
**2022 Job Analysis Study for the
Educational Commission for
Foreign Veterinary Graduates (ECFVG) Program**

Conducted on behalf of
**American Veterinary Medical
Association (AVMA)**
1931 North Meacham Road, Suite 100
Schaumburg, IL 60173

Submitted:
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Prometric Assessment Services

EXECUTIVE SUMMARY

“The [American Veterinary Medical Association] AVMA is the nation's leading advocate for the veterinary profession. Representing more than 99,500 members, [they] protect, promote and advance the needs of all veterinarians and those they serve.”¹

AVMA requested a Job Analysis Study from Prometric for the Educational Commission for Foreign Veterinary Graduates (ECFVG) program. A job analysis study is designed to obtain descriptive information about the tasks performed on a job and the knowledge needed to adequately perform those tasks. The purpose of the job analysis study was to:

- validate the tasks and knowledge important for veterinarians;
- provide guidance for the Clinical Proficiency Examination (CPE); and,
- update the test specifications for the Basic and Clinical Sciences Examination (BCSE).

Conduct of the Job Analysis Study

The job analysis study consisted of several activities including: background research; collaboration with subject matter experts to ensure representativeness of the tasks and knowledge statements; survey development; survey dissemination; compilation of survey results; and test specifications development. The successful outcome of the job analysis study depended on the information provided by veterinarians throughout the project.

Survey Development

Survey research is an effective way to identify the tasks and knowledge that are important for veterinarians. The task and knowledge statements included on the survey covered a total of 15 domains of practice. The development of the survey was based on a draft of task and knowledge statements developed from a variety of resources, but primarily on the previous job analysis conducted in 2012.

Survey Content

The survey, disseminated in May 2022, consisted of five sections. AVMA and Prometric distributed the survey to AVMA members.

Survey Sections
Section 1: Background and General Information
Section 2: Tasks
Section 3: Knowledge
Section 4: Recommendations for Test Content
Section 5: Comments

¹ <https://www.avma.org/about> retrieved October 19, 2022.

Results

Survey Response

A total of 655 veterinary professionals submitted completed surveys. Based on the analysis of survey responses, a representative group of professionals completed the survey in sufficient numbers to meet the requirements for statistical analysis of the results. This is evidenced by review of the responses for each of the background and general information questions with confirmation by the Test Specifications Committee.

Survey Ratings

Participants were asked to rate the task statements in regard to their importance for a “new graduate of an AVMA-accredited veterinary school” using a five-point scale (0 = Of no importance to 4 = Very Important). Participants were also asked to rate the knowledge statements in regard to their importance for a “new graduate of an AVMA-accredited veterinary school” using a five-point scale (0 = Of no importance to 4 = Very Important).

Content Coverage

Evidence was provided for the comprehensiveness of the content covered within the domains. If the task and knowledge statements within a domain are adequately defined, then it should be judged as being well covered. Respondents indicated that the content within each task and knowledge domain was well covered, thus supporting the comprehensiveness of the defined domains.

Test Specifications Development

In September 2022, a Test Specifications Committee convened to review the results of the job analysis and to update the test content outline that will guide future development for the BCSE.

Summary

In summary, this study used a multi-method approach to identify the tasks and knowledge that are important to competent performance as veterinarians. The job analysis process allowed for input from a representative group of veterinary professionals and was conducted within the guidelines of professionally sound practice. The results of the job analysis can be used by AVMA to guide development for the BCSE and CPE.

RESULTS AT A GLANCE

WHO COMPLETED THE SURVEY

A total of 655 responses were used for analysis. The majority of respondents reported being employed full-time in the veterinary field and having hired or worked with recent graduates in the last two years.

TASK IMPORTANCE RATINGS

101 out of 109 tasks included in the survey achieved high importance ratings for the overall group.

KNOWLEDGE IMPORTANCE RATINGS

146 out of the 153 knowledge statements included in the survey achieved high importance ratings for the overall group.

INTRODUCTION

“The [American Veterinary Medical Association] AVMA is the nation's leading advocate for the veterinary profession. Representing more than 99,500 members, [they] protect, promote and advance the needs of all veterinarians and those they serve.”²

“The educational prerequisite for veterinary licensure in most states and for certain federal positions includes graduation from a veterinary school accredited by the American Veterinary Medical Association (AVMA) Council on Education. For graduates of foreign, non-accredited schools, most states require successful completion of an educational equivalency assessment certification program—the [Educational Commission for Foreign Veterinary Graduates] ECFVG.”³

In 2022, AVMA requested a job analysis study from Prometric for the ECFVG program. This study was further focused on identifying tasks and knowledge necessary for successful veterinary practice in order to update the Basic and Clinical Sciences Examination (BCSE) test blueprint and provide guidance for future administrations of the Clinical Proficiency Examination (CPE). This report describes the job analysis study including the:

- rationale for conducting the job analysis study;
- methods used to define tasks and knowledge;
- types of data analyses conducted and their results; and
- results and conduct of the BCSE test specifications meeting.

Job Analysis Study and Adherence to Professional Standards

A job analysis study refers to procedures designed to obtain descriptive information about the tasks performed on a job and the knowledge, skills, or abilities requisite to the performance of those tasks. The specific type of information collected during a job analysis study is determined by the purpose for which the information will be used.

For purposes of developing a credentialing examination, the job analysis study should identify tasks, knowledge, skills, or abilities deemed important for individuals practicing in that area.

The use of a job analysis study (also known as a practice analysis, role and function study, or role delineation) to define the content domain(s) is a critical component in establishing the content validity of a certification. Content validity refers to the extent to which the content covered by an examination is representative of a job (tasks, knowledge, skills, or abilities).

A well-designed job analysis study should include the participation of a representative group of subject matter experts who reflect the diversity within the profession. Diversity refers to regional or job context factors and to factors such as experience, gender, and race/ethnicity. Demonstration of content validity is accomplished through the judgments of subject matter experts. The process is enhanced by the inclusion of large numbers of experts who represent the diversity of the relevant areas of expertise.

² <https://www.avma.org/about> retrieved October 19, 2022.

³ <https://www.avma.org/education/ecfvgecfvg-about-us> retrieved October 19, 2022.

*The Standards for Educational and Psychological Testing*⁴ (2014) (*The Standards*) is a comprehensive technical guide that provides criteria for the evaluation of tests, testing practices, and the effects of test use. It was developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The guidelines presented in *The Standards*, by professional consensus, have come to define the necessary components of quality testing. As a consequence, a testing program that adheres to *The Standards* is more likely to be judged to be valid and defensible than one that does not.

As stated in Standard 11.13,

“The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale and evidence should be provided to support the claim that the knowledge or skills being assessed are required for credential-worthy performance in that occupation and are consistent with the purpose for which the credentialing program was instituted.... Typically, some form of job or practice analysis provides the primary basis for defining the content domain...” (pp 181-182)

The job analysis study for the ECFVG program was designed to follow the guidelines presented in *The Standards* and to adhere to accepted professional practice.

⁴ American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (2014). *The Standards for Educational and Psychological Testing*. Washington, DC: American Psychological Association.

METHOD

The job analysis study for the ECFVG program involved a multi-method approach that included meetings with subject-matter experts and a survey. This section of the report describes the activities conducted for the job analysis study.

First, experts identified the tasks and knowledge they believed were important to veterinary practice. Then, a survey was developed and disseminated to AVMA veterinarians and related professionals. The purpose of the survey was to obtain verification (or refutation) that the tasks and knowledge identified by the experts are important to the work of veterinarians.

Survey research functions as a “check and balance” on the judgments of the experts and reduces the likelihood that unimportant areas will be considered in the development of the test specifications. The use of a survey is also an efficient and cost-effective method of obtaining input from large numbers of experts and makes it possible for analysis of ratings by appropriate subgroups of respondents.

The survey results provide information to guide the development of test specifications and content-valid examinations. What matters most is that a certification examination covers the important knowledge needed to perform job activities.

The steps of the job analysis study are described in detail below:

1. Conduct of a Planning Meeting

In 2021, AVMA representatives and the Prometric staff responsible for the conduct of the job analysis held a planning meeting via web conference. During the planning meeting, the selection of the Task Force Committee members and Test Specifications Committee members, meeting dates and logistics, and survey delivery were topics of discussion.

2. Development of the Survey

Conduct of the Job Analysis Study Task Force Meeting

The Task Force Committee was comprised of a representative group of veterinary professionals. In total, 20 subject matter experts comprised the committee. The Task Force meeting was conducted virtually in February 2022. The purpose of the meeting was to develop survey content. Prometric staff facilitated the meeting.

Prometric sent pre-meeting information to the Task Force that included a document consisting of the meeting agenda and what to expect during the meeting.

STEPS OF THE JOB ANALYSIS STUDY

1. Conduct of a planning meeting
2. Development of the survey instrument
3. Dissemination of the survey
4. Analysis of the survey data
5. Development of the test

Activities conducted during the meeting included reviewing and, as needed, revising the major domains, tasks, and knowledge necessary for competent performance as a veterinarian. The draft list presented to the Task Force was developed using the results of the 2012 Job Analysis. Survey rating scales and background and general information questions were presented, discussed, and revised as needed.

Survey Construction and Review Activities

Survey Construction

Upon the completion of the Task Force Meeting, Prometric staff constructed the draft survey. The survey covered the following task and knowledge domains:

Tasks:

1. Anesthesia
2. Assessment
3. Examination
4. Techniques
5. Treatment
6. Communication

Knowledge:

1. Anatomy
2. Pharmacology, Physiology, and Toxicology
3. Pathology
4. Medicine: Etiology, Pathophysiology, Diagnosis, and Treatment
5. Anesthesia
6. Surgery
7. Diagnostics
8. Animal Welfare
9. Preventive Medicine
10. Communication

Survey Review by Task Force Committee

Each Task Force member received a copy of the draft survey. The purpose of the review was to provide the Committee with an opportunity to view their work and recommend any revisions.

Comments provided by the Task Force Committee for the online survey were compiled by Prometric staff and reviewed via web conference in March 2022, with the Task Force members. Refinements, as recommended by the Task Force, were incorporated into the online survey in preparation for final survey release.

Final Version of the Survey

The final version of the online survey consisted of five sections: Section 1: Background and General Information; Section 2: Tasks; Section 3: Knowledge; Section 4: Recommendations for Test Content; and, Section 5: Write in Comments.

In Section 1: Background and General Information, survey participants responded to general and background information about themselves and their professional activities.

In Section 2: Tasks, survey participants rated the statements using the importance scale shown below.

Tasks
Importance: How important is it for this task/skill to be performed on day one by a new graduate of an AVMA-accredited veterinary school?
0 = Of no importance
1 = Of little importance
2 = Of moderate importance
3 = Important
4 = Very important

In Section 3: Knowledge, survey participants rated the statements using the importance scale shown below.

Knowledge
Importance: How important is it for a new graduate of an AVMA-accredited veterinary school to possess this knowledge on day one?
0 = Of no importance
1 = Of little importance
2 = Of moderate importance
3 = Important
4 = Very important

Survey participants were also asked to provide a rating measuring the representativeness of each knowledge and task domain. Respondents made their judgments using the five-point rating scale shown below.

Content Coverage
How well do the statements in Domain (#) cover important aspects of (the domain)?
0 = Very Poorly
1 = Poorly
2 = Adequately
3 = Well
4 = Very Well

Respondents could note any topics that were not covered within a specific domain in an open response field.

In Section 4: Recommendation for Test Content, survey participants indicated the content weights that the knowledge areas below should receive on the exam:

1. Anatomy
2. Pharmacology, Physiology, and Toxicology
3. Pathology
4. Medicine: Etiology, Pathophysiology, Diagnosis, and Treatment
5. Anesthesia
6. Surgery
7. Diagnostics
8. Animal Welfare
9. Preventive Medicine
10. Communication

This was accomplished by distributing 100 percentage points across the ten knowledge areas. These distributions represented the allocation of examination items survey participants believed should be devoted to each knowledge area.

In Section 5: Write-In Comments, survey respondents were given the opportunity to answer open-ended questions. Participants were asked, “What additional professional development and/or continuing education could you use to improve your performance in your current work role?” and “How do you expect your work role to change over the next few years? What tasks will be performed and what knowledge will be needed to meet changing job demands?”

3. Dissemination of the Survey

AVMA and Prometric distributed the survey to 3,500 AVMA members in May 2022.

4. Analysis of the Survey Data

As previously noted, the purpose of the survey was to validate the tasks and knowledge that relatively large numbers of veterinary professionals judged to be relevant (verified as important) to their work. This objective was accomplished through an analysis of the mean importance ratings for task and knowledge statements. The derivation of test specifications from those statements p as important by the surveyed AVMA members provides a substantial evidential basis for the content validity of credentialing examinations.

Based on information obtained from the survey, data analyses by respondent subgroups (e.g., practice setting) are possible when sample size permits. A subgroup category is required to have at least 30 respondents to be included in the mean analyses. This is a necessary condition to ensure that the mean value based upon the sample of respondents is an accurate estimate of the corresponding population mean value.

The following quantitative data analyses were produced:

- Means (percentage) distributions for task and content coverage ratings
- Means (percentage) distributions for knowledge statements and content coverage ratings
- Means for test content recommendations
- Index of agreement values for designated subgroups

Criterion for Interpretation of Mean Importance Ratings

Since a major purpose of the survey is to ensure that only validated task and knowledge statements are included in the development of test specifications, a criterion (cut point) for inclusion needs to be established.

A criterion used in similar studies is a mean importance rating that represents the midpoint between moderately important and important. For the importance rating scale used across many studies, the value of this criterion is 2.50.

This criterion is consistent with the intent of content validity. Therefore, for this job analysis, Prometric recommended the value of this criterion should be set at 2.50.

Accordingly, the task and knowledge statements were grouped into one of three categories: Pass, Borderline, or Fail, as determined by their mean importance ratings.

Definition of Pass, Borderline and Fail Categories for Task and Knowledge Importance Mean Ratings	
	<u>Means</u>
Pass:	At or above 2.50
Borderline:	2.40 to 2.49
Fail:	Less than 2.40

- The Pass Category contains those statements whose mean ratings are at or above 2.50 and are eligible for inclusion in the development of test specifications.
- The Borderline Category contains those statements whose mean ratings are between 2.40 and 2.49. The Borderline Category is included to provide a point of discussion for the Task Force to determine if the statement(s) warrant(s) inclusion in the test specifications.
- The Fail Category contains those statements whose mean ratings are less than 2.40. It is recommended that statements in the Fail Category be excluded from consideration in the test specifications.

5. Development of the Test Specifications

In September 2022, Prometric staff facilitated meetings to develop test specifications for the BCSE based on the job analysis results. A total of eleven subject matter experts comprised the Test Specifications Committee. The meetings focused on:

- finalizing the task statements for inclusion based on the survey results;
- finalizing the knowledge that are important for inclusion based on the survey results;
- establishing the percentage test content weights for each area on the examination; and,
- creating a linkage between the tasks and knowledge.

These percentage test weights guide examination development activities.

RESULTS

Survey Responses

A total of 1,126 participants started the survey. Of those surveys 655 responses were considered complete enough for full analysis.

Based on the analysis of survey responses, a representative group of veterinary professionals completed the survey in sufficient numbers to meet the requirements to conduct statistical analysis. This was evidenced by the distribution of responses for each of the background information questions and was confirmed through discussion with the Test Specifications Committee.

Demographic Characteristics of Survey Respondents

The profile of survey respondents is below.

Figure 1. Demographic Question 1. What is your employment status?

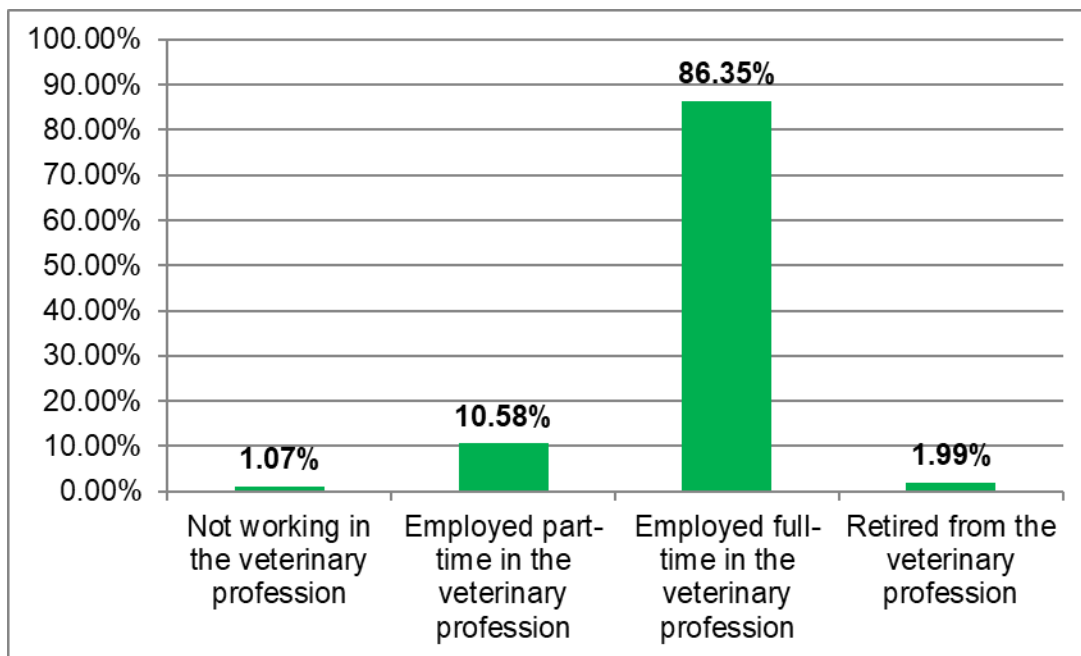


Figure 2. Demographic Question 2. When was the last time you hired or worked with recent veterinary graduates?

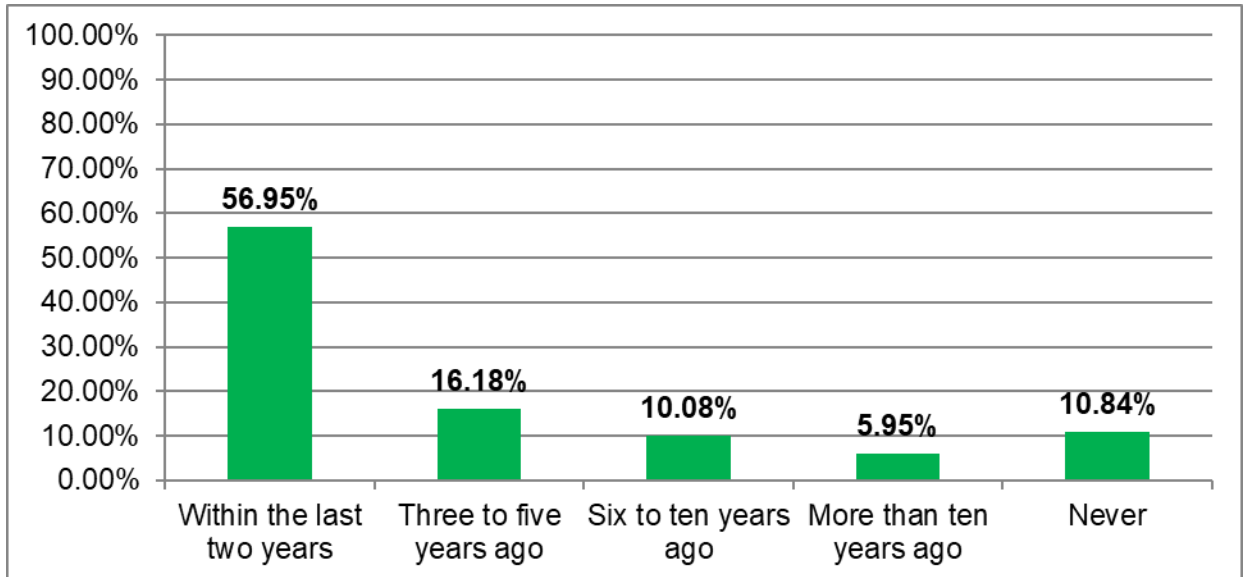


Figure 3. Demographic Question 2A. How many recent veterinary graduates have you worked with in the last five years?

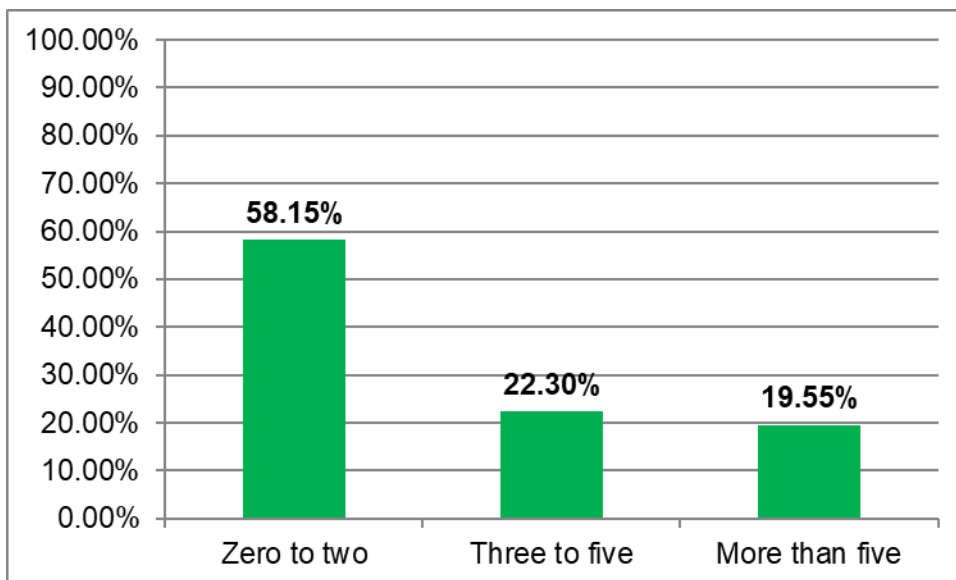


Figure 4. Demographic Question 3. Do you currently teach or provide educational opportunities to veterinary students in any setting (e.g., academic; private clinical practice; government; student externships)?

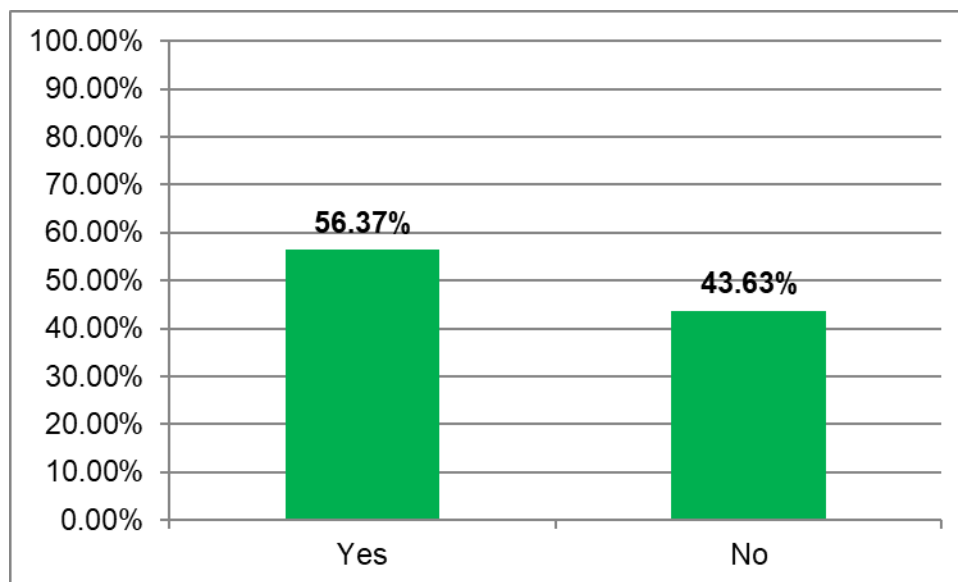


Figure 5. Demographic Question 3A. In what PRIMARY setting do you teach or provide educational opportunities to veterinary students?

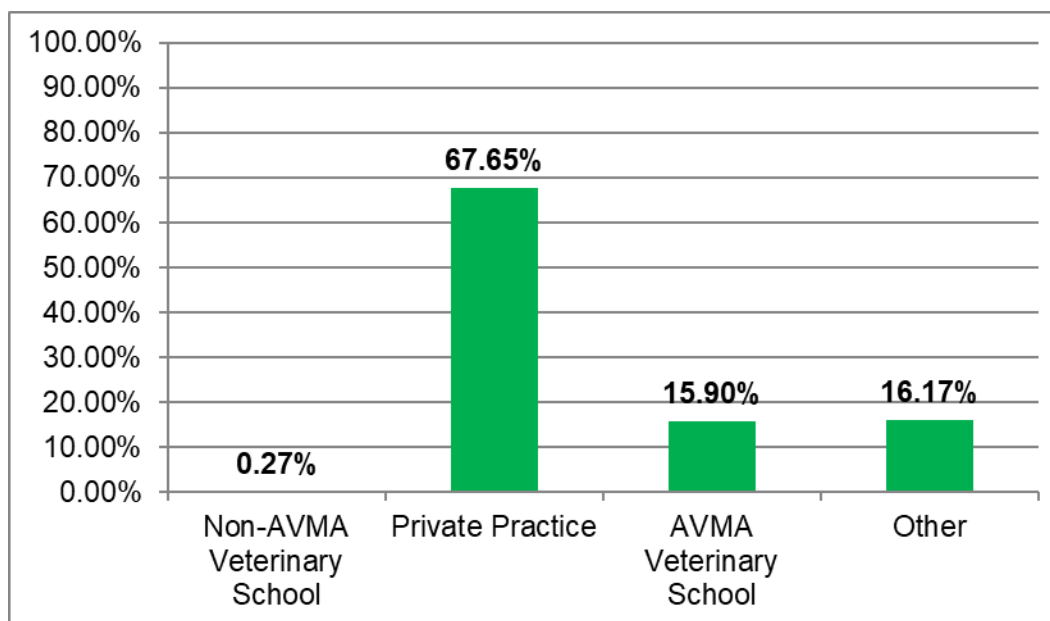


Figure 6. Demographic Question 4. For how long have you been a licensed veterinarian (state, provincial, or academic licensure) in the United States or Canada?

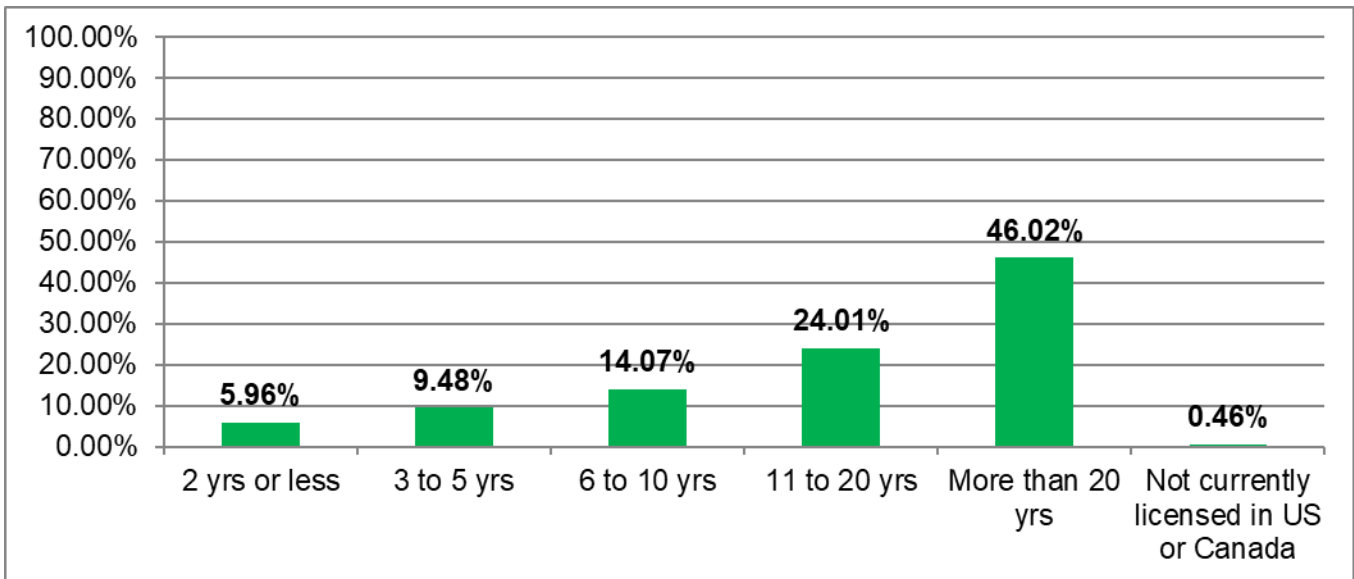


Figure 7. Demographic Question 5. For how long have you been a practicing veterinarian?

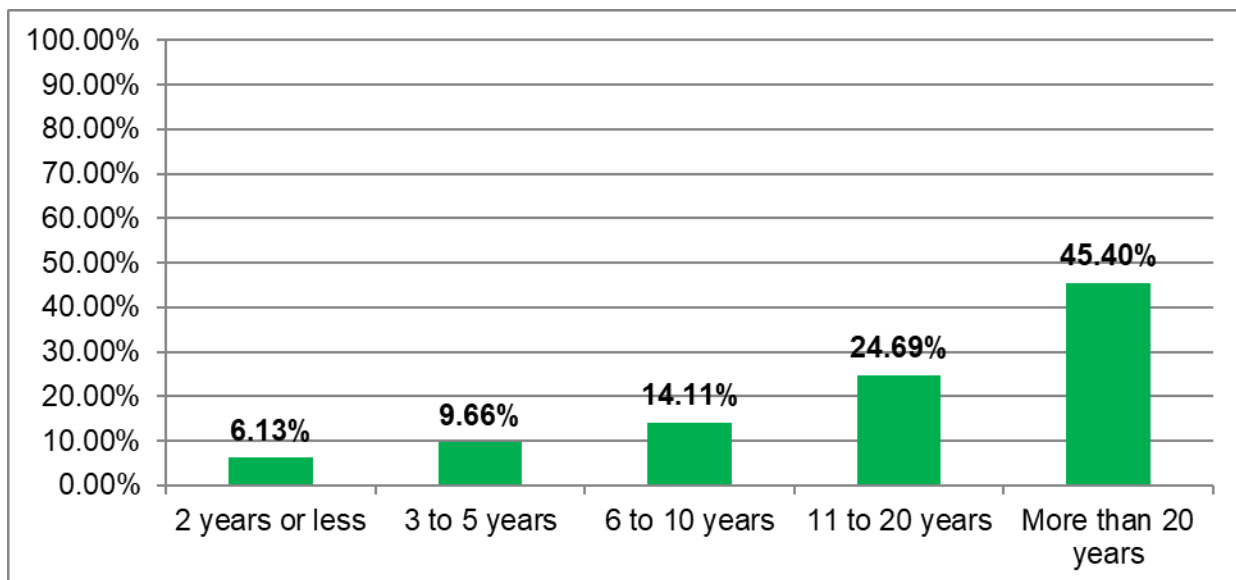


Figure 8. Demographic Question 6. In what U.S. state or Canadian province do you work in veterinary services?

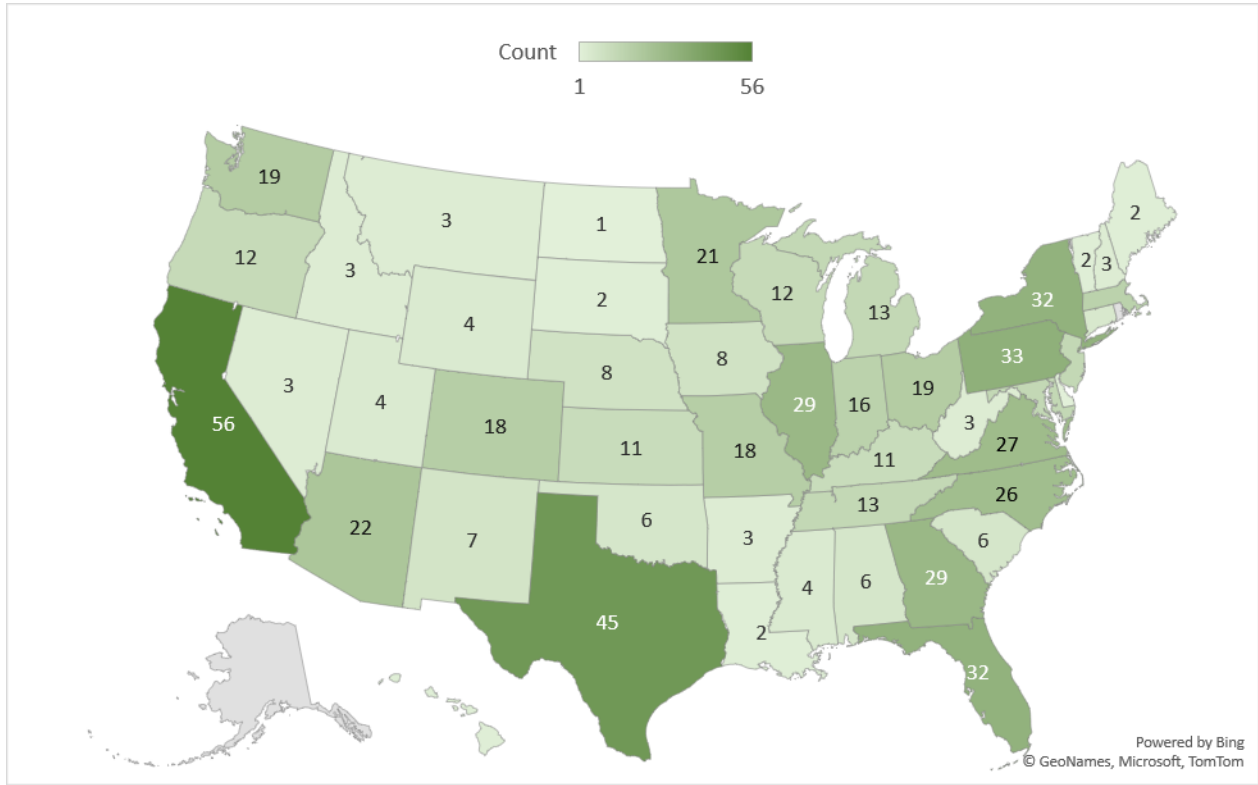


Figure 9. Demographic Question 7. What is your PRIMARY employment type?

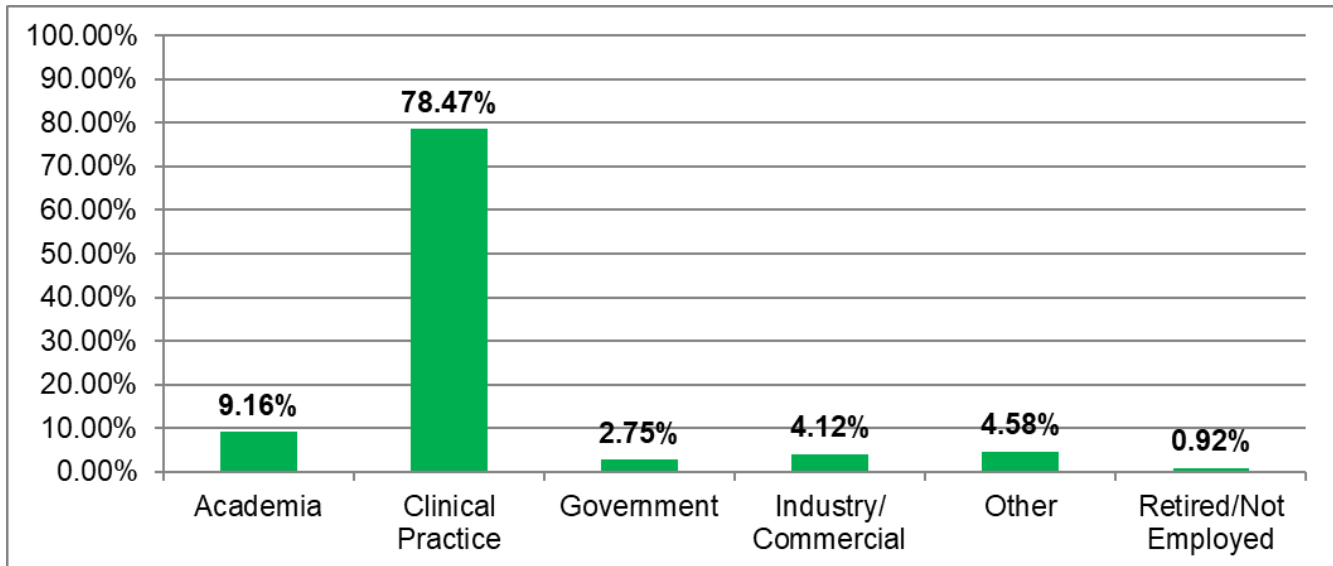


Figure 10. Demographic Question 7A. Which best describes your clinical practice?

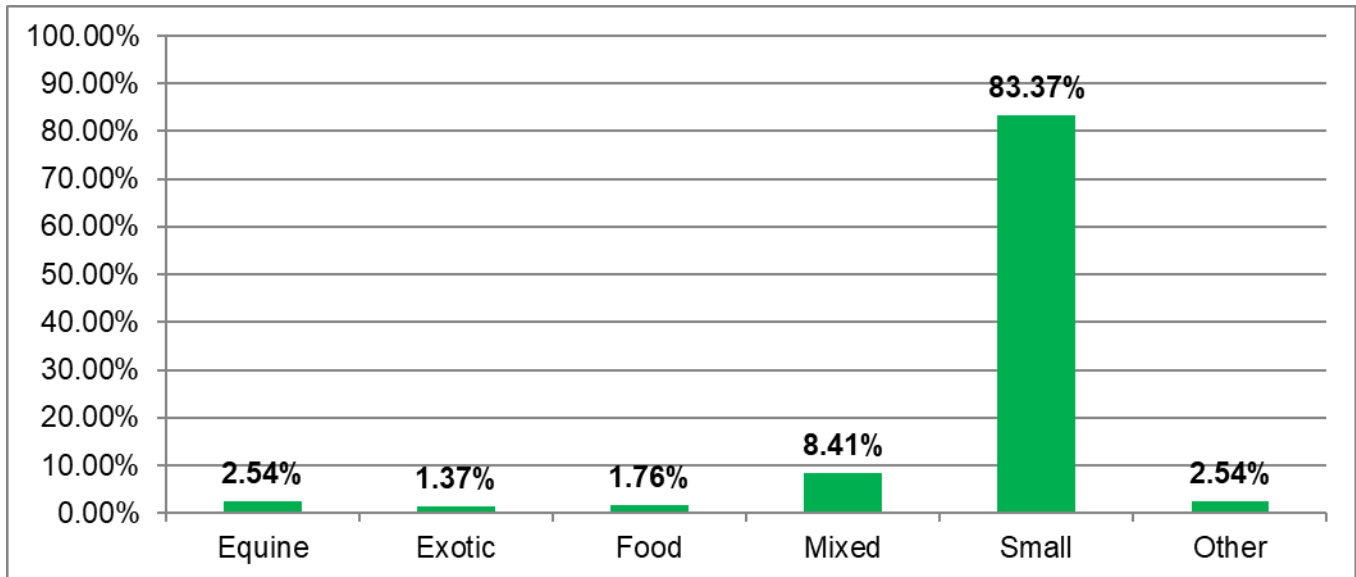


Figure 11. Demographic Question 7B. What is your PRIMARY employment type within "Industry/Commercial"?

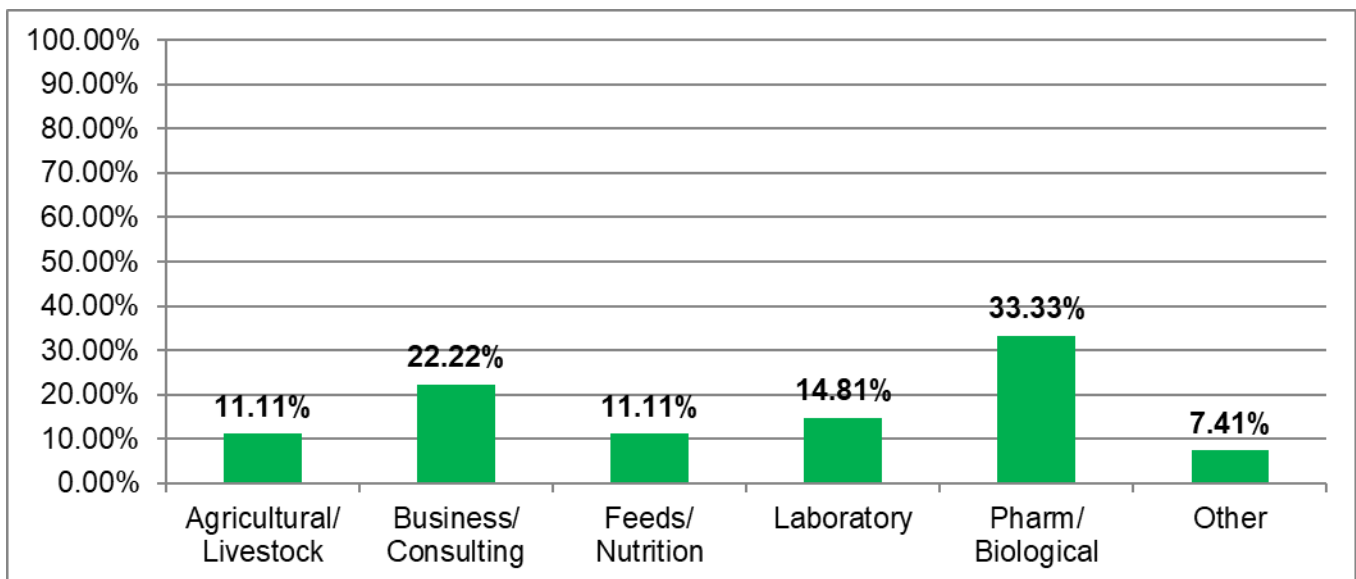


Figure 12. Demographic Question 8. Please indicate the percent of time you work with each species? - Mean Response

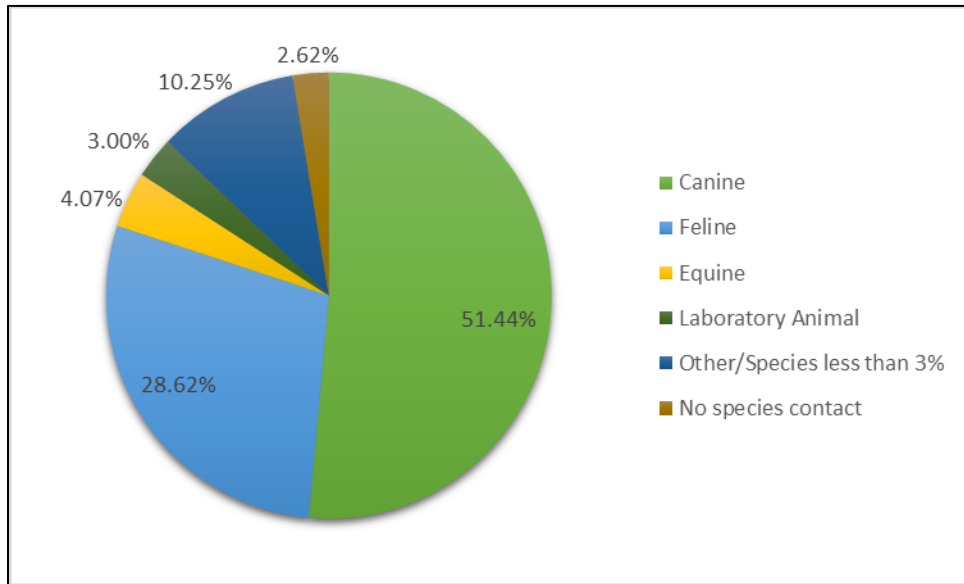


Figure 13. Demographic Question 9. What is your veterinary education background?

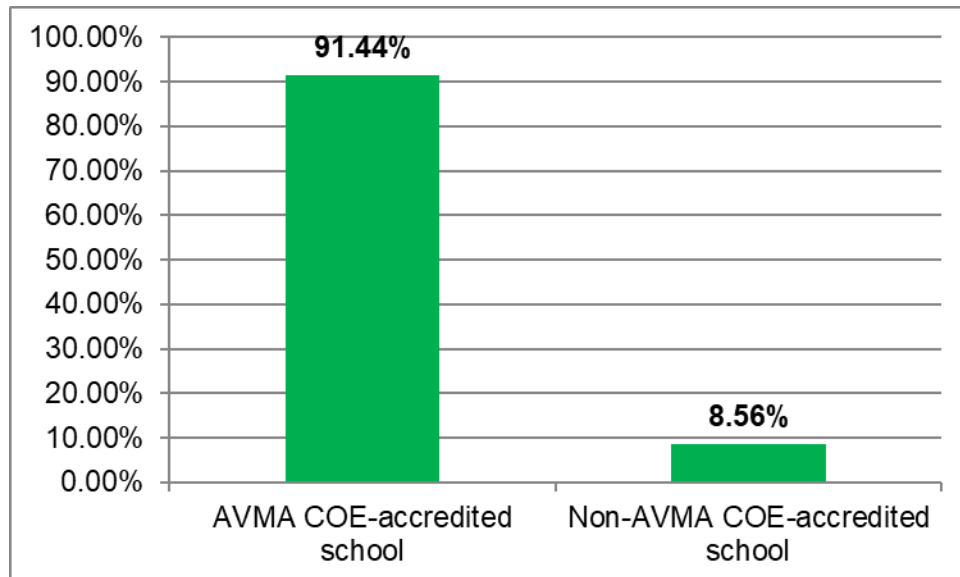


Figure 14. Demographic Question 10. Do you currently have specialty board certification?

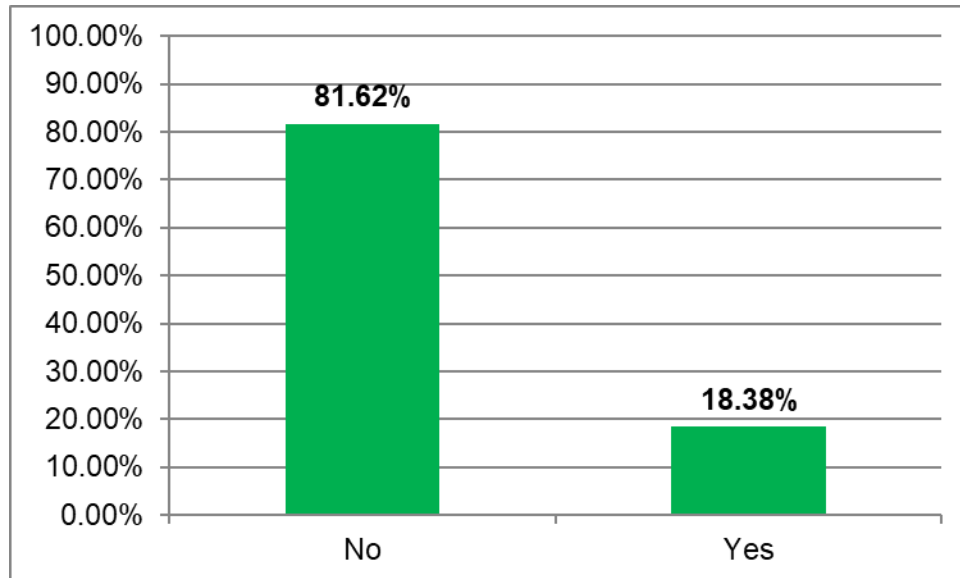


Figure 15. Demographic Question 11. Please indicate your gender identity.

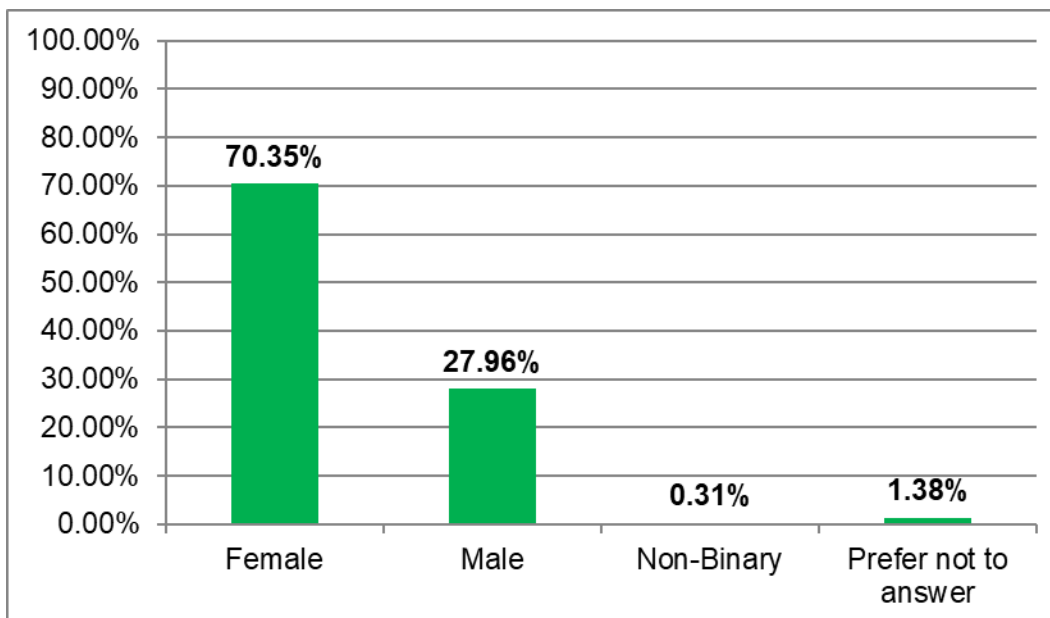


Figure 16. Demographic Question 12. What is your age?

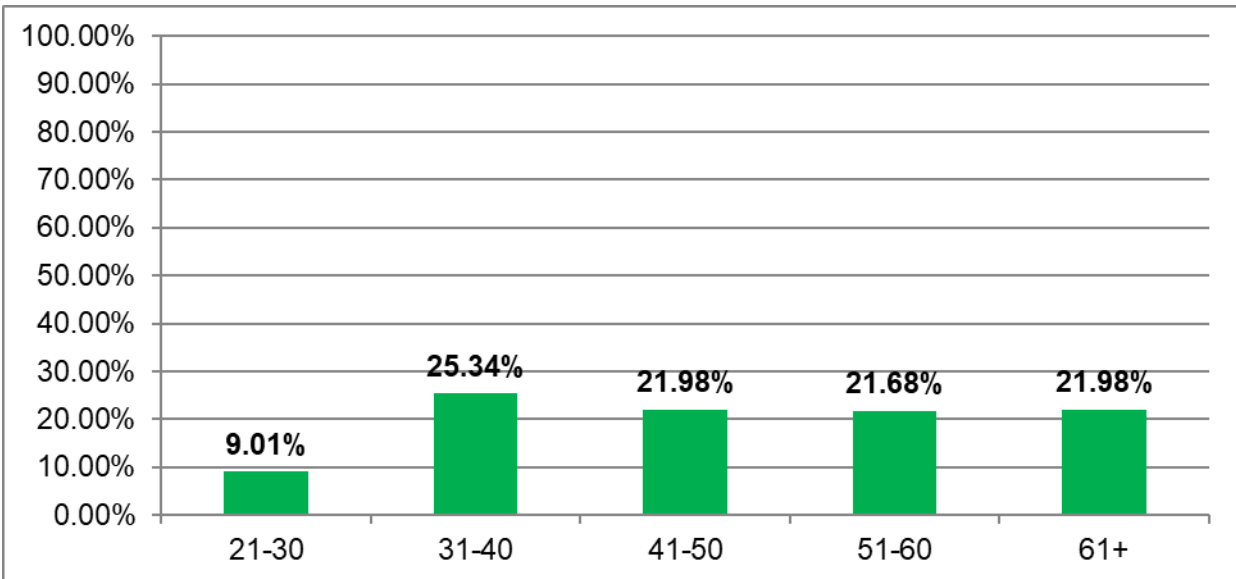
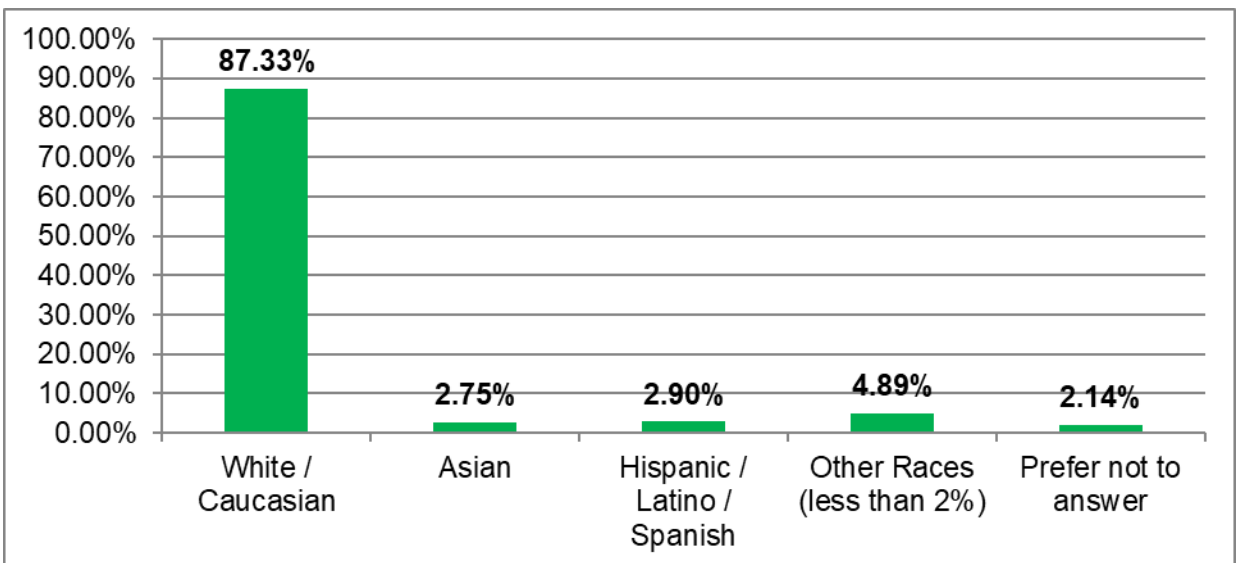


Figure 17. Demographic Question 13. Which of the following best describes your race/ethnicity?



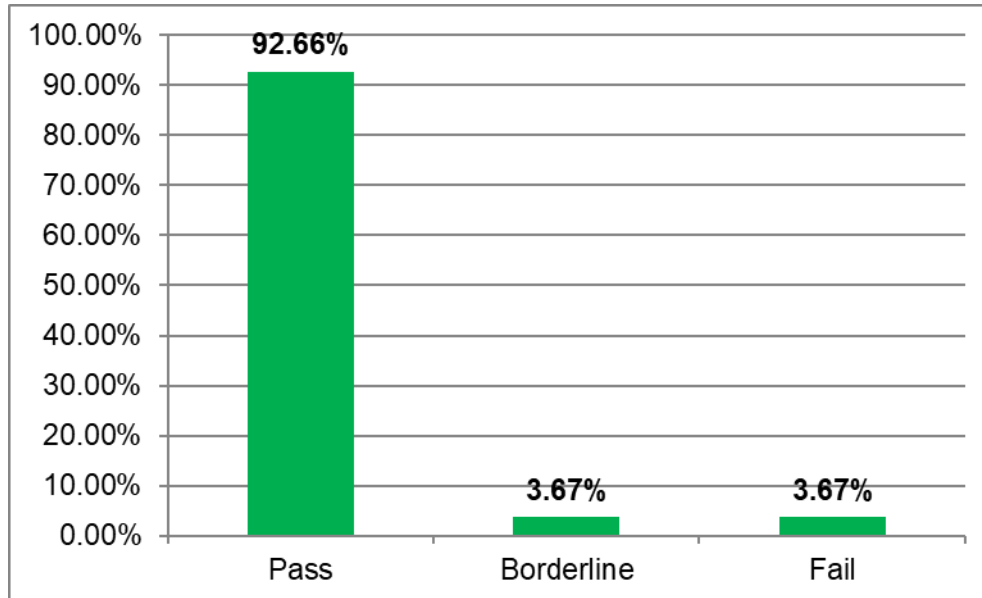
Task and Knowledge Overall Ratings

The following provides a summary of survey respondents' ratings of the tasks and knowledge statements. The survey respondents passed 247 of the 262 (94.27%) task and knowledge statements.

Tasks

Of the 109 tasks, 101 (92.66%) achieved high importance means. Figure 18 shows the number of tasks that were placed in Pass, Borderline, and Fail categories.

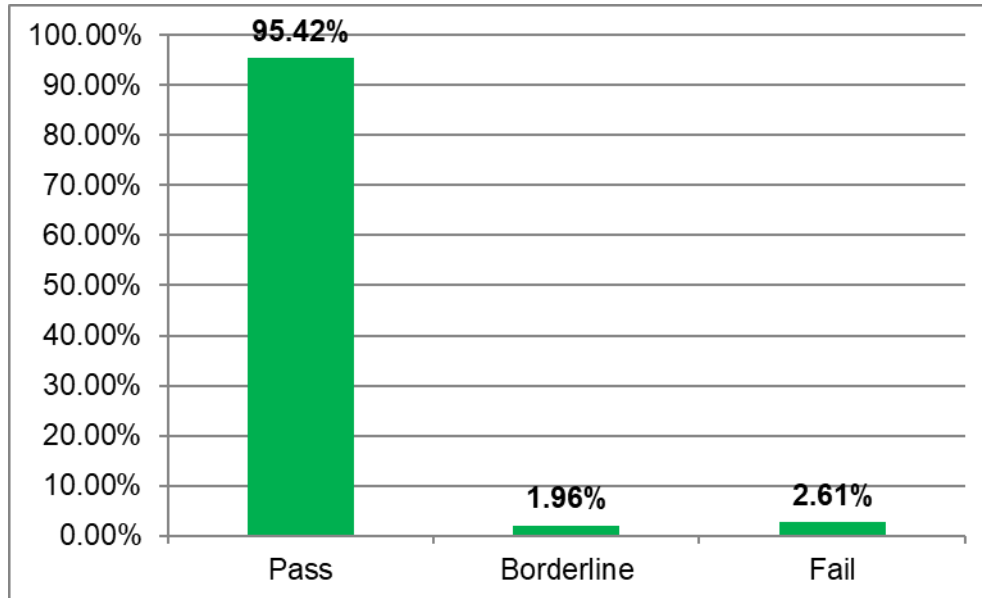
Figure 18. Task Importance by Pass, Borderline, and Fail categories



Knowledge

Of the 153 knowledge statements, 146 (95.42%) achieved high importance means. Figure 19 shows the knowledge statements placed in Pass, Borderline, and Fail categories.

Figure 19. Knowledge Importance by Pass, Borderline, and Fail categories



Subgroup Analysis of Task and Knowledge Ratings

The index of agreement (IOA) is a measure of the extent to which subgroups of respondents agree on which tasks and knowledge are important. Using the mean importance ratings for tasks and knowledge, indices of agreement were computed:

- If the subgroup means are above the critical importance value (mean ratings at or above 2.50), then they agree that the content is important.
- If the subgroup means are below the critical importance value (mean ratings less than 2.50), then the subgroups agree that the content is considered less important.
- By contrast, if one subgroup's (for example, female) mean ratings are above the critical importance value and another subgroup's (for example, male) means are below the critical importance value then the subgroups are in disagreement as to whether the content is important.

The index of agreement provides a method of computing the similarity in judgments between groups and is tailored to the purpose of a job analysis study more than the correlation coefficient. Although the correlation coefficient measures the tendency toward agreement along the full range of possible ratings, the agreement index focuses on whether two groups agree that the content should (or should not) be included in an examination.

As one of the major purposes of this job analysis study is to identify appropriate test content, the

agreement index provides a statistical method to address this question at the subgroup level. Furthermore, the agreement index requires only 30 respondents per subgroup for computation, whereas the correlation coefficient requires at least 100 respondents per subgroup to provide a reliable measure of agreement.

An illustrative example for two groups on a survey with 100 knowledge areas shows how to compute the index. If two groups passed the same 96 knowledge areas and failed the same 2 knowledge areas (out of the 100 total knowledge areas in the survey), the consistency index would be computed as $Agreement = (96 + 2)/100 = 0.98$. Values of 0.80 or less show less than optimal agreement and therefore additional mean analyses are required.

Agreement coefficients were produced on the following background questions:

- What is your employment status?
- When was the last time you hired or worked with recent veterinary graduates?
- How many recent veterinary graduates have you worked with in the last five years?
- Do you currently teach or provide educational opportunities to veterinary students in any setting?
- For how long have you been a practicing veterinarian?
- In what U.S. state or Canadian province do you work in veterinary services?
- What is your PRIMARY employment type?
- Which best describes your clinical practice?
- What is your veterinary education background?
- Do you currently have specialty board certification?
- Please indicate your gender identity
- What is your age?
- Which of the following best describes your race/ethnicity?

Agreement coefficients for tasks ranged from 0.90 to 0.99. Agreement coefficients for knowledge ranged from 0.94 to 0.99. Since the agreement coefficients for all questions were greater than 0.80, no additional mean analysis was required.

Content Coverage Ratings

The survey participants indicated how well the statements within each of the task and knowledge domains covered important aspects of that area. These responses provide an indication of the comprehensiveness of the survey content.

The five-point rating scale included 1=Very Poorly, 2=Poorly, 3=Adequately, 4=Well, and 5=Very Well. The means for the task and knowledge ratings are provided in Figure 20 and Figure 21. For the task domains, the means ranged from 4.13 to 4.39 and for knowledge ranged from 4.02 to 4.28. These means provide evidence that tasks and knowledge were well covered on the survey.

Figure 20. Mean Ratings of Task Content Coverage

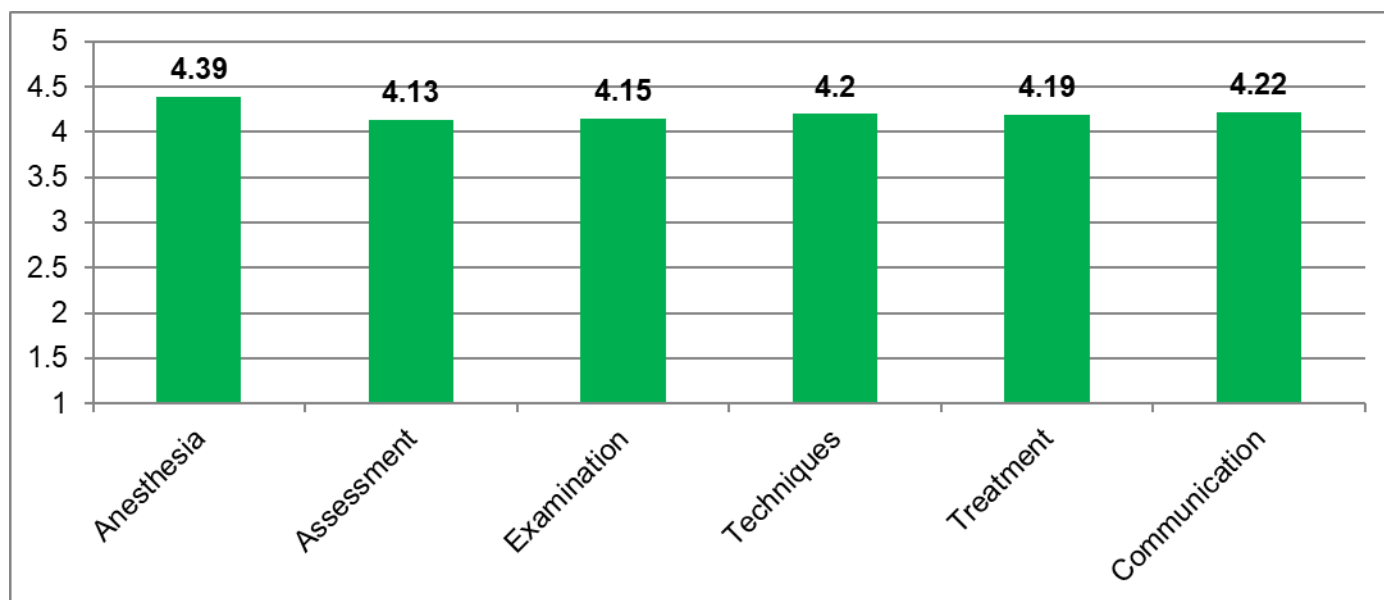
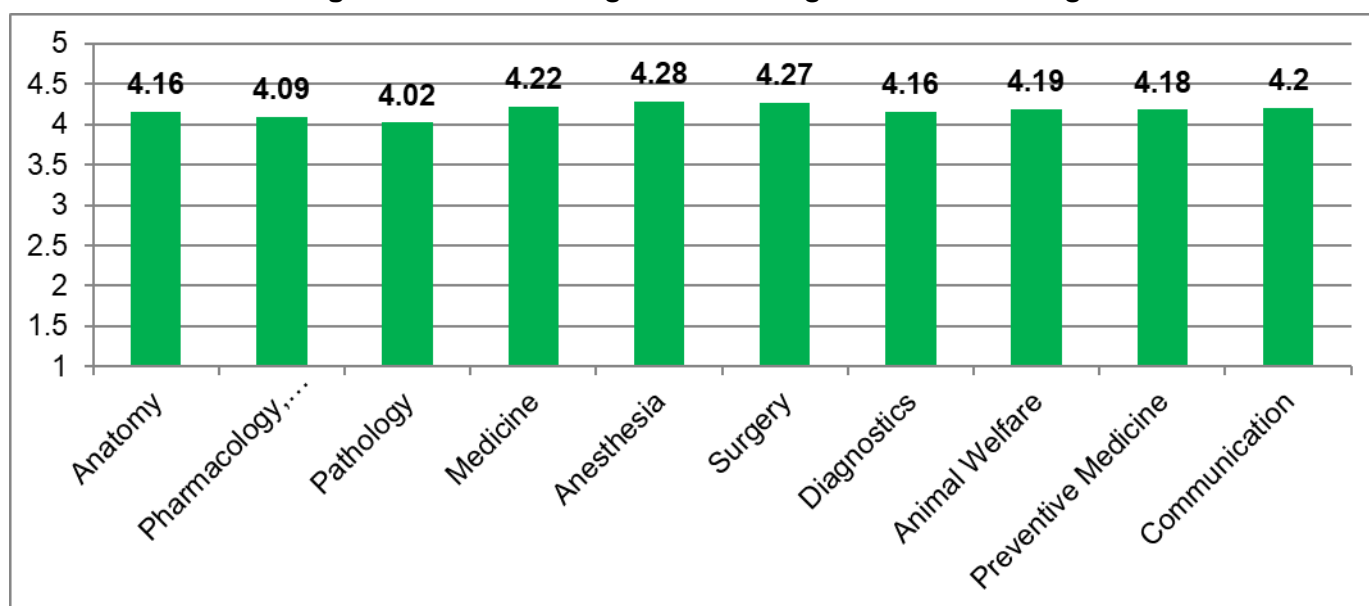


Figure 21. Mean Ratings of Knowledge Content Coverage

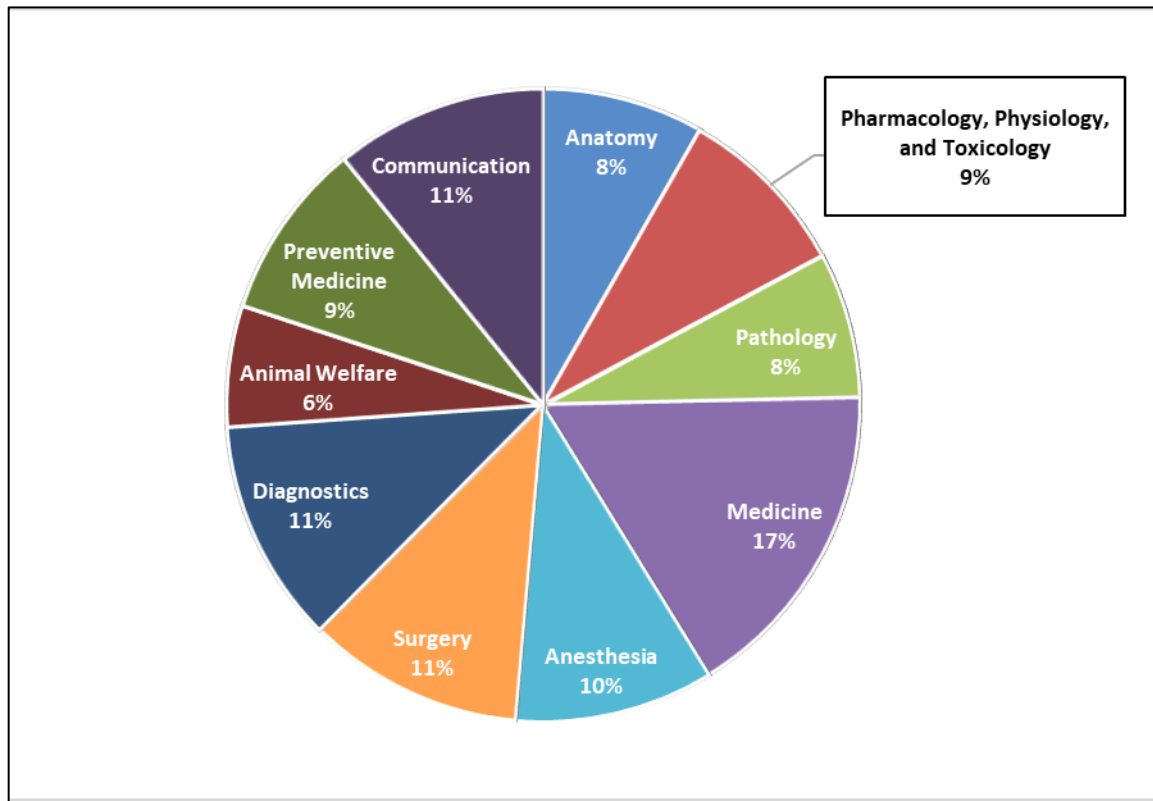


Survey respondents could write in tasks or knowledge that they believe should be included in the listing of important tasks and knowledge. The Test Specifications Committee reviewed the comments to determine whether there were important statements not covered on the survey that should be included in the test specifications.

Test Content Recommendations

In survey Section 4: Recommendations for Test Content, participants were asked to assign a percentage weight to each knowledge domain. The sum of percentage weights was required to equal 100%. This information guided the Test Specifications Committee in making decisions about how much emphasis the domains should receive on the BCSE test content outline. The mean weights across all survey respondents are in Figure 22.

Figure 22. Survey Respondents' Test Content Recommendations by Mean Percentages



Additional Content Targets

In addition to recommending test content weights for the BCSE, the Test Specifications Committee provided additional recommendations for the distribution of test content by species and cognitive level. These recommendations, found in Table 1 and Table 2, were developed based on current BCSE objectives and will serve as additional goals when constructing future BCSE test forms.

Table 1. BCSE Species Distribution Recommended by the Test Specifications Committee

Species	Minimum Number of Questions per Test Form	Maximum Number of Questions per Test Form
Canine	30	50
Feline	30	50
Equine	20	40
Bovine	20	40
Ovine/Caprine	10	14
Porcine	6	10
Poultry	6	10
Other	10	20

Table 2. BCSE Cognitive Level Distribution Recommended by the Test Specifications Committee

Cognitive Level	Target Number of Questions per Test Form
Recall	40
Application	120
Analysis	40

Linkage of Task and Knowledge Statements

Task and knowledge linking verifies that each knowledge area included on an examination relates to the competent performance of important tasks. As such, linking supports the content validity of the knowledge included in the test specifications. Linking does not require the production of an exhaustive listing; rather, task-knowledge links are developed to ensure that each knowledge is identified as being related to the performance of at least one, or in most cases several, important tasks.

ECFVG Update

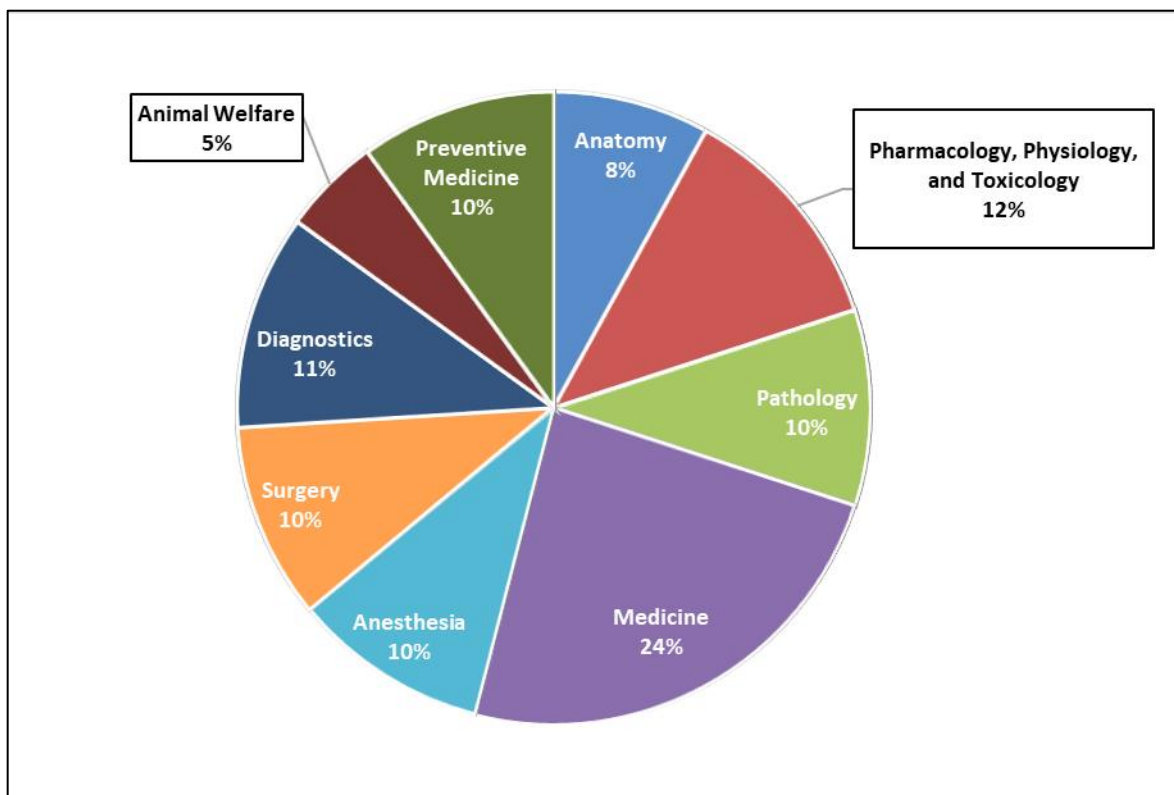
In November 2022, ECFVG met to discuss the results of the job analysis process. During the course of the meeting the commission members made the decision to remove domain 10. Communication from the BCSE. ECFVG concluded that knowledge from this domain could be more accurately observed and assessed as part of the CPE.

Table 3 and Figure 23 show the finalized test specifications weights.

Table 3. BCSE Test Content Weights Finalized by ECFVG

Domains	Number of Statements	Weight
1. Anatomy	4	8%
2. Pharmacology, Physiology, and Toxicology	34	12%
3. Pathology	7	10%
4. Medicine: Etiology, Pathophysiology, Diagnosis and Treatment	16	24%
5. Anesthesia	11	10%
6. Surgery	12	10%
7. Diagnostics	19	11%
8. Animal Welfare	11	5%
9. Preventive Medicine	30	10%

Figure 23. BCSE Test Content Weights Finalized by ECFVG



SUMMARY AND CONCLUSIONS

This job analysis study for the ECFVG program identified tasks and knowledge statements that are important to the work performed by veterinarians. The results of the study can be used to guide further development work for both the BCSE and CPE.

The task and knowledge statements were developed through an iterative process involving the combined efforts of AVMA, subject matter experts, and Prometric staff. These statements were entered into a survey format and subjected to verification/refutation through the dissemination of a survey to veterinary professionals. The survey participants were asked to rate the importance of task and knowledge statements.

The results of the study support the following:

- All of the task and knowledge statements that were verified as important through the survey provide the foundation of empirically derived information from which to develop test specifications for the BCSE.
- Evidence was provided in this study that the comprehensiveness of the content within the task and knowledge domains was well covered.
- The process utilized as well as the information that resulted from the analysis supported the development of the BCSE test specifications.

In summary, the study used a multi-method approach to identify the tasks and knowledge that are important to the work performed by veterinarians. The results of the study were used to develop test specifications for the BCSE and provide additional guidance for the CPE.