0%	0 0%	6 16%	8 21%
Task 6: Design and operate laboratory animal facilities	0 0%	8 22%	8 22%	4 11%	1 3%	1 3%	0 0%	1 3%	6 16%	8 22%
Task 7: Provide consultation governing appropriate care and use of LA	1 3%	11 29%	8 21%	1 3%	2 5%	0 0%	0 0%	0 0%	7 18%	8 21%
Task 8:										

	0%	5%	10%	20%	30%	40%	50%	60% or greater	Cannot recall	Did not take both parts of the exam
Educate scientific, animal car and ancillary staff	2 5%	15 39%	2 5%	2 5%	2 5%	0 0%	0 0%	0 0%	7 18%	8 21%
Task 9: Collaborate on the selection of animal models	0 0%	10 26%	5 13%	6 16%	0 0%	0 0%	1 3%	0 0%	8 21%	8 21%
Task 10: Design and conduct research	2 5%	12 32%	3 8%	2 5%	1 3%	1 3%	1 3%	0 0%	8 21%	8 21%

View 4 Responses

15. If you took both parts of the ACLAM certifying exam in 2007, please estimate your percentage of the ENTIRE examination that was associated with each of the tasks listed below.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	0%	5%	10%	20%	30%	40%	50%	60% or greater	Cannot recall	Did not take both parts of the exam
Task 1: Prevent, diagnose, control and treat disease	0 0%	3 8%	6 16%	9 24%	2 5%	1 3%	0 0%	2 5%	6 16%	9 24%
Task 2: Prevent, alleviate, and minimize pain and distress	0 0%	3 8%	11 30%	7 19%	1 3%	1 3%	0 0%	0 0%	6 16%	8 22%
Task 3: Provide research support, information, and services	0 0%	9 24%	7 19%	3 8%	2 5%	0 0%	0 0%	0 0%	8 22%	8 22%
Task 4: Develop and manage animal husbandry programs	0 0%	7 19%	6 16%	7 19%	1 3%	0 0%	0 0%	0 0%	8 22%	8 22%
Task 5: Execute IACUC veterinary responsibilities	0 0%	2 5%	6 16%	5 14%	5 14%	2 5%	0 0%	1 3%	8 22%	8 22%
Task 6: Design and operate laboratory animal facilities	0 0%	8 22%	8 22%	4 11%	0 0%	0 0%	0 0%	0 0%	8 22%	8 22%
Task 7: Provide consultation										

governing appropriate care and use of LA	0 0%	9 24%	7 19%	4 11%	0 0%	0 0%	0 0%	1 3%	8 22%	8 22%
Task 8: Educate scientific, animal car and ancillary staff	1 3%	13 35%	6 16%	0 0%	1 3%	0 0%	0 0%	0 0%	8 22%	8 22%
Task 9: Collaborate on the selection of animal models	0 0%	8 22%	9 24%	3 8%	1 3%	0 0%	0 0%	0 0%	8 22%	8 22%
Task 10: Design and conduct research	1 3%	7 19%	4 11%	4 11%	2 5%	2 5%	0 0%	0 0%	9 24%	8 22%

View 5 Responses

16. Which of the following study resources did you use when preparing for the ACLAM certifying examination? If you used the resource, please rate how useful the resource was in aiding your preparation.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very useful	2	3	4	Not useful	Did not use
www.aclam.org	2 5%	10 24%	12 29%	7 17%	5 12%	5 12%
www.labsg.org	13 32%	13 32%	10 24%	1 2%	2 5%	2 5%
CL Davis, Chicago	4 10%	11 28%	4 10%	3 8%	2 5%	16 40%
CL Davis, North Carolina	16 39%	14 34%	3 7%	1 2%	0 0%	7 17%
Camp ACLAM	1 3%	2 5%	3 8%	5 13%	3 8%	25 64%
Charles River Short Course	1 3%	4 10%	5 13%	3 8%	3 8%	23 59%
POLA/CLASS	2 5%	4 10%	11 28%	2 5%	2 5%	18 46%
International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)	16 40%	11 28%	6 15%	1 2%	1 2%	5 12%
Army Mock Exams	6 15%	8 20%	3 8%	1 2%	1 2%	21 52%
Please list any other						

resources that were useful for you.	7 47%	3 20%	1 7%	0 0%	1 7%	3 20%

View 27 Responses

17. Are there subjects (tasks) that require better direction on resources?

View 24 Responses

18. Do you have suggestions of how LABSG can assist in ACLAM Board Examination preparation?

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19. Do you have any additional feedback regarding the ACLAM Certifying Examination?

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20. If you would like to be contacted for follow-up, please provide your contact information. This information is optional.

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1. Through which route did you qualify for the ACLAM Certifying Examination?

#	Response
1	both

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2. If you qualified through a training program, how long was your program? If you feel comfortable sharing the location of your program, please enter in the comment field.

#	Response
1	The University of Tennessee Health Science Center
2	Tulane AND LSU
3	Emory University (2y)
4	Texas A&M University
5	3 year, US Army, Institute of Chemical Defense
6	Wake Forest University (2 years)
7	LSU
8	Wake Forest
9	US ARMY
10	Johns Hopkins
11	University of Washington - 4 year program
12	University of Missouri - Columbia
13	WRAIR
14	4 year Army training program with MPH

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5. Including 2007, how many times have you taken the written exam?	
#	**Response**
1	1
2	2
3	1
4	1
5	1
6	1
7	1
8	once
9	once
10	2
11	twice
12	1
13	Once
14	Once
15	1x
16	1
17	Once
18	1
19	2
20	2
21	one
22	1
23	twice
24	1

25	5

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5. Including 2007, how many times have you taken the written exam?	
#	**Response**
26	2
27	Once
28	once
29	1
30	once, 2007 only
31	1
32	once
33	Once
34	Two
35	once
36	six
37	once
38	2
39	1
40	Once
41	Once

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6. Including 2007, how many times have you taken the practical exam?	
#	**Response**
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	once
9	once
10	2
11	once
12	1
13	Once
14	Once
15	1x
16	1
17	Once
18	1
19	1
20	2
21	one
22	1
23	once
24	1

25	2

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6. Including 2007, how many times have you taken the practical exam?	
#	Response
26	1
27	Once
28	once
29	1
30	once, 2007 only
31	1
32	once
33	Once
34	One
35	once
36	two
37	once
38	1
39	1
40	Once
41	Once

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7. As of 2007, had you passed the written?	
#	**Response**
1	yes
2	YES
3	yes
4	Yes
5	yes
6	yes
7	Yes(sigh)
8	Yes
9	yes
10	yes
11	yes
12	yes
13	yes
14	Yes.
15	yes. last time
16	yes
17	NO. Unless I receive more specific feedback or information in addition to the non-specific data provided on the exam report("satisfactory" vs. "unsatisfactory" per Role Delination Document Task Sections) with regards to how I personally did on the exam.
18	unsure at this time
19	yes
20	Not sure, the lack of feedback from the exam comittee means that I have no baseline from which to guage my study skills. Although I felt I had thoroughly prepared, it was not reflected in the results of my examination. I do not know if I was close or way off base, therefore, I wonder if attempting to take the exam again would be more akin to spitting into the wind (or word to that effect).
21	Yes
22	Yes

23	Probably but with the changes and questionable testing format I am not sure I want to be part of a College that doesn't given a definite pass and the test taker's score. It seems controlling and unethical
24	Yes
25	yes
26	yes
27	Yes

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	8. As of 2007, had you passed the practical?
#	**Response**
1	yes
2	Yes
3	Yes
4	yes
5	yes
6	Yes.
7	yes
8	NO. Unless I receive more specific feedback or information in addition to the non-specific data provided on the exam report("satisfactory" vs. "unsatisfactory" per Role Delination Document Task Sections) with regards to how I personally did on the exam.
9	unsure at this time
10	yes
11	Not sure, the lack of feedback from the exam comittee means that I have no baseline from which to guage my study skills. Although I felt I had thoroughly prepared, it was not reflected in the results of my examination. I do not know if I was close or way off base, therefore, I wonder if attempting to take the exam again would be more akin to spitting into the wind (or word to that effect).
12	yes

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9. Please provide feedback in the following areas regarding the examination.

#	Response
1	**How fair would you rate the exam?** It was fair, but why cut off for written is high, when the failures for written is more than the practical. Its puzzling
2	**How fair would you rate the exam?** ACLAM should eliminate all tertiary species and the less common secondary species from the exam so they can focus in more detail on the 98-99% of what lab animal vets do **How accurately did the exam reflect the knowledge expected of an entry level LAV?** ACLAM should eliminate all tertiary species and the less common secondary species from the exam so they can focus in more detail on the 98-99% of what lab animal vets do
3	**How fair would you rate the exam?** I do not think it would have mattered if I had studied longer as I was studying what I was told would be on the exam and that was not what was asked **How accurately did the exam reflect the knowledge expected of an entry level LAV?** There was very little practical usable information asked on this test
4	**How fair would you rate the exam?** still lot of nonessential trivia
5	**How fair would you rate the exam?** I have great respect for ACLAM & the exam, however they say it is not written to be tricky, but some of the questions do seem that way to me where more than one answer could be possibly right on at least a few questions. Also I have follwed the RDD & read the recommended resources, including 5 years of journals & still I am doing badly somehow. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** I have been doing the job in the "real world" for several years now post-residency(and I think I'm doing a very good job) in the field as an entry level LAV, yet I have not been able to master the exam. So I'm not sure that the material covers what an entry level LAV would need to know, it seems to go beyond that to a different level.
6	**How fair would you rate the exam?** The exam was not an accurate measure of how qualified, bright or trained the candidate is. The exam questions were based on trivial information. Overall the exam was not practical.
7	**How fair would you rate the exam?** I think the exam was generally fair, but it did cover a very wide range of subjects. I seemed a little light on treatment and diagnosis of disease which I think most people spent a good amount of time studying. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** Because of the diversity of jobs in this field I think the exam will continue to struggle with what entry level knowledge is necessary.
	How fair would you rate the exam? I felt the written examination was fair. I recognized the majority of the questions as dealing with subjects I received training on and was told would be on the examination...there were no gross surprises. The practical exam was another matter, the photos were generally poor, and many of the questions asked were mind boggling...I was very

8	surprised to learn that I passed this part of the exam. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** After the test, I felt there was a good chance that I passed the written portion, and if not, it would only be a matter of revisiting the materials already studied and getting a better grasp on those. When formulating a plan to study for the practical, which I surely had failed, I had no idea where to begin.
9	**How fair would you rate the exam?** It had fair questions and trivia of less value both **How accurately did the exam reflect the knowledge expected of an entry level LAV?** only about 50-60%
10	**How fair would you rate the exam?** 25% of the questions were fairly easy, straight forward, and fair. 25% of the questions were difficult but fair. 25% of the questions were very difficult, and some could be considered fair, and others maybe not so fair. I believe this is the section of quesitons that makes the difference between passing and not passing. The final 25% of questions were not fair. Topics were emphasized that were all but irrelevant, and the source of the question was not recognizable. Sometimes the material was completely foreign to me. I feel this is the 25% of the test that needs to be worked on. With the vast amount of material to pull questions from, there is no need to ask questions about psychology theory, in depth statistics, or personality/learning characteristics. If this section was moved toward the very difficult range on the spectrum, the pass rate would increase. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** My recall on this topic is a little clouded. The process I went through to pass the exam made me a better veterinarian, and helped me attain the knowledge necessary for a high quality entry level LAV. But I think that more than 20% of the candidates attained that knowledge from the process. Even with removing the irrelevant questions on the exam, there is a lot of minutia that could be pared down. Knowing the scientific name of a musk shrew (based on a blurry picture mind you) is not something I would expect all LAVs to know. That type of question was repeated throughout the exam. Again I ask, with so much information to test on, why is there a need to avoid big topic items that everyone should (and probably does know), and ask minute details about obscure topics. I understand wanting to uphold a high standard, but what is the standard of knowledge that we are looking for...someone who has the capacity to cram mounds of seemingly useless information into their heads, or are we looking for people who are knowledgeable about what they do on a day to day basis.
11	**How fair would you rate the exam?** Pictures for the practical were much too small and of poor resolution.
12	**How fair would you rate the exam?** I left the written exam and thought for sure I passed. I thought 2007 was quite easy, relative to 2006. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** I've been out of my training program for 5 year, all that time as a LAM-- working up challenging cases, managing outbreaks, managing small facilities, consulting, teaching veterinary and graduate students LAM, serving on a very large IACUC (being Chairperson about 15% of the time in 2006-07), conducted independent research and published papers. I'm far above an "entry level" LAV. I didn't pass.
13	**How accurately did the exam reflect the knowledge expected of an entry level LAV?** The exam, esp. the written portion I did not feel accurately reflected a clinical lab animal vets knowledge. There were very few disease questions. What felt like a large quanity of the ques were more for researchers (i.e., PCR questions).
14	**How fair would you rate the exam?** I am having a hard time on what to concentrate on for the exam. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** The exam is very broad and it would help to have references after the exam to understand what you missed. I think when you take the exam, you walk out of it you feel that it could go either way, and you don't have any idea what questions you missed.
15	**How accurately did the exam reflect the knowledge expected of an entry level LAV?** The exam was a poor reflection of the knowledge required a LAV. Items that should have been emphasized such as diseases, pathology, species characteristics were barely addressed.
16	**How accurately did the exam reflect the knowledge expected of an entry level LAV?** I beleive that this is the crux of the problem. "Entry Level" with respect to the makeup of this exam is a joke. If it were "entry level" any diplomate should be able to take it and do reasonably well. It would be interestin to see if that is the case.
17	**How fair would you rate the exam?** This year's exam was an improvement from 2006, although there is still work to be done.
18	**How fair would you rate the exam?** Asked questions that had little to do with clinical veterinary medicine or the lab animal field. Asked trivial questions that were unimportant and completely skipped more important issues.
19	**How fair would you rate the exam?** I truly can not accurately judge the "fairness" of this examination because I have no idea how I did on the exam. I was not even provided with a precentile in which my specific score fell! **How accurately did the exam reflect the knowledge expected of an entry level LAV?** This exam was NO where near reflective of the true necessary or required knowledge base of ANY average

	laboratory animal veterinarian. I'd be willing to guess that LAV's near retirement, and thus at the high point of their knowledge base, could not pass this examination.
20	**How accurately did the exam reflect the knowledge expected of an entry level LAV?** I felt the exam seemed to focus on some areas that are limited use to a LAV. In addition, a great extent of the focus of the pathology questions were on diseases that would not be encountered in a facility today. Several questions on the practical seemed to involve antiquated equipment that might not be encountered by a new LAV.
21	**How fair would you rate the exam?** After the written exam, I felt I had least had a shot at passing the exam. But when my results were returned I was dumbfounded to realized I received a 0 to one point under the passing score. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** The exam was from my level as a first time examinee above the level of a entry LAV.
22	**How fair would you rate the exam?** Considering the large amount of primary materials I studied and the moderate amount of supplementary materials I read over and the time I invested in studying daily at work, home, evenings, weekends, and holidays, I was a little surprised that I did not pass. It seemed like there were a lot of questions that were used because little would be known about it and "that would really stump us". If the purpose of the exam is to find out who is qualified to be a specialist in lab animal medicine by possessing a minimum knowledge base of relevant material then I don't think that was evident in either the practical or written portion of the exam. It does seem futile to define what a fair test would be; for those that passed it would probably have a different meaning. I know of some people that took the test to see what it was like and did not invest a lot of time in it and did not expect to pass. That too seems like it would make the answer to was it a fair test different and indefinable. I do remember the first two pages of the test not being anything I immediately recognized from all my studying. Maybe it is not that the test is not fair but the vast amount of material that the questions are drawn from is too much and could be better defined so that for someone who devotes a lot of time and energy to preparing for the test can have a better idea of what they are in for. The time invested of to become ACLAM boarded involves not just the time spent studying before the exam, but the time spent in a residency training program and the time on the job spent working with researchers. Is it the point of the test to be a measure of a person's memory and "luck" of what they came across or is it a measure of agreed upon facts and points of reason that one would expect a boarded lab animal vet to have knowledge of and be comfortable discussing? If there is something important that defines a specialist's knowledge base why does it have to be so elusive and made such a secret? Why is a 1256 page book (the "bible in lab animal medicine) in addition to over 500 journal articles, and 10 other books used for study aids not enough to pass a test that defines a person as being a specialist? Can a veterinarian from another field outside of lab animal medicine have the capacity to recite animal models for human diseases, know what mice like, what the best enrichment for a monkey is and that California Sea Hares are used for studying memory? What about the knowledge base one needs to work with researchers and PIs to help them comply with the numerous regulations in a way that does not alienate them from veterinary medicine? The other thing that helps to make a test "fair" is being able to see which ones you got right and which ones you did not get right and being able to know what specifically is lacking in your knowledge base rather than a broad statement such as "needs improvement". Other boards release scores and don't have such a mystery about them. So no, from where I sit, I don't think the test was fair and not knowing my scores is definitely not fair. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** After I turned in the last portion of the test, I was struck by an intense feeling of disappointment as so many images and what I thought were important facts streamed through my mind, but were unrepresented in the exam. It isn't so much a matter of the uncommon questions not representing a knowledge base worthy of a specialist, but the lack of questions of relevant information that it seems someone in our field should be asked. Even though it is very common to study and be expected to know the characteristics used to differentiate NWM from OWM there was not a single question asked about these characteristics. I can't recall many if any questions regarding one of the worst but common and fatal zoonotic dz; B virus. It seems like some of the questions would better reflect the knowledge base of someone retiring from the field, but not someone at an entry level. There should be a distinction made between knowledge expected from someone in the field for decades versus someone in the field for less than a decade. Should both types of individuals be able to pass the same test?
23	**How fair would you rate the exam?** I honestly cannot say. I have no numbers other than a 23% pass rate to gauge my opinion. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** I honestly cannot say. I have no numbers other than a 23% pass rate to gauge my opinion.
24	**How fair would you rate the exam?** I would like the passing scores to be set at the beginning, not chosen after the tests are scored. I felt more questions were left and right of center, that is rarely encountered in job as vet
25	**How fair would you rate the exam?** Did not follow the RDD. The RDD Task are spread out over two different exams. Both eaxams should follow the RDD as close as possible. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** The written exam targeted regulations. Most entry level LAV has responsibilites that require Task 1, yet the exam did not cover this in any detail.
	How fair would you rate the exam? The problem was not with the exam itself, but rather with my expectations of it. I based my expectations on mock exams. Mock exam questions typically ask for regurgitation of discrete bytes of knowledge; well-prepared test takers will choose the correct answer based on recognition. Certainly some of the questions on the actual board

26	exam relied on this type of knowledge (for example, regulatory questions). However, a fair proportion of the questions relied more on sythnesis of knowledge from multiple sources coupled with powers of deduction. Once I got past the initial shock ("where is this material coming from?")I was able to function and pass. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** I think it set the bar pretty hgh for an entry level LAV. I do not beleive anyone coming out of a 2-year program could pass this exam. and few coming a from a 3-year program could pass. In Texas, I know of only 2 people that passed; and both of us are experience track, over 40, and have diverse backgrounds that inclue years of experience in general practice. It also seems to me that this question could be answered for more objectively by a retrospective review of ACLAM's candidate statistics.
27	**How fair would you rate the exam?** Based on what criteria? I thought that this was a very fair exam in terms of the type and nature of questions asked. There did not seem to be a lot of silly minutia questions, and those that were more nit-picky seemed to represent material that would be useful or applicable to a number of facilities or situations, such as breeding facilities, facilities with breeding colonies, etc. I believe the current literature was represented, but questions pertaining to the journal articles seemed to be somewhat general in nature and concern information that might be available in more places than just that journal article. For the most part, I felt that the questions asked on the exam represented information that most LAVs should know or might have opportunity to learn at some point in their career, if not during the training phase. I had heard the exam was evolving to try to more accurately reflect the information or knowledge expected of a recently trained or somewhat new LAV and that it seemed of late to more heavily emphasize the laws, rules, and regulations than perhaps it had in the past. Based on this information, that is how I focused my study efforts (which were not what they might normally have been because I had other priority commitments on my time this past year), and even though I did not pass the written part of the exam, I felt it absolutely met my expectations. My overall feelings of the exam when walking out of it were, even though I didn't think I'd passed the whole thing (but I thought I passed the part I failed and vice versa), that it was a great exam. Those were the comments to my office personnel upon returning to work: "That was a great exam!" Although not the exam itself, what I don't think is so "fair" or rather, what should be done differently, is the score reporting. It's not helpful to know that 160 correct answers were required to pass the written part of the exam, but not know how many total questions were graded, i.e., of the 240 questions on the exam, how many actually counted toward our overall score? Also, it's not helpful to know that you need improvement in a set of tasks without knowing what part of those tasks or how much improvement you need. If I got satisfactory in tasks 3-5 and 6-10 but need improvement in 1-2, did I miss getting a satisfactory by a large or slim margin? For someone who felt that they comprehensively prepared for the exam, the way that results are reported is not at all useful for helping to focus study efforts for future exam attempts. For me personally, the information might have been a bit more useful because (after going back to read what those specific tasks covered) I "need improvement" in the areas that I consciously neglected to study to the degree necessary before taking the test. Had I felt I'd adequately prepared for the whole thing, that information would have been useless to me as well. Fairness based on the RDD- I can't assess this as I've not really read and digested the RDD, so I don't know how the test questions related to the RDD. I've heard that the exam questions are supposed to more closely follow the tasks and percentages in the RDD, but the RDD is so broad that it's not really a helpful document to "narrow a focus" for studying. I plen, however, to read it before taking the written part next year. **How accurately did the exam reflect the knowledge expected of an entry level LAV?** I felt that, for the most part, the information on the exam represented material that I might expect someone in the field for 5-7 years (inclusive of their training program) to know, but not necessarily someone just exiting a training program. What you learn in a training varies with the species to which you're exposed, whether or not there is a research component or if it's just clinical, how involved you are with the IACUC and other administrative responsibilities, the types of equipment (both lab animal and research equipment) available in your facility, etc. I felt that there were a number of things on the exam that I learned or saw or was exposed to AFTER leaving the training program and doing my first two jobs as the responsible vet. A couple examples are: I somehow missed the fact that there was a USDA Animal Care Policy Manual during the residency and learned about that in my first job after consulting with a vet in another facility; the exam showed a piece of equipment that I have never seen before in real life, but I had a company rep visit my facility at one of my jobs after the residency so I knew that company name and what type of equipment they made. I don't know exactly what you mean by entry level LAV, but think that the exam reflected material that someone out in their first or second job post-residency would likely know.

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	10. For each of the tasks listed below, please rate how important this task is for an entry level laboratory animal veterinarian. You can refer to aclam.org/print/RDD_11-15-2005.pdf for full descriptions of tasks, but we ask that you ignore the assigned percentages in that document while completing the survey.

#	Response
1	**Task 1: Prevent, diagnose, control and treat disease** disease prevention is really the most important -- we are taught as veterinarians to diagnose and treat but LAM is herd health and depending on your budget or man power prevention is becomes the most important **Task 2: Prevent, alleviate, and minimize pain and distress** Understanding how to talk with and direct PIs with this issue is extremely important **Task 4: Develop and manage animal husbandry programs** husbandry and disease prevention go hand and hand **Task 5: Execute IACUC veterinary responsibilities** The reality is that you spend a considerable amount of time on this due to the regulations and depending on how proactive your IACUC is **Task 6: Design and operate laboratory animal facilities** helps with disease prevention and husbandry personnel flow **Task 8: Educate scientific, animal car and ancillary staff** The better educated everyone is the easier it is to prevent disease outbreaks **Task 9: Collaborate on the selection of animal models** Most researchers know about the animal models available in their field and do not need a consult on this point **Task 10: Design and conduct research** Most of us have no time
2	**Task 10: Design and conduct research** I think the ACLAM Task and Knowledge document is on track. I think the college should direct diplomate candidates to a discrete body of knowledge ie the bluebook, percy and barthold, last 3 yrs of CM/JAALAS, AWA/policies, and the Guide; then write an exam from these materials that at least 50% of those taking the test can pass on the first time. I think it is damaging to our profession to write an exam that qualified candidates who have put effort into preparing for cannot pass.
3	**Task 1: Prevent, diagnose, control and treat disease** critical **Task 2: Prevent, alleviate, and minimize pain and distress** critical **Task 3: Provide research support, information, and services** important but not essential **Task 4: Develop and manage animal husbandry programs** critical, but may involve other experienced personnel **Task 5: Execute IACUC veterinary responsibilities** critical, but may be shared and advice/references is readily available in most settings **Task 6: Design and operate laboratory animal facilities** may be important, may not be; can work with an architect, but vets should have some awareness **Task 7: Provide consultation governing appropriate care and use of LA**

meeting the guide and AWA, but other resources are typically available such as the IACUC and animal care supervisors
Task 8: Educate scientific, animal car and ancillary staff
important, but not the only source
Task 9: Collaborate on the selection of animal models
while this IS often helpful, this is somewhat over-rated as a vet function since resources and references are avaiable
Task 10: Design and conduct research
This oddly is very important to instill some empathy for what researchers do and why they seem picky; vets without research training tend to become regulatory bean counter/gate keepers rather than team members in research

4	**Task 1: Prevent, diagnose, control and treat disease** This is what a veterinarian does...right? I feel like the exam way under tested my knowledge of this. I had so much valuable information to share on this section and I did not get to display that as I had wished. **Task 2: Prevent, alleviate, and minimize pain and distress** This is very important...but there are only so many questions that can be asked about anesthetics and analgesics. That is the only reason it is listed as a 2. **Task 3: Provide research support, information, and services** This is a prime example of why I did not even look at the RDD when I studied. What does that statement mean? It is so broad a topic, and can be interpreted so many ways. I am sure there are a lot of things under this heading that would be important, but it is too ambiguous..so it gets a 3. **Task 4: Develop and manage animal husbandry programs** Veterinarians often have a lot of help with this from staff....but very important still. **Task 5: Execute IACUC veterinary responsibilities** Very important function. Veterinarians should know what they should be doing, and how best to do it. **Task 6: Design and operate laboratory animal facilities** The basics of this would be important, like monolithic ceilings, walls, floors, etc. Traffic patten concepts, so on and so forth. But I listed this as a 3 because going in depth on architectual concepts and techniques should be avoided. I would also rate this below the other topics that received 1 and 2 **Task 7: Provide consultation governing appropriate care and use of LA** Again...ambiguous...don't know what this encompasses **Task 8: Educate scientific, animal car and ancillary staff** This is probably number 1 in my book as far as importance....but for ACLAM testing this is less important. **Task 9: Collaborate on the selection of animal models** While this is an important contribution that veterinarians make, it is not a large part of most LAVs jobs. **Task 10: Design and conduct research** Same as task 9
5	**Task 1: Prevent, diagnose, control and treat disease** Most places may use only rodents, but diagnostics are important and you should not only rely on necropsy results. **Task 2: Prevent, alleviate, and minimize pain and distress** Pain alleviation is important better research is accomplished if that stressor is taken out. **Task 4: Develop and manage animal husbandry programs** there is always improvement needed, but you need to have an understanding of management skills because you work with many types of personalities at all levels.
6	**Task 1: Prevent, diagnose, control and treat disease** Fundamental to our profession, yet not emphasized on the exam. **Task 2: Prevent, alleviate, and minimize pain and distress** Fundamental to our profession. **Task 3: Provide research support, information, and services** Fundamental to our profession.
7	**Task 3: Provide research support, information, and services** It seems like there are other organizations that would make a better source that a lab animal vet **Task 6: Design and operate laboratory animal facilities** Lab Animal Vets should have an opinion about facilities from an animal health and quarantine view
8	**Task 1: Prevent, diagnose, control and treat disease** IMO tasks 1 & 2 are the foundation of the LAV's career; therefore, they should be emphasized for entry-level veterinarians. **Task 3: Provide research support, information, and services** The only way to train for this fucntion is on the job. Experience-track DVMs may have an advantage here; but kids coming from residency programs will not have a clue about how to advise PIs on research services. **Task 4: Develop and manage animal husbandry programs** Do we really expect entry level DVMs to manage programs? Most entry level lab animal veterinarians are junior department memebr at the mercy of facility managers, not the other way around. **Task 5: Execute IACUC veterinary responsibilities** Regulatory matters are a moderately important task for entry-level LAVs. **Task 6: Design and operate laboratory animal facilities** This is the facility director's job. Entry-level LAVs should have a nodding acquaintance with the fundamentals, but most beginners wouldn't be able to contribute to a space committee meeting, let along "design and operate" a facility.

Task 7: Provide consultation governing appropriate care and use of LA
A fundamental task for all LAVs.
Task 8: Educate scientific, animal car and ancillary staff
LAVs at all levels should be the authority figures in matters of animal care.

Task 1: Prevent, diagnose, control and treat disease
I'm basing these responses on my interpretation of an entry level LAV as one just completing their training program and entering the workforce as a single vet at a facility. Important to know preventive measures, QA program concepts and general diagnostic information; you can read in a book to learn how to further control and treat specific diseases if you can't recall the details.
Task 2: Prevent, alleviate, and minimize pain and distress
This is one of our primary responsibilities as a LAV and while many details may be looked up, the new vet should have a strong foundation in the principles, requirements, etc., of pain and distress minimization or alleviation.
Task 4: Develop and manage animal husbandry programs
The new LAV should have a good idea how to manage animal husbandry programs in general and a strong foundation in how to manage programs for species with which they are familiar. May require some additional reading and resource mining to learn about the intricacies of managing programs for other species, but they must know where to look for information.
Task 5: Execute IACUC veterinary responsibilities
I think this is one of the most important tasks and one that may or may not be very strongly emphasized in a training program. Particularly if you are the single vet at a program, you must be familiar with all the IACUC functions and responsibilities and the vet's IACUC responsibilities so that you may appropriately guide the IACUC and other program members when asked. I believe that a comprehensive knowledge and understanding of the laws, rules, regulations and guidelines governing animal care and use programs is also VERY important. Even if you don't know the answer, you must know where to go or who to call for guidance. This is an area outside the traditional vet realm (surgery, medicine, animal care) where the LAV may play a very important role even though they are just one member of the IACUC.
Task 6: Design and operate laboratory animal facilities
9 | I would expect that a new LAV should be able to operate the facilities but may not be ready to design a facility immediately upon exiting a training program.
Task 7: Provide consultation governing appropriate care and use of LA
Again, this is one of our primary responsibilities as LAVs and even though we may not be familiar with specific care and use details of all species, we should have a strong foundation in the basics and be able to apply those concepts to other situations and know where to find information on other species.
Task 8: Educate scientific, animal car and ancillary staff
I would expect the entry level LAV to be familiar with the regulatory requirements for training programs and where to go for training resources (such as the Education and Training in the Care and Use of Laboratory Animals orange book, which I also did NOT know about while in my training program). Although not a requirement, many times training programs fall under the purview of the LAV and the entry level LAV should be able to assess the needs and fill training gaps as necessary.
Task 9: Collaborate on the selection of animal models
I think the entry level LAV should be familiar with basic concepts, but in many cases, the investigator is going to be the SME and will know more about particular research models than the vet. The new LAV should also be familiar with resources on particular animal models and know how to assist the PI if requested, but a comprehensive knowledge of many less traditional models is not a requirement; they will learn about those most applicable to their jobs after working there for a while, and they will also likely learn who to contact for additional support and information on model selection.
Task 10: Design and conduct research
I think it's imperative that the entry level LAV have a basic knowledge of the factors affecting research, how alternative methods may improve the quality of the research design, and other general concepts. This will be very helpful in offering research support to PIs, etc., but is not one of the critical areas for the new LAV. This knowledge base will expand on the job and with proper guidance from helpful PIs.

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11. For each of the tasks listed below, how prepared did you feel prior to taking the examination?

#	Response
1	**Task 1: Prevent, diagnose, control and treat disease** I focused on the RDD with the exception of some of the areas that I have a strong background in.
2	**Task 5: Execute IACUC veterinary responsibilities** Member of IACUCs > 25 years **Task 8: Educate scientific, animal car and ancillary staff** Teach AALAS Certification courses
3	**Task 3: Provide research support, information, and services** I have a PhD and 10 years running a research lab and teaching statistics (by all accounts I was good at this)--you'd think I would have done well on this aspect of the test **Task 8: Educate scientific, animal car and ancillary staff** A primary function of my job for manty years **Task 10: Design and conduct research** Please see task 3
4	**Task 1: Prevent, diagnose, control and treat disease** the plethora of diseases makes complete knowledge difficult to prehend **Task 2: Prevent, alleviate, and minimize pain and distress** very routine **Task 3: Provide research support, information, and services** I learned the various models and sources for them, but I would likely go learn about them again if I was recommending them **Task 4: Develop and manage animal husbandry programs** on the job was most useful **Task 5: Execute IACUC veterinary responsibilities** this comes mainly from time on the IACUC, less from exam studying **Task 6: Design and operate laboratory animal facilities** this is specialized for those with specific missions **Task 7: Provide consultation governing appropriate care and use of LA** this is nebulous **Task 8: Educate scientific, animal car and ancillary staff** routine anyway **Task 9: Collaborate on the selection of animal models** routine, but sources available; teaching UG physiology helped with this **Task 10: Design and conduct research** 2 advanced degrees, postdoc and residency prepared me;
	Task 1: Prevent, diagnose, control and treat disease Not because it was listed as a task...I prepared irrespective of this list **Task 2: Prevent, alleviate, and minimize pain and distress** Not because it was listed as a task...I prepared irrespective of this list **Task 3: Provide research support, information, and services**

5	Did not pay attention to this Task **Task 4: Develop and manage animal husbandry programs** Not because it was listed as a task...I prepared irresepetive of this list **Task 5: Execute IACUC veterinary responsibilities** Not because it was listed as a task...I prepared irresepetive of this list **Task 6: Design and operate laboratory animal facilities** Not because it was listed as a task...I prepared irresepetive of this list **Task 7: Provide consultation governing appropriate care and use of LA** Did not pay attention to this Task **Task 8: Educate scientific, animal car and ancillary staff** Not because it was listed as a task...I prepared irresepetive of this list **Task 9: Collaborate on the selection of animal models** Not because it was listed as a task...I prepared irresepetive of this list
6	**Task 1: Prevent, diagnose, control and treat disease** For all of the primary animal species and most of the secondary and tertiary animal species, especially the aquatic animals. **Task 3: Provide research support, information, and services** This really depended upon what kind of "research support, information, and services". **Task 7: Provide consultation governing appropriate care and use of LA** This really depended upon what kind of "consultation governing appropriate care and use of LA". **Task 9: Collaborate on the selection of animal models** This really depended upon which kind of animal models to be selected. **Task 10: Design and conduct research** This depends upon the type of research.
7	**Task 1: Prevent, diagnose, control and treat disease** Given the number of species for wich we're held responsible, I felt that I couldn't have been better prepared. **Task 3: Provide research support, information, and services** I got this from 6 years of experience on the job. **Task 5: Execute IACUC veterinary responsibilities** Between studying for the exam and serving on the IACUC for several years, I felt very confident on this portion of the exam. **Task 6: Design and operate laboratory animal facilities** I felt that I had a level of knowledge appropriate for a person with 6 year's experience. I had no idea what ACLAM expected of me; therefore, my confidence was low. **Task 7: Provide consultation governing appropriate care and use of LA** My commend here is the same as for Task 5
8	**Task 1: Prevent, diagnose, control and treat disease** My answers reflect my personal board prep, not my training program. Didn't focus much effort on blue book review before the exam so personal effort didn't leave me prepared for these topics; experience prepared me to the extent it could without knowing what questions to expect.

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12. For each of the tasks listed below, estimate your actual performance.	
#	**Response**
1	**Task 6: Design and operate laboratory animal facilities** I didn't study the OMB circular on per diems
2	**Task 3: Provide research support, information, and services** Unsure, can't remember this area while taking exam
3	**Task 1: Prevent, diagnose, control and treat disease** If there were very many of these types of questions on the test I think they were well disquised **Task 2: Prevent, alleviate, and minimize pain and distress** The questions were very basic -- I thought a vet student should have been able to answer most of these **Task 3: Provide research support, information, and services** There were alot of questions referring to "a recent article" that I simply did not recognize and when I did recognize the article the question asked was about some minute point **Task 4: Develop and manage animal husbandry programs** These questions felt very text book and not practical **Task 5: Execute IACUC veterinary responsibilities** There seemed to be a lot of opinions wanted -- did not ask the regulations but rather how did I think the USDA might feel about something **Task 7: Provide consultation governing appropriate care and use of LA** I could answer these questions but they were definitely not the common things being common (not things I would think you should know) **Task 8: Educate scientific, animal car and ancillary staff** Where there many of these questions on the test? **Task 9: Collaborate on the selection of animal models** Again I could answer these questions but they were not easy -- I recognized minutia **Task 10: Design and conduct research** The statistics questions were absolutely stupid and I have taught this so I thought I knew something about it. I also do not see where types of personal learning styles are pertinent to this aspect of the job
4	**Task 10: Design and conduct research** I did well enough to pass, though feel I barely did pass.
5	**Task 1: Prevent, diagnose, control and treat disease** The exam strengthened these skills considerably for rodents mainly **Task 2: Prevent, alleviate, and minimize pain and distress** not much new- some literature supported improvements **Task 3: Provide research support, information, and services** some literature suppoprted improvements **Task 4: Develop and manage animal husbandry programs** small bit of improvement **Task 5: Execute IACUC veterinary responsibilities** helped some, exam questions were very trivial though, so some aspects were overkill. **Task 6: Design and operate laboratory animal facilities**

	not very useful, a few generalities are used/retained **Task 7: Provide consultation governing appropriate care and use of LA** not much value **Task 8: Educate scientific, animal car and ancillary staff** This has benefited from the exam and studying somewhat **Task 9: Collaborate on the selection of animal models** Some benefit fro the literature and studying overall **Task 10: Design and conduct research** I already knew how to do research and studying was of no value in this regard
6	**Task 3: Provide research support, information, and services** hard to say? **Task 7: Provide consultation governing appropriate care and use of LA** hard to say
7	**Task 1: Prevent, diagnose, control and treat disease** I don't know because they say improvement needed **Task 2: Prevent, alleviate, and minimize pain and distress** I don't know because they say improvement needed **Task 3: Provide research support, information, and services** I don't know because they say improvement needed **Task 5: Execute IACUC veterinary responsibilities** I don't know because they say improvement needed **Task 6: Design and operate laboratory animal facilities** I have helped design multiple buildings, plans are great but budget cuts and increase in costs don't allow you to get every thing you want.
8	**Task 2: Prevent, alleviate, and minimize pain and distress** **Task 4: Develop and manage animal husbandry programs** **Task 6: Design and operate laboratory animal facilities** **Task 8: Educate scientific, animal car and ancillary staff** **Task 9: Collaborate on the selection of animal models**
9	**Task 1: Prevent, diagnose, control and treat disease** This comment would be for all questions pertaining to number 12---without my actual scores I really don't know what my actual performance. I did get two "Satisfactory" comments but for the rest there could have been a big range between how much improvement I needed. **Task 3: Provide research support, information, and services** ? **Task 4: Develop and manage animal husbandry programs** ? **Task 5: Execute IACUC veterinary responsibilities** ? **Task 6: Design and operate laboratory animal facilities** ? **Task 7: Provide consultation governing appropriate care and use of LA** ? **Task 8: Educate scientific, animal car and ancillary staff** ? **Task 9: Collaborate on the selection of animal models** ? **Task 10: Design and conduct research** ?
10	**Task 1: Prevent, diagnose, control and treat disease** I don't know **Task 2: Prevent, alleviate, and minimize pain and distress** I don't know **Task 3: Provide research support, information, and services** I don't know **Task 4: Develop and manage animal husbandry programs** I don't know **Task 5: Execute IACUC veterinary responsibilities** I don't know **Task 6: Design and operate laboratory animal facilities** I don't know **Task 7: Provide consultation governing appropriate care and use of LA** I don't know **Task 8: Educate scientific, animal car and ancillary staff**

	I don't know **Task 9: Collaborate on the selection of animal models** I don't know **Task 10: Design and conduct research** I don't know
11	**Task 1: Prevent, diagnose, control and treat disease** Do not know. Thsi Task was not represented on the written exam. Yet my rejection letter stated I needed to improve in this area. How can you tell someone this?
12	**Task 10: Design and conduct research** Were the statistics questions tied to this task? I have to say, I excelled in statistics in undergrad; I sucked at statistics on this exam.

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13. For each of the tasks listed below, estimate your perception of the percentage of the written exam that was associated with this task.	
#	**Response**
1	**Task 3: Provide research support, information, and services** In general it is really hard for me to decide which area some of the questions would even fall into.
2	**Task 1: Prevent, diagnose, control and treat disease** Unable to estimate due to the way the results are reported. **Task 2: Prevent, alleviate, and minimize pain and distress** Unable to estimate due to the way the results are reported. **Task 3: Provide research support, information, and services** Unable to estimate due to the way the results are reported. **Task 4: Develop and manage animal husbandry programs** Unable to estimate due to the way the results are reported. **Task 5: Execute IACUC veterinary responsibilities** Unable to estimate due to the way the results are reported. **Task 6: Design and operate laboratory animal facilities** Unable to estimate due to the way the results are reported. **Task 7: Provide consultation governing appropriate care and use of LA** Unable to estimate due to the way the results are reported. **Task 8: Educate scientific, animal car and ancillary staff** Unable to estimate due to the way the results are reported. **Task 9: Collaborate on the selection of animal models** Unable to estimate due to the way the results are reported. **Task 10: Design and conduct research** Unable to estimate due to the way the results are reported.
3	**Task 10: Design and conduct research** Based on exhorbitant number of statistics questions, it seemed as though this was the major focus.
4	**Task 1: Prevent, diagnose, control and treat disease** Less on written section More on practical section **Task 2: Prevent, alleviate, and minimize pain and distress** More on written section Less on practical section
5	**Task 5: Execute IACUC veterinary responsibilities** I would say this task overlaps greatly with task 7

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14. For each of the tasks listed below, estimate your perception of the percentage of the practical examination that was associated with this task.	
#	**Response**
1	**Task 1: Prevent, diagnose, control and treat disease** Some of the diseases I thought were obscure **Task 6: Design and operate laboratory animal facilities** I am assuming that questions pertaining to wild primate troop behaviors would be applicable to this although I am not sure how
2	**Task 1: Prevent, diagnose, control and treat disease** Unable to estimate due to the way the results are reported. **Task 2: Prevent, alleviate, and minimize pain and distress** Unable to estimate due to the way the results are reported. **Task 3: Provide research support, information, and services** Unable to estimate due to the way the results are reported. **Task 4: Develop and manage animal husbandry programs** Unable to estimate due to the way the results are reported. **Task 5: Execute IACUC veterinary responsibilities** Unable to estimate due to the way the results are reported. **Task 7: Provide consultation governing appropriate care and use of LA** Unable to estimate due to the way the results are reported. **Task 8: Educate scientific, animal car and ancillary staff** Unable to estimate due to the way the results are reported. **Task 9: Collaborate on the selection of animal models** Unable to estimate due to the way the results are reported. **Task 10: Design and conduct research** Unable to estimate due to the way the results are reported.
3	**Task 1: Prevent, diagnose, control and treat disease** A little less than I expected
4	**Task 10: Design and conduct research** The practical was a 140 question nighmare.

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15. If you took both parts of the ACLAM certifying exam in 2007, please estimate your percentage of the ENTIRE examination that was associated with each of the tasks listed below.	
#	**Response**
1	**Task 1: Prevent, diagnose, control and treat disease** primarily from the practical
2	**Task 1: Prevent, diagnose, control and treat disease** Unable to estimate due to the way the results are reported. **Task 2: Prevent, alleviate, and minimize pain and distress** Unable to estimate due to the way the results are reported. **Task 3: Provide research support, information, and services** Unable to estimate due to the way the results are reported. **Task 4: Develop and manage animal husbandry programs** Unable to estimate due to the way the results are reported. **Task 5: Execute IACUC veterinary responsibilities** Unable to estimate due to the way the results are reported. **Task 6: Design and operate laboratory animal facilities** Unable to estimate due to the way the results are reported. **Task 7: Provide consultation governing appropriate care and use of LA** Unable to estimate due to the way the results are reported. **Task 8: Educate scientific, animal car and ancillary staff** Unable to estimate due to the way the results are reported. **Task 9: Collaborate on the selection of animal models** Unable to estimate due to the way the results are reported. **Task 10: Design and conduct research** Unable to estimate due to the way the results are reported.
3	**Task 1: Prevent, diagnose, control and treat disease** Ad the last 2 parts
4	**Task 1: Prevent, diagnose, control and treat disease** Roughly 15%.
5	**Task 7: Provide consultation governing appropriate care and use of LA** overlaps greatly with task 5 in my opinion

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#	Response
	16. Which of the following study resources did you use when preparing for the ACLAM certifying examination? If you used the resource, please rate how useful the resource was in aiding your preparation.
#	**Response**
1	**www.aclam.org** RDD and their website links under suggested resources **www.labsg.org** mock boards and journal articles **CL Davis, Chicago** course was good - slide review wasn't. now that the old exams are on LABSG, no need to go except for course **CL Davis, North Carolina** course and slides were great **Camp ACLAM** went in 2004 - too basic and not helpful **Charles River Short Course** went in 2004- too basic and not helpful **POLA/CLASS** wish they had it every year or at least in June (would have been a great refresher immediately prior to the exam). I went over my notes from 2 years ago and they were very helpful. **Please list any other resources that were useful for you.** training program lecture notes
2	**Please list any other resources that were useful for you.** ACLAM books and journal photos, personal notes, 2006 exam experience
3	**Please list any other resources that were useful for you.** Studying with a group of vets preparing to take the exam teh same year and the Army's slide sets.
4	**Please list any other resources that were useful for you.** LABSG mocks, Scripps helpful. Combination of LABSG resources with Chicago and NC were helpful for practical. BBB, regs, and other primary sources on ACLAM site helpful for written in conjunction with indepedent study (i.e. going beyond the listed sources searching lit and internet for related and additional information on highly stressed topics etc while studying from the main docs)
5	**www.labsg.org** Access to the slides where invaluable -- they were great. i did not use any of the otehr resources **CL Davis, Chicago** Acessed the slides on the labsg web site -- I was unable to travel this year **CL Davis, North Carolina** Was able to spend a weekend in the libraray with the slides sets -- sat for the mock exam only and thought it was easy **Camp ACLAM** Attended 2 years ago -- did not offer any real useful information **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** Did not represent the exam well

	Please list any other resources that were useful for you.
	I used the LAM text 2nd edition walkers guide to the living primates primates of the world notes from my training program
6	**Please list any other resources that were useful for you.** AALAS.org, CDC, AAALAC
7	**www.labsg.org** I really didn't use site except once or twice & mainly that was to look up dates so I'm not sure how much my opinion should count here. **CL Davis, Chicago** Helped on practical but not written. Good genetics lecture. **CL Davis, North Carolina** Very good, the best thing I've gone to, especially the mock exam portion. **Camp ACLAM** Too expensive for me to attend though I would have liked to. **Charles River Short Course** Too expensive for me to attend though I would have liked to. **POLA/CLASS** I loved going, very good information presented, great notes, but felt pathology was under-represented on the exam at the level of detail presented, and also pathology is only a very, very small part of the exam overall in my experience. **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** Great, super! A must do. **Army Mock Exams** Never heard about it being offered during the past 2 years. **Please list any other resources that were useful for you.** Sage advice from those who have gone before to take the exam.
8	**www.aclam.org** I used the ACLAM site for the recommended study materials list and primary and secondary species list. I used the RDD to get an idea of potential areas of questioning but it is so braod in scope and somewhat vague that I did not refer back to it much during my preparations. **www.labsg.org** The website/study group was very useful for the recent mock boards and access to the power point slide exams. I did not spend a large amount of time going over the slide exams or mock boards but I did use them for examples of question phrasing and depth of material necessary to cover. **CL Davis, Chicago** I learned quite a lot about NHP here, especially through participation in informal study groups. **CL Davis, North Carolina** More structured than Chicago which I think gives people more of a sense of a true study/prep course. The slide sets and informal study groups were helpful as well as interactions with others planning to take the exam. Specifically exchanging information on study habits, material covered in preparation and a general feeling of comraderie (both Chicago and NC were important in this regard). **POLA/CLASS** I took this course in 2005 and I did study the notes but I don't think this course was that beneficial. **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** This exam was a good gauge for degree of preparation and helped point out weak areas. I think it is most helpful earlier rather than later in the preparation process.
9	**www.aclam.org** I used the site to get application materials, look at the Role Delineation document, and check out the recommended board preparation materials...when I saw 10 pages of references, just about died...there was more there than I could ever hope to get through in 3 years. So I focused on the primary resources and figured the rest would take care of itself. **www.labsg.org** I pulled the practice exams for the bluebook and the AWA policies off here and found those resources useful. The practice exams varied, some were very useful while others were works in progress. **CL Davis, North Carolina** Very good experience...I recommend all residents attend 3 years in a row as the major species are covered in that period of time in this program. **Please list any other resources that were useful for you.** I was given a list of lists to study and a list of general lab animal items of interest that were helpful. I have the impression these were resources passed from one resident to the next through the years.
10	**Please list any other resources that were useful for you.** ACLAM "Blue book";2 LAS journals-last 3 y; less Percy and Bartold; ACLAM Laboratory Mouse; Guide and AWA; old exams to review; background knowledge (prior teaching and research; clinical service)
	www.aclam.org It pointed me towards some of the resources I used...other than that it was not that helpful **www.labsg.org**

11	i used this to supplement my own journal summaries, and I used it to have access to the Mock Exams....very very helpful **CL Davis, North Carolina** A little spotty on the lectures...but overall very helpful...Mock Exam was most helpful....good guage of knowledge right before boards...very key for me!!! **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** Very helpful...may need to make some of the questions more difficult to match degree of difficulty on real exam...but I think the better answer would be to make the real exam like the Mock ;o) **Please list any other resources that were useful for you.** Course material from my residency at WFU, RADIL website for photos, those CDs that I came upon that have tons of images...those CDs need to be updated and cleaned up, but also very helpful
12	**Please list any other resources that were useful for you.** Seminars from my residency program
13	**Please list any other resources that were useful for you.** Powerpoint presentations and lecture notes from a colleague's lab animal training program.
14	**CL Davis, Chicago** used historic material, did not attend **Camp ACLAM** used CD only, did not attend **Charles River Short Course** used CD only, did not attend **Please list any other resources that were useful for you.** hand-me-down notes
15	**CL Davis, Chicago** slides...i did not attend
16	**CL Davis, Chicago** I did that a few years ago. It was antiquated and not in line with what is needed. I did not go back. **CL Davis, North Carolina** Pretty good, but general. **Camp ACLAM** Good but general. Should attend in the years prior to actually taking the exam.
17	**Please list any other resources that were useful for you.** ACLAM series texts, regs and guidelines (i.e. AWAR, Guide, PHS Policy, etc.)
18	**Please list any other resources that were useful for you.** All of the various free rules and regulation resources that were obtained from the federal government. Both websites and paperback documents.
19	**www.aclam.org** I used this site simply to get the RDD, and learn what the primary suggested study resources were. **www.labsg.org** I occasionally went to the study site to get practice exams from past years. I did not really use any of the chapter or journal reviews so I cannot comment on them. **CL Davis, Chicago** Attended last year. I found the slide sets very helpful with regards to the practical. **CL Davis, North Carolina** I attended it this year. I thought the sessions were very good reviews of major topics for both the written exam and the practical. They did a good review of last several months of the journals which was helpful. ALso, they had several good collections of equipment slides. **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** I took the mock exam 6 weeks before the test. I found it eye-opening. It helped shift my study focus to come areas which I had not been appropriately focusing my attention on. **Please list any other resources that were useful for you.** I primarily studies the big ACLAM blue book, the ACLAM NHP series, the regulations (i.e., Guide, AWA, animal care policies, OHSP, BMBL), and the journals (i.e., Comp Med JAALAS).
20	**Please list any other resources that were useful for you.** Blue Book, The guide, AWR, USDA policies
21	**Army Mock Exams** There was an identical question on the boards from one of the mock exams **Please list any other resources that were useful for you.** ACLAM series of presentations---I was given a copy when I was a resident
22	**Please list any other resources that were useful for you.** Weekly Journal club at my residency site; going to Gross Morbid Path of Animals (AFIP) was also nice to have
	www.labsg.org Had the exam not been changed the last couple of years, this would have been a very good site to prepare for boards

23	**CL Davis, Chicago** Unable to attend but did review PPT presentations. Again would have been useful if the boards had not been changed **CL Davis, North Carolina** Unable to attend but did review PPT presentations. Again would have been useful if the boards had not been changed **Camp ACLAM** unable to attent **Charles River Short Course** unable to atten **POLA/CLASS** unable to attend **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** unable to attend **Army Mock Exams** Attended while in the residency but again these were based on prior board format **Please list any other resources that were useful for you.** review books listed as references
24	**www.aclam.org** RDD format spread over two different exams. Vaque position on the use of journal articles for exam. **www.labsg.org** Exam formats follow the RDD. Exam formats use current journal articles. This group of diplomates have put together a model exam format that meets the needs of LAVs. The profession testing service working with ACLAM is disconnected. Veterinarian are not and have never been tested in this manner. **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** Exam formats follow the RDD. Exam formats use current journal articles. This group of diplomates have put together a model exam format that meets the needs of LAVs.
25	**www.aclam.org** Without the RDD and species breakdown I would've been "studying in the dark". The recommended sources for preapration needs to be revised - some of the documents are not longer even in print. **www.labsg.org** Without labsg, I wouldn't be board certified. **CL Davis, Chicago** I study better alone so the group dynamic at Chicago doesn't really do it for me; but it was a good chance to trade information and resources. **CL Davis, North Carolina** The best, in my opinion. Well-organized didactic courses, good mock exam. **Camp ACLAM** I applaud ACLAM for putting its officers out there to interact with potential board candidates. I'm a planner and don't like surprises, so I found hearing the details of the examination process to be very helpful. **Charles River Short Course** It's always a good time, but honestly I think by the time you're prepared for this exam, you've moved beyond the CR course. Oh, I forgot - the exam is supposed to qualify us a entry level LAVs. **POLA/CLASS** Histopath may have been de-emphasized on the current exam, but this is still the best overview of lab animal disease there is. I think all board candidates should go twice. **International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)** Even though the nature of the questions differs radically from the real thing, this still provides an opportunity to take an exam in a test environemnt under the pressures of time. **Army Mock Exams** I did take the Army mock. And I beleive that taking the mock in the exact setting of the real exam confers a tremendous psychological advantage for first-time test takers. It did for me, anyway. **Please list any other resources that were useful for you.** Jax Labs-interactive website for mouse nomenclature; Scripps review (attended one time); a Favoritets list of about a gazillion websites that I developed over time.
26	**www.aclam.org** Intend to read through the RDD before next year's exam although I personally feel that it's not all the directive; seems to say "Study everything." **www.labsg.org** There are lots of materials on the website that will be very useful when I allocate more time to studying than I did last year. I primarily used the mock exams this year, but think that the reference book summaries will be incredibly helpful in the future. **CL Davis, Chicago** In the past, I've participated in the large room where we flew through carousels and covered lots of material. This year I didn't do it that way and we didn't get through as many materials. However, I find both CL Davis courses good venues for meeting people, sharing resources, etc. I think the way the test has evolved and the fact that many of the materials are online may have slightly diminished the usefulness of this course as it's currently structured. Regardless, I really appreciate all of the time and effort that goes into presenting this course. **CL Davis, North Carolina** I find the quizzes and the literature reviews to be most helpful to me during this course, but the slide review and

seminars are also of benefit. I really appreciate all of the time and effort that goes into presenting this course too.
International Mock Exam Coalition (U of Texas, Yale, CDC, NCSU, and OHSU/VA)
I always find practice exams to be useful for 1) putting myself in the mock testing situation; 2) presenting materials in a manner that may simulate the actual test format; and 3) jogging memories of materials that would be useful to peruse.
Army Mock Exams
Ditto.
Please list any other resources that were useful for you.
I felt that a concentrated review of the laws, rules, regulations and guidelines were of good benefit to me this year. There were several of them that I'd never read in their entirety and now I've completed a few of them.

| 27 | **Please list any other resources that were useful for you.**
Primary study material as listed on the ACLAM website |

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17. Are there subjects (tasks) that require better direction on resources?	
#	**Response**
1	Task 2
2	Lots of questions are assoicated with hypothetical situation.
3	All
4	Yes, things such as statistics, models, etc. Literature, i.e there seemed to be a handful of random questions that may have been taken from random journals/lit other than JAALAS and Comp Med??
5	Where did the statistics and learning styles questions come from?????
6	again the new techniques.
7	Task 6, and especially Tasks 9 and 10.
8	The construction of questions in reference to task assignments should be less difficult to decipher. One question may address several tasks which makes it difficult to prepare (study).
9	I think most resources are listed on the ACLAM website. Weeding through the list and deciding what is most important especially after you get past the primary study materials (ie blue book, journals, regulations etc.) is a challange.
10	There are too many resources out there...I had more things to study than I had time. It would be optimal if the college would focus attention on a discrete body of work as previously discussed. The test should be a measure of the foundation that a candidate has developed to build a career upon, not a monumental obstacle that qualified individuals have difficulty overcoming.
11	A list of specific objectives by task would help; I do this when teaching
12	Statistics Grants
13	IACUC responsibilities--some questions appeared to be subjective and very open to interpretation
14	ABSOLUTELY - NIH grant funding, statistics and study design, pictures of RELEVANT laboratory equipment Also, the exam was overly slanted to secondary and tertiary species. If a questions requires that you know one tertiary species as a rule out among a choice of 3 primary, 1 secondary, and 1 tertiary species, then that question is on a Tertiary species. It only fits as a Primary Species if the knowledge to get the question correct was known only from studying the primary species. And don't get me started about considering a question about an obscure pathogen in a primary species as a question about a primary species. That's more useless than a straightforward question about a secondary or tertiary species.
15	facility management statistics and research design

16	laboratory animal management and basic animal biology
17	Research related subject material.
18	There is too much material thati is deemd necessary. MD's have saingle texts that help prep them for specialty exams and they also have much better pass rates. I am not quite sure if I know what needs to be done to straighten this out.
19	All of the Tasks in the ACLAM "Role Delineation Document" need to be refined! As they are currently worded they are quite vague and the expanse of information to be mastered is vast.
20	Some areas which were on the examination I did not feel were present in the suggested study materials. This included questions regarding alternative testing methods, avian medicine, organizations.
21	Tasks outside of a veterinarian's main mission---to care for animals---such as facility design (engineers), education styles (psychology), diagnostic testing (pathology)should have objectives spelled out more so that it is not left to chance on what would be good to supplement a general knowledge base of medicine and animal care
22	Given that I have no idea what I missed, I can't give a useful response
23	Designing and conducting research.
24	Absolutely; but then you run the risk of directing the focus too narrowly so as not to cover something that someone wants on the exam. I guess the one thing that sticks out in my mind has to do with self-actualization... I can't mention anything specifically without violating my pledge not to reveal test materials, but I have absolutely NOOOOOOOO idea where one test question came from that dealt in some way with self-actualization. I was familiar with the concept, but certainly not with the particular choices presented, and certainly not in conjunction with LAM training. I guess if you want to discuss personnel management, we could use better direction on those resources, but it may not be worth the effort for the few points it may garner. Without any particular area in mind, and if this is indeed the case (as it seemed to me on this year's exam), it might be helpful to indicate to potential test takers that the minutia we should try to commit to memory is [generally] now the more practically applicable stuff, like gestation lengths or estrus cycles, vs. #s of teeth, teats or toes on the left foot of a sea slug.

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Deb Hickman, **Basic Member**

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18. Do you have suggestions of how LABSG can assist in ACLAM Board Examination preparation?	
#	Response
1	Host an electronic bulletin board where study groups can find each other - I think that was why my study group was so successful. Also would be useful for posting local study group info - we organized a bigger study group once a month, but had only a short list of people in the area that were invited to attend - we could have opened it up to a bigger group (in retrospect).
2	LABSG provides an excellent prep and study resource. Add some info on what to expect when actually taking the boards and how to prep for them.
3	Improve teh accuracy of the questions and answers. There is a lot of wrong information on the site.
4	I think LABSG is a great resource and is doing a great job. I used the mocks, scripps, the last two weeks before the exam. During the year up to the exam, I did a few of the quizes after working on a BBB chapter, but didn't use the site a lot.
5	I think this web site does a great job -- the information is available and parctical in the organization. There is some issue with accessing the slides in that they can take a very long time to download.
6	many questions on the practical were similar to the ones on your site.
7	If questions will remain ambiguous, the LABSG should format their practice questions in the same way. The two formats are completely different. Practice questions address specific subjects and the actual exam questions do not.
8	I think as the archive of mock boards post 2005 grows the site will become even more useful. I don't know how the College would perceive it, but examples of study schedules that were used by successful candidates might give some insight to those preparing. These schedules would not be LABSG recommended but it could provide candidates with a general idea of what people have been successful with.
9	Keep refining and developing the web page. Gain audience with those ACLAM members in charge of the exam and see if they can remedy the problem.
10	Not unless the two are better connected in terms of expectations
11	Open up for more supplemental material Form Multiple Choice questions from journal summaries Overall great job though
12	Provide a link to Vet Pathology/American Journal of Veterinary Research articles. A good project for LABSG member would be to summarize the Silverman (blue) IACUC handbook along with the other regs. Also, a good summary on basic scientific methods (understanding statisitics/experimental design, equipment slides/use of equipment in a lab, etc).
13	Serve as a conduit and resource for the ACLAM-approved "Core Information" that I refer to, as well as disseminate information about formal and informal meetings / study groups for both boarded and board-prep individuals. I would like to see LABSG be the place I could go to find information on a species that I need to get up

	to speed on down the road if I get a promotion/new job that has different responsibilities than I have now. For example, I'd like to know that I can go there in 2-3 years and get direction to re-learn about rodents and transgenics if a future position requires working knowledge of the species and technology.
14	- Take the exam committee "behind the shed" - Convince ACLAM that they should have a pass rate similar to the ACVIM, ACVS, ACVECC, etc.
15	more realistic mock exams
16	Slides are very helpful. More slides would always be helpful.
17	The LABSG is an excellent resource for those who participate and use it.
18	I'm not really sure how this can be done! If one masters the main areas of the "Role Delineation Document" you still can't pass the exam.
19	I think the LABSG is an excellent resource. It is a good place to get past mock exams. ALso, it is a good site to go over journal articles. I did not use the group for this b/c I belong to a journal club at my institution, but for people at small facilities I can see the helpfulness. I personally felt that the chapter reviews often went in to too much depth and therefore, did not find them that useful.
20	None really, the LABSG is a wonderful rescource but needs to be alittle more user friendly.
21	For people that need more structure if someone was wanting to take on the task on organizing the enormous amount of information into an example of a detailed study approach for the year
22	I don't think the problem with the exam is the method of preparation I really believe the problem with the exam is the way it is scored and the format of the questions. In many instances could narrow the choices to the written questions from 5 to 2 but then both the 2 remaining choices seemed to be equally good responses. This made the exam very difficult.
23	Developing quizzes around the ACLAM blue book series volumes, especially the Anesthesia/Analgesia.
24	I really don't know how much more info they can give. Now we just have to know everything including rarely encountered info
25	Great Job!
26	The resources provided by labsg are wonderful. One thing I think would be very beneficial is a mock board that paralleles the style of the actual exam. This would be a difficult thing to write, since it would rely more on general knowledge and is therefore not easily referenced.
27	Again, I am very appreciative of the resources that LABSG makes available and the effort that goes into developing and maintaining these resources. I cannot think of a way that this could be improved. Thanks too for conducting this survey and for whatever you do with the results.
28	ADvise people to study the primary source material listed on the ACLAM site.

Deb Hickman, **Basic Member**

2007 Exam Survey

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19. Do you have any additional feedback regarding the ACLAM Certifying Examination?	
#	**Response**
1	I was surprised at how different the practical exam on paper was from the mock practicals - I consistently did better on teh mocks than I did on the real thing - not sure if that is because the real practical was harder or the paper based threw me. I really don't feel that the questions were distributed according to the RDD. Need to continue to emphasize journal articles.
2	The failure rate is exceptionally high compared to other boards and when compared to boards for MDs. The exam should be curved.
3	I wish i get recieve my original score. I understand the implication, but if requested they should privide
4	First things first, focus more in depth on the primary species and eliminate the tertiary.
5	It was a thinking exam. There were not a lot of simple straight forward questions or answers.
6	It is challenging. Focus on the primary resources on ACLAM site and know these well and cold, but you will then have to broaden this base as much as possible by just reading and keeping aware of any field related info out there that you can find. You will need to immerse yourself in all things LAM by living, sleeping and breathing it, as to let your mind soak up as much related facts, and knowledge as possible, so that when you have the questions that don't instinctively seem to come from the BBB, source list, etc, the info/foundation is in there enough to get you through the tough stuff.
7	I was very disappointed in what they chose to ask. I understand the desire to make it challanging but I disagree with the idea that this means it should unpassable. All the people I met at the exam were hard working and dedicated to this profession I feel this test did no one any good service. I met so many people that were taking the test for the third or greater time and I think that is a shame on the ACLAM college. One person in that predicament is someone with a problem learning or test taking, six people is a problem with the exam. I do not think the college can defend their position. A mandate to improve the test has resulted in no significant change. If I set a test that only 20% of my students could pass I would be lynched by my department and the students.
8	putting together a ppt on the rate setting manual will be useful(or atleast stressing its importance to the prospective exam takers. Knowledge about the sensitivity, specificity, ppv, npv, statistical power etc is extremely important.
9	many of the tasks overlap each other so it is hard to assess what % is reflected in the test.
10	The exam does not affirm the elite in the field, it only alienates bright veterinarians that will practice in the field regardless of the certification. The exam does however favor those that were lucky enough to study the correct information and may have a great skill for taking standardized exams. Those who are bright and can add to the organization are being forced into the feeling of disdain. If I were to pass the examination, at this point, I would not want to participate. I would merely want the certification for my employer.
11	It sounds simple but there is no substitute for adequate preparation which includes many, many hours of reading text books, journals and confusing regulation manuals. I think because the exam is evolving previous study material such as old exams and slide sets are becoming less useful.

12	Just to reiterate, I though the written exam was challenging but fair and the practical was otherworldly.
13	I found the exam was less trivial than the study exams, but suffered from some trivia; writing exam questions is always challenging; create a larger exam review group that reads the exams for content and wording, including lay people
14	The RDD is useless in my mind. It basically breaks down to the fact that you need to know anything and everything. I think they need to stick to a limited amount of resources to pull questions from and call it that. The RDD is a false sense of security for test takers, and a false sense of accomplishment for the Exam Committee. Let's focus on the material covered and the questions asked. Every other class/examination all of us has ever taken had a defined set of study materials. This book, those notes, etc. Why does the ACLAM exam have to be such a game to study for...I focused on the Blue Book, The Guide, AWA, ILAR, JAALAS, CM, PHS Policy, Percy and Barthold. I used some of the other ACLAM series books at the end to supplement, but I focused on those materials and I passed. I did not pay attention to primary species, secondary species, RDD, etc. I think ACLAM needs to identify a reasonable set of texts, journals, etc and ask reasonable questions from that. That is still a lot of material, and will select a very high quality candidate, but it would take some of the guess work out of it and increase the pass rate. Defining the journals as not being any later than December 2006 was sooooooo helpful...lets do more defining like that. Please do not take any of my comments as attacks, as they are not intended that way at all. I know everyone is working hard to make this a better process, and I am just sharing my frank feelings to hopefully assist in this process. I passed on the first try, so I know it is possible, but I still think there is a large amount of room for improvement. 20% is not going to fill our pipeline adequately. We need to strive for 40%+. Still a very challenging test, but more reasonable. We also need to start focusing on eventual pass rates, and how many tries it takes, and where and how people became eligible. Hope my ramblings help.
15	Now as an ACLAM member, I will lobby the college to determine what exactly the purpose of the exam really is - to encourage/conscript the learning of certain core knowledge as well as familiarize potential members with accurate & current sources of the information for future reference, or to restrict the size of the college. In my opinion, just pointing to several oversized volumes of lab animal information and say "anything is game" is bogus, since most members could not locate exam information in the book if it were an open book test. Instead, create a set of outline format notes with TRUE CORE information, provide it via web or review courses, then align the test to have at least 40-50% of the information come from these core notes. The idea is to be transparent, saying "here's the info, know it inside and out". That way, the exam would still require one to know more than just memorize these notes, but would allow the test takers to know that they would at least have a reasonable chance at passing if they aced the notes and made reasonable efforts to cover the rest of the information listed as study resources by ACLAM. Lastly, thank God I passed the exam the first time, because the physical, mental, and emotional toll it took on me and my family while I somewhat held down a full time lab animal job, without the benefit of a 2-3 year program under my belt, would have made me seriously consider not taking the exam the 2nd or 3rd time if I had not come reasonably close to passing. I put my family and career in serious jeopardy to prepare for the exam, with little short term benefit to me or my family from passing. That said, like with my surgery boards, I do see the value in forcing all future Diplomates to have at one point in their careers familiarized themselves with common lab animal topics. For me, the forced learning of rodent & transgenic info, along with the regulatory stuff that AAALAC and USDA expect me to know by heart WILL BE extremely valuable, especially if I am fortunate enough to someday become a Director level and have to know a little of everything so I can oversee or delegate responsibility for a program from soup to nuts.
16	develop a study book series...that has actual archived questions/exam questions
17	Unless the quality of the applicant /board eligible diplomate has fallen so muh in the last 5 years (maybe it has), it would seem that if 80 plus people took an exam that they prepared for and less than 20 passed...maybe something is wrong with the test. I can only speak for myself when I say that I have made an honest effort to pass this exam. MaybeI have reached the end of my academic rope.
18	As with the 2006 exam, some of the questions were not very fair. For example, if an entry-level diplomate does not work for the NIH, then why on Earth should s/he be tested on his/her knowledge of the NIH Rate Setting Manual? That's one of those good to know, probably should have it on your shelf references, but not, I repeat NOT something that should be on a 240 question certifying exam! Lump this example in with topics like armadillos, priority scores, etc. A distinction needs to be made between "nice to know" and "need to know." Example: PHS policy (need to know); Rate setting manual and priority scores (nice to know).
19	Unless the individuals that take this exam receive either a more detailed set of exam results information on how they did personally (i.e. an exam percentile score per section) or more specific information about the "satisfactory" or "unsatisfactory" portions of their exam score, it is impossible to know how you did in specific areas and thus how you can improve! In addition, individuals need to either know which questions on the exam are "experimental" (i.e. they will be thrown out unless > 10% of examinees answer them correctly) or know that they will receive credit for correctly answering "experimental" questions in lieu of other "non-experimental" questions that were answered incorrectly. Otherwise this exam is penalizing individuals for information that they know that others may not know!
20	Better feedback for those failing the exam, there is a large difference in study/preparation if you scored a few % points below the passing score and being in the 20 - 40% range.
21	The comments I have submitted are done so respectfully, as I realize many have gone through this period of intense studying and managed to pass the boards. I don't want the test to be easier. I want to have earned my right of passage in becoming a boarded lab animal vet just like everyone else. Having my actual scores and being

	able to objectively measure how well I really know something would be very helpful. I appreciate the opportunity to express my opinion.
22	Having taken the written in 2006, I found the 2007 written exam to be much more straightforward with shorter questions and fewer questions asking about picayune topics. I was very surprised to not pass this year. But oh yeah! They're doing this new unfair grading system now! So even if I got 80% on this exam, it didn't matter! Because the board is only choosing the top 18 or the top 20 scorers to let into their college. This is utterly grevious and even reckless. They say that 160 correct questions were required to pass, but they don't say out of how many total. They don't give ANY helpful feedback on the letter about how close or how far you were away from the passing mark (what passing mark?? There is no standard anymore!); they just say "Tasks 1-3 Unsatistfactory" or "Needs Improvement". The tasks are not lumped together; why would the results be grouped this way?! They have dramatically cut the number of board questions to 240, and then we found out that 40 of those were "test market" questions to see if they want to include them in the future database of questions...so does that mean this is only a 200 question exam? And I have to get 160/200 = 80% to pass? Come on--even the national vet boards are more than 200 questions! To use this to establish a subject matter expert, especially when we have thousands of things to learn, is ludicrous. It's clear that the $700 they're getting from new applicants and $500 they're getting from repeat applicants is going more towards overpaying a worthless exam consultant than it is to actually improve the test. And the worst part is, they will lose vets to this college because you only have to be board eligible to get high paying jobs. To not have a standard passing mark is a complete embarassment. So I can study as hard as ever and use all the resources, but my advice to those who want to pass: get 85% or higher. If you have ANY influence, demand the board show you the money: what is the total number of questions that were finally used to determine a passing score on the written exam? Why did only 20-22 people get selected? Why is it such a push to protect the job market from gaining newly boarded vets? There are more LAM vet positions available in the US than their are people to take them! 2005 and earlier was the time to take this exam: basically four sections with a score that at least let you knew where you stood and more questions for more wiggle room.
23	I would like my actual scores to be able to assess my true weakness, not just satisfactory and needs improvement. If I did not pass by one question or many questions in an area I would be better able to prepare for next year. Without that input I have no idea where to begin.
24	Have both exams (written and practical) follow the RDD. This information is currently not on the ACLAM wbsite. Make know your position on the use of current journal articles for exam. Feedback on exams are vaque and not helpful. Provide an example of your new exam format. This new exam consultant agency clearly has no experience working with veterinarians. This should have been done before the 2006 exam which was a total shock to many test takers.
25	I don't know why I passed and so many others didn't. I spent two years studying - but so have a lot of other people. In the end it didn't rely only on my knowledge base (though you certainly won't pass without the knowledge base.) I think what got me through was life experience, a liberal arts education, and an analytical mind-set. Once again, I do NOT think this is an exam an entry-level LAV can be expected to pass. And I also think that passing make me a little more special than entry level.
26	I very much appreciate the exam committee's efforts with this monumental task. Again, I thought the exam itself was a fair exam and seems to be evolving nicely to something that reasonably represents what we might be expected to know after doing a job or two after our training program. It seems to be focusing on more relevant information, even for the "weeds" questions, vs. unimportant minutia. What would be nice is a more informative results letter that helps those of us who did not pass in identifying what areas we were weak in and how we might best direct our next study efforts to increase our chances of success. I would also like to know how many questions are graded on the exam so that I know what score is required to pass. If I understand correctly, it seems that number may vary from year to year, depending on the "# expected to get it right" factor for each question. Fine; but please tell us what it is each year.
27	I studied all of the primary material listed on the ACLAM website and passed on the first attempt. Ancillary materials (Mock exams, LABSG, etc.) are just that ancillary. Many people spend far too much time studying from websites etc. and not enough time studying the primary sources.

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