



Survey Report: Spring 2023 Written Exam

Prepared for:



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Table of Contents

Introduction	1
The CCSP® and DACBSP®	1
Survey Results.....	2
Registration.....	2
Reading List	4
Handbook.....	6
Test Plan.....	8
Practice Exam & Remote Proctoring	10
In Person and Online Prep Courses	13
Stress & Overall Experience	15
Summary	19

Introduction

The CCSP® and DACBSP®

The American Chiropractic Board of Sports Physicians™ (ACBSP™) provides two certifications to the field: Certified Chiropractic Sports Physician® (CCSP®) and Diplomate of the American Chiropractic Board of Sports Physicians® (DACBSP®). ACBSP™ administers the written CCSP® and DACBSP® exams twice each year. Both consist of 4-option multiple choice items in a linear format, in two sections. Candidates were provided with a survey regarding the entire process, from initial registration onward. This report provides a summary of the results from the Spring 2023 survey.

Table 1 provides a summary of the responses submitted for the survey by institution/program that qualified them to take the exam. We recommend that this question be converted from open response to dropdown because respondents often put answers like “at home” or “Cleveland Ohio” or just an acronym.

Table 1. Count of responses to the survey by program

Program/Eligibility	N
DC Online	18
DC Online and University of Western States	2
DC online CCSP® program	1
From Washington	1
Home	3
Logan University	5
National Health Sciences University	1
Northwestern Health Sciences University	2
Online	1
University of Western States	6
Life University	1
Total	41

Survey Results

This section will present and discuss the survey results.

Registration

The items tapping into the registration process included the candidates rating on their online registration experience, the communication post-registration they received through emails and/or the website, and the exam candidate Zoom information meeting. Candidates were generally happy with the operations of registration. However, there were various comments about the website not being user-friendly to find the registration tool. Figures 1 through 3 present the results for the registration survey questions. Table 2 highlights the comments that were given by candidates in relation to the registration process.



Figure 1. Registration experience

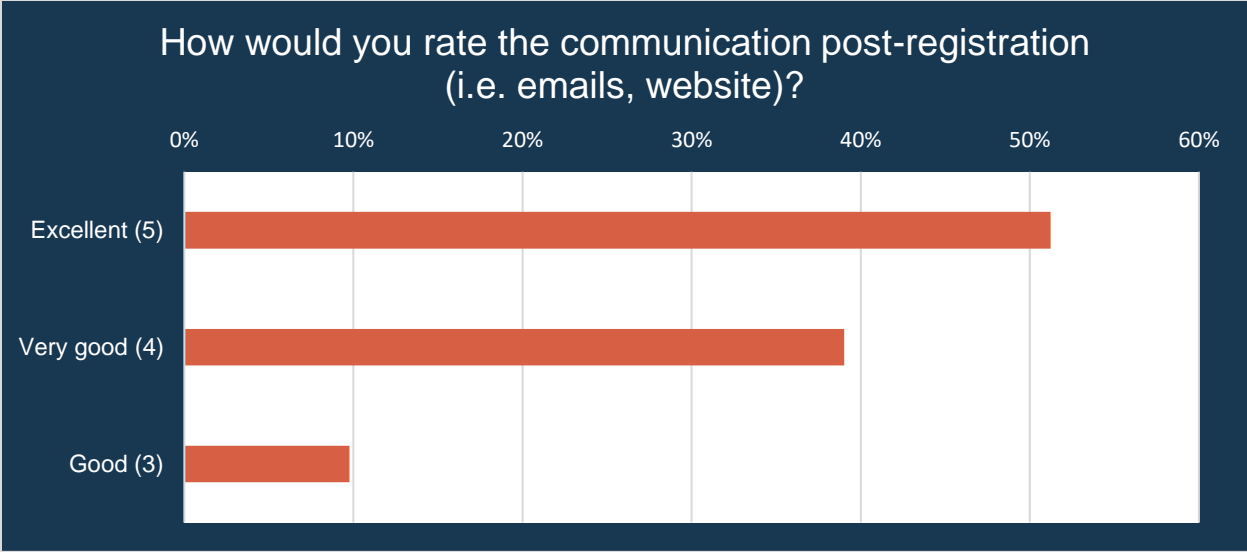


Figure 2. Registration communication

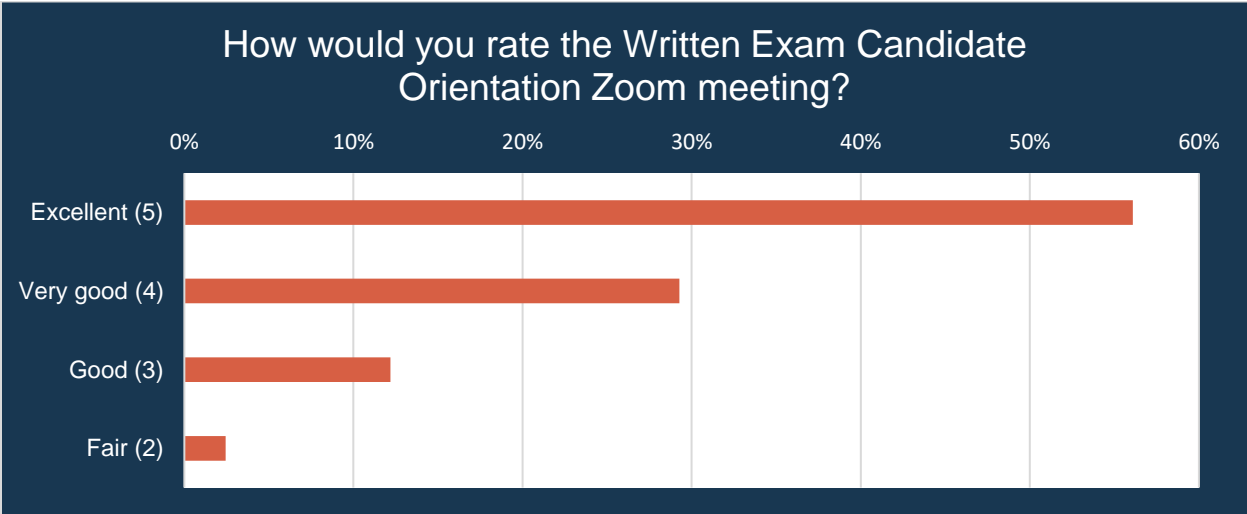


Figure 3. Zoom orientation

Table 2. Registration survey open response feedback

Please provide comments below if you answered 3 and below on any of the questions above.
The registration was difficult to find and not user-friendly. The length was too long and not clear and some conflicting information from the CCSP® site to the registration site. Also, we should be able to upload the requested documents directly to the website vs having to email everything.
Very thorough instructions on all the steps in the process of getting registered and ready to take test.
Everything was just Ok. Nothing above average and nothing below.
Kind of cumbersome to set up properly.
We were told there would be no questions from the CCSP® handbook because it's current being rewritten, and there was in fact questions from the handbook.
Registration for exam on website somewhat hard to find
Your website is not very user friendly. Finding information about the exam and registration is not easily accessible.
All of the processes were doable but not extremely streamlined or intuitive. It was fine.
The registration for the exam and practice exam were difficult to find on the ACBSP™ website.
It was really hard to find the registration page on the website.

Reading List

When asked about their knowledge of the reading list for the exam, 100% of the candidates responded that they knew about it. Candidates indicated that some information covering the additional topics and weights could also be provided to help them keep more realistic expectations. Figures 4 and 5 present the results for the registration survey questions. Table 3 highlights the comments that were given by candidates in relation to the Reading List.

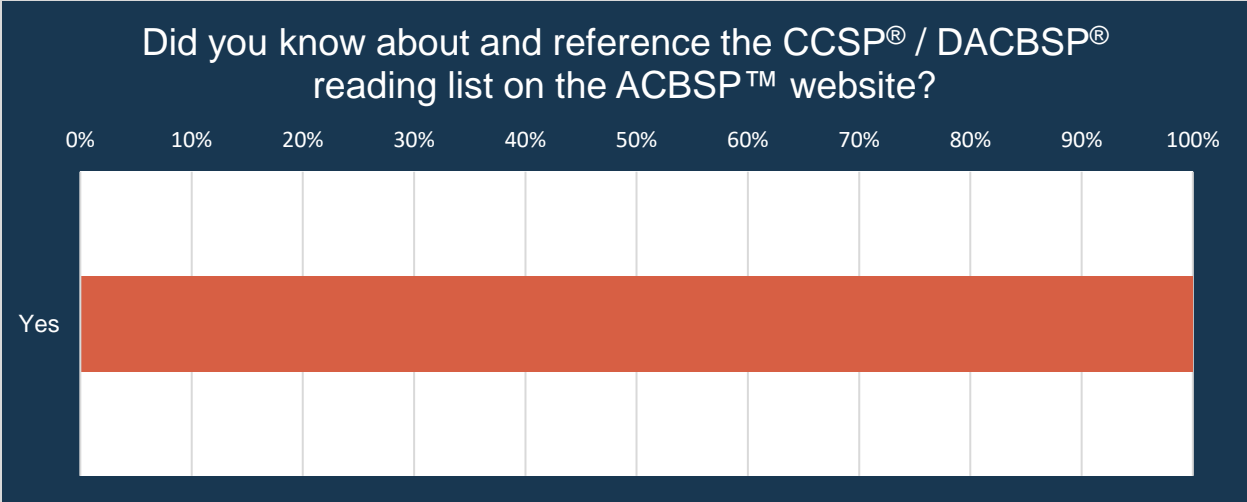


Figure 4. Reading list awareness

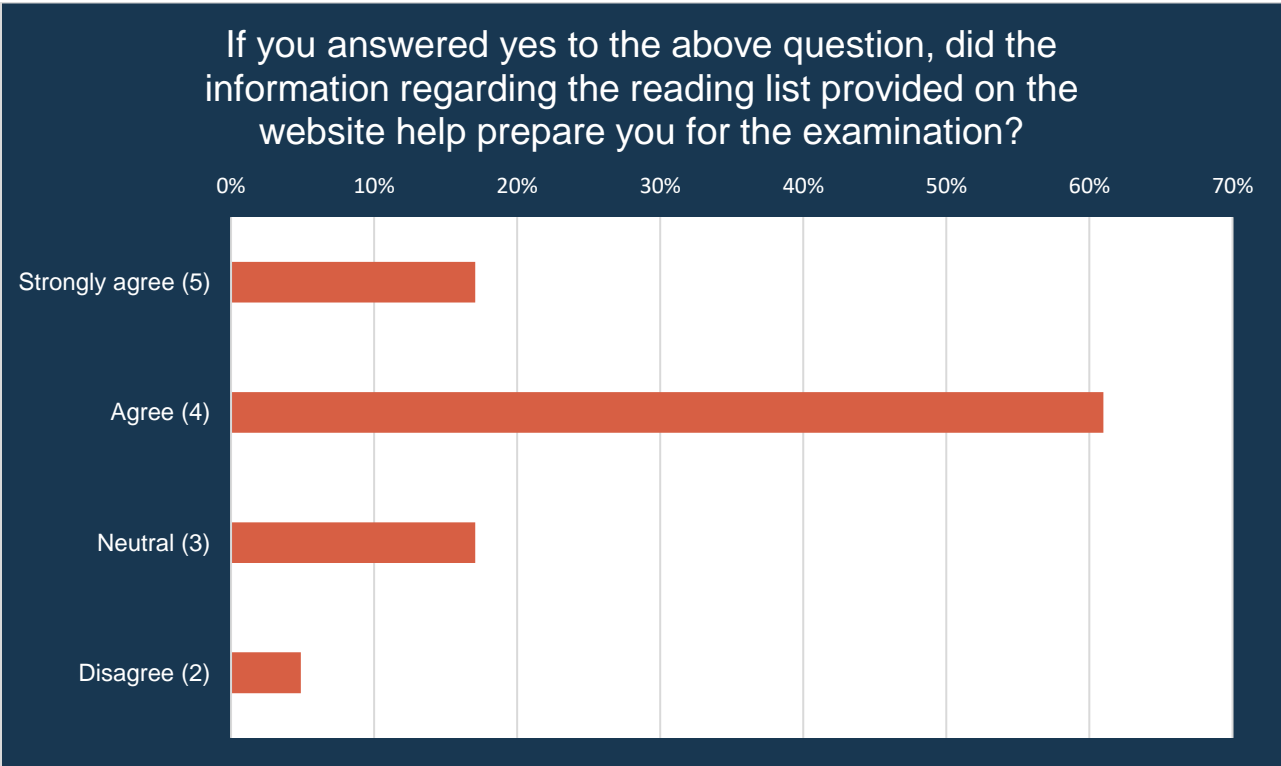


Figure 5. Reading list usefulness

Table 3. Reading list survey open response feedback

Please provide comments below if you answered 3 and below on the question above:
The majority of my study time was spent on the journal reading list, concussion and radiology which every instructor suggested including the orientation meeting. I felt like the exam was less than 25% those topics with the majority coming from basic
It's a lot of information to digest.
There was a trend of questions. Material that seemed to be asked about much more than the rest of the material.
I think it was overkill to tell someone to just blankly read all of the material it recommended and no guidance or focal points.
I feel it mostly prepared me for the exam however I do feel there were some topics that were not emphasized
Some of the links (I believe the first three links) did not work. Not sure if that was only for me.
I was aware of it but some of the links are broken and didn't feel like some material came from those pages.
Half the links were broken. I had to Google search most of them, which usually yielded results but there were one or two articles that I couldn't find online.
Some of the links weren't available. Questions on the articles were minimal. More time spent studying other information would have been more beneficial.

Handbook

Candidates were asked questions relating to the Handbook. These questions included the candidate's awareness of the handbook and the usefulness of the Handbook. Results indicated that candidates knew about the Handbook but not as widely as they did about the reading list. Of those candidates that knew about the Handbook, over half of these candidates agreed that it was useful for them in preparing for the examination. Candidates feedback about the handbook was mixed. Two comments mentioned they were told the Handbook shouldn't be used to prepare for the exam, and others indicated that it didn't have much in common with the actual exam. Table 4 highlights comments about the handbook from this set of candidates.

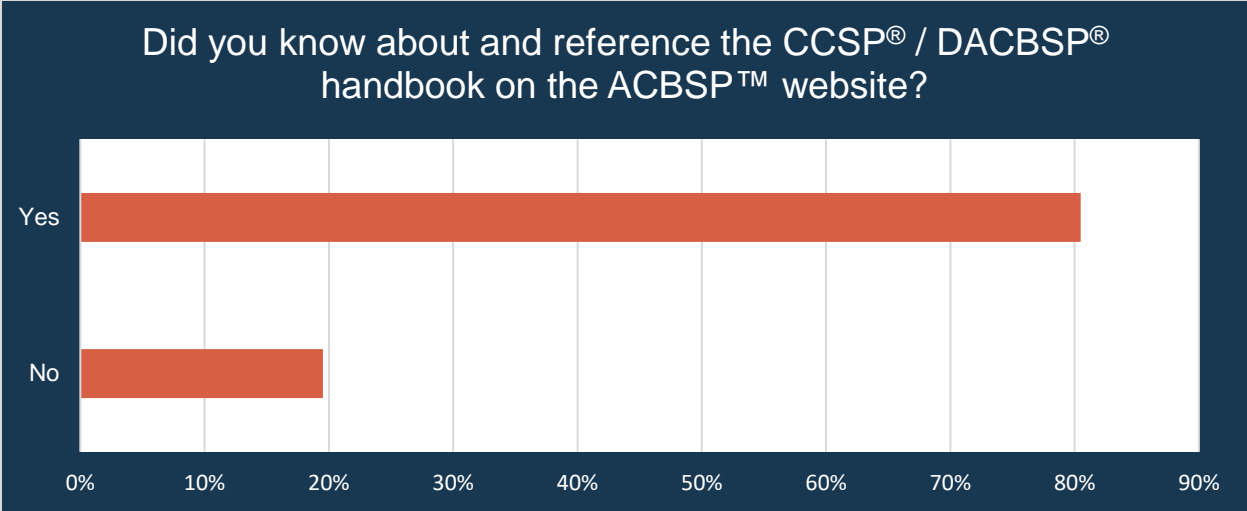


Figure 6. Handbook awareness

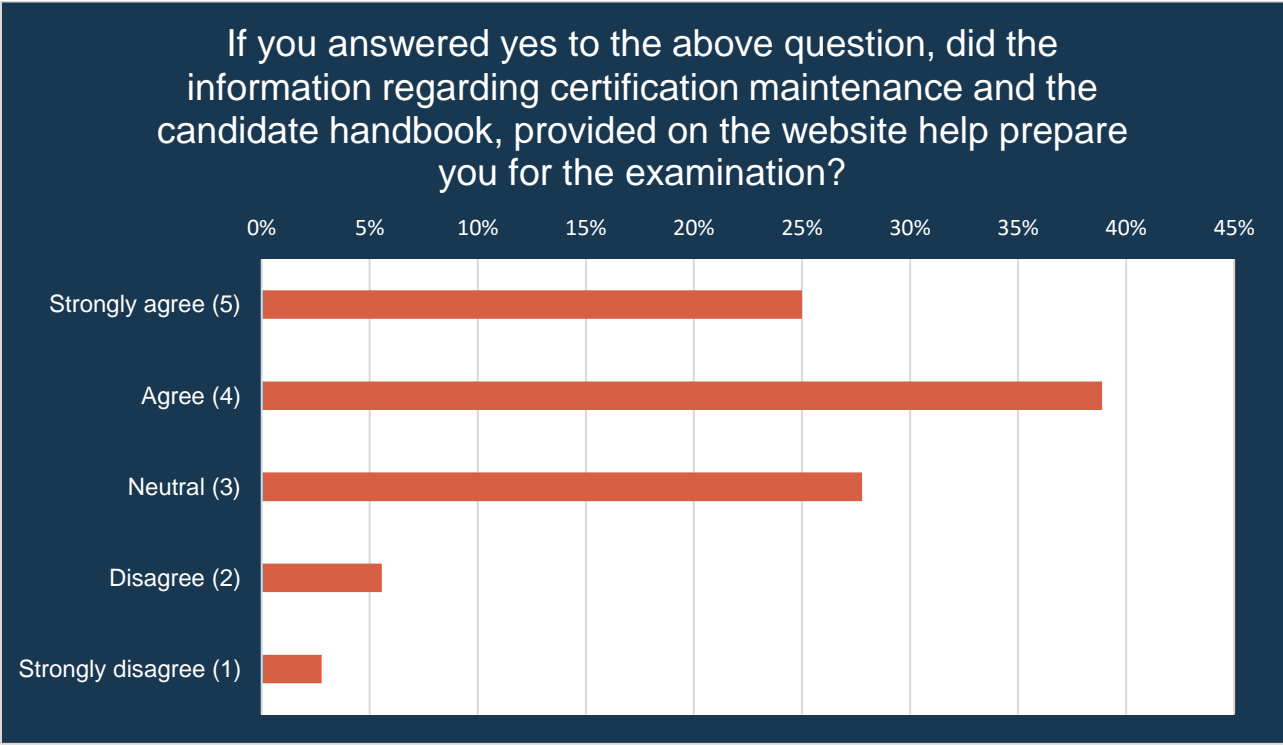


Figure 7. Handbook usefulness

Table 4. Handbook open response feedback

Please provide comments below if you answered 3 and below on the question above:
There were no questions that I recall related to the handbook. If there was, it was only a few.
Did not have anything to do with it
It helped prepare me in expectations but not much else
I was told to ignore this because it's currently being Re-written and not applicable
Wasn't aware that info was on test.
The link to look at the handbook from the power point, and a general search on the site brought up a Page Not Found. I am unsure where to find it on your website.
There was maybe 2 questions the handbook helped on
Didn't use the handbook much
We were told to disregard the handbook

Test Plan

Regarding survey questions about the Test Plan, most candidates knew about it and its location on the website. Candidate responses to the usefulness of the Test Plan were largely positive, as most candidates agreed that that helped them prepare for the exam. Evaluation of feedback from the candidates (Table 5) indicated that some candidates mentioned the test plan was general and broad, making it difficult for them to study all the contents.

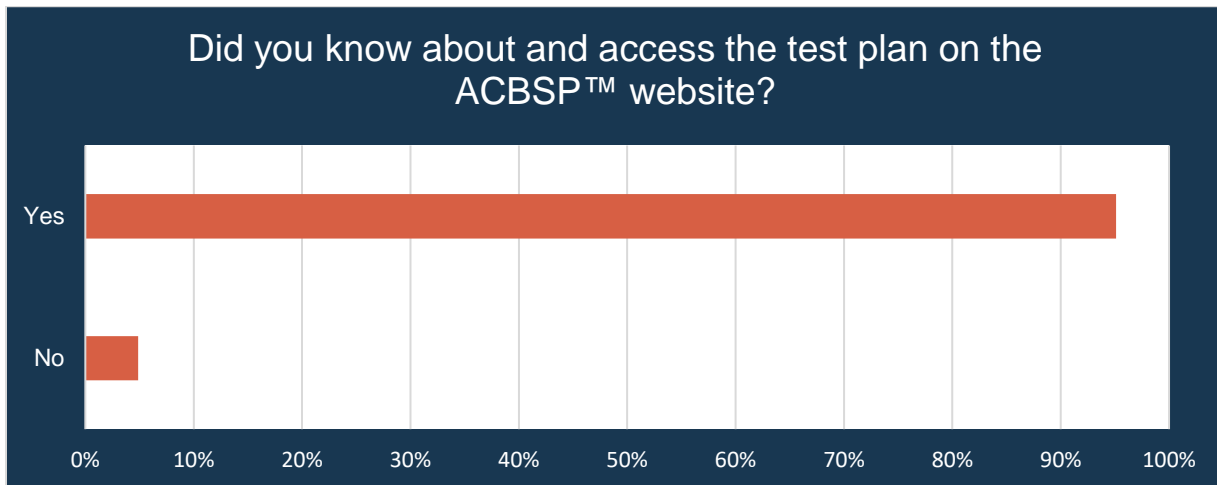


Figure 8. Test plan awareness

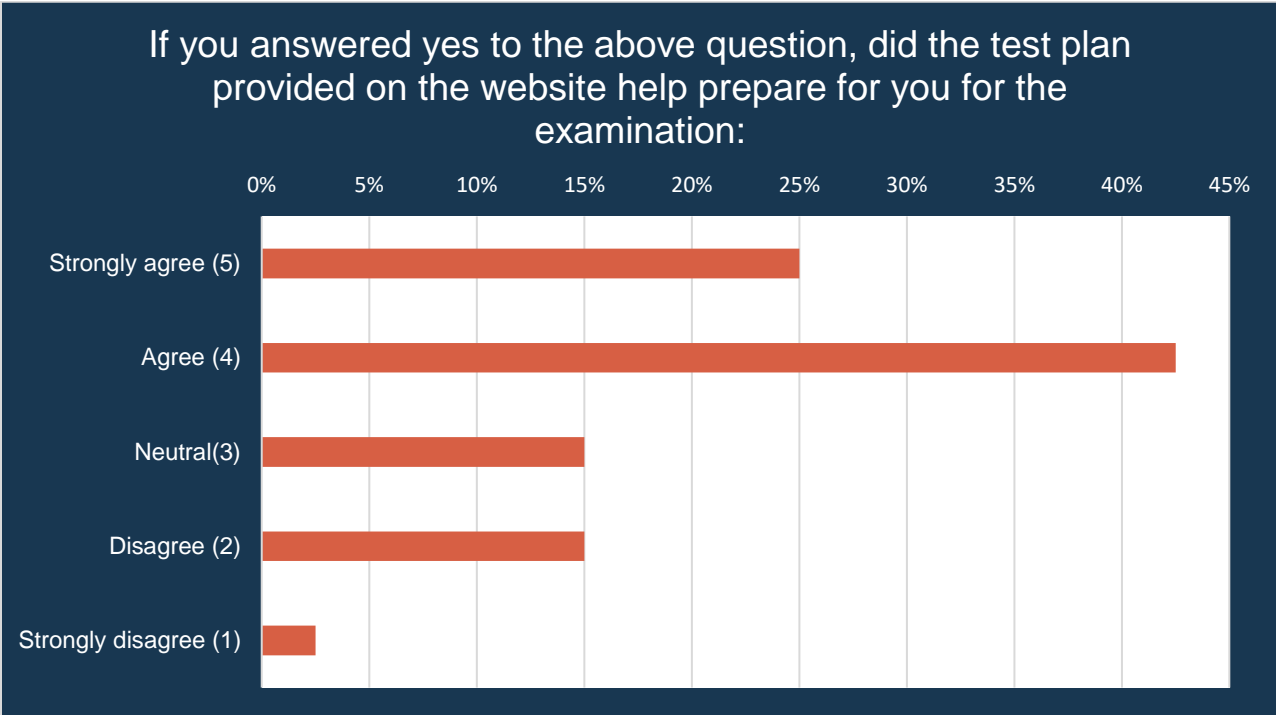


Figure 9. Test plan usefulness

Table 5. Test plan open response feedback

Please provide comments below if you answered 3 and below on the question above
The majority of questions seemed to be from basic knowledge covered on part 1 or 2 boards (which for me was 12 years ago). The reading list included some text books, without any guidance on which sections. For a 200 q test, more guidance was needed.
it was a good guide on what to study. There is just so much content that fits into each category
The test plan is pretty much useless. It is so vague you might as well just say study hard!!
I don't feel like to questions were split as provided.
Not that helpful
It was too general there should be study guides to follow or example questions so we have a better idea of formatting of questions. Especially for what is expected to know of radiology
For someone coming from a Master's program, the test plan was too broad. I studied all of the sections, but still felt unprepared for the exam. It seems as though it is almost impossible to efficiently study unless you go through the actual program.
I didn't think it helped
The topics covered in the test plan are very general but it's nice to have some sort of outline and weight given each topic.

Practice Exam & Remote Proctoring

Several questions were asked to assess candidates' feelings about the practice exam and the administration proctoring. Results showed that all candidates were able to successfully complete the practice exam. There were however a few issues with the practice exam reported by candidates, largely in relation to issues with browser compatibility.

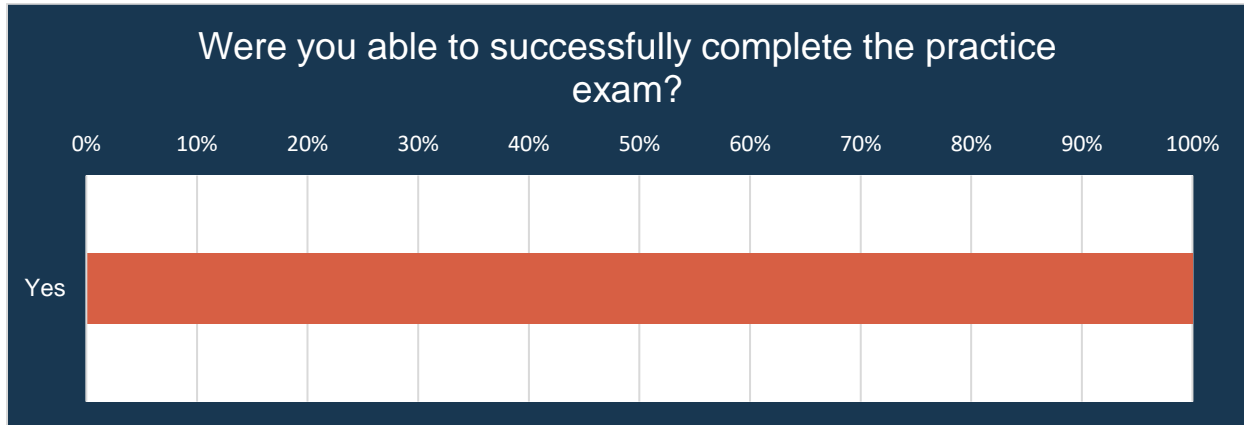


Figure 10. Practice exam successfully completed

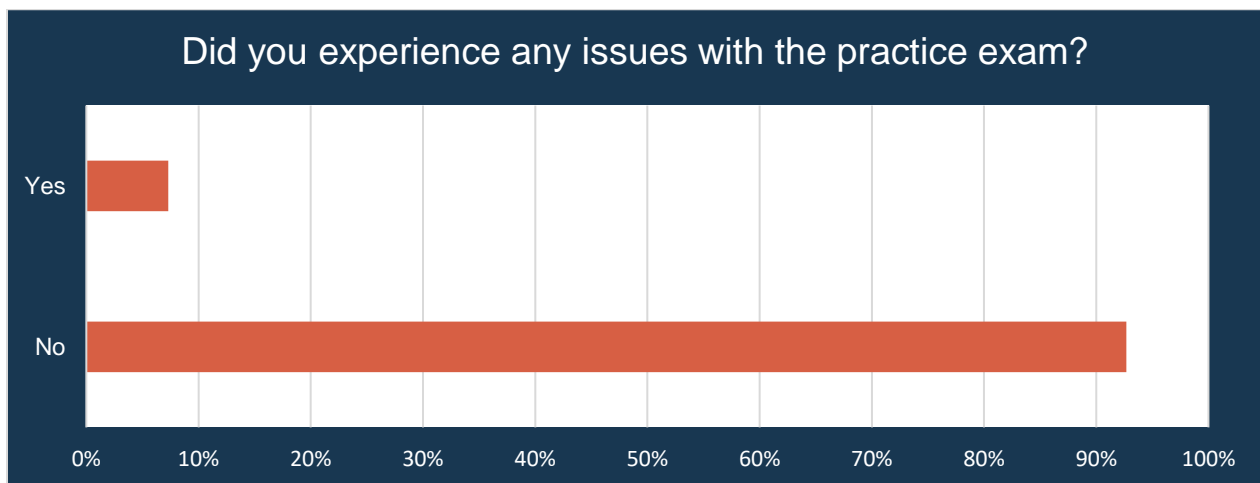


Figure 11. Issues with the practice exam

Table 6. Issues with the practice exam open response feedback

If you answered yes to the question above, please elaborate below.
Computer monitoring is not compatible with google chrome
The safari browser appears incompatible with the web app they use to monitor during the practice exam - was not asked to utilize google app for practice exam.
I got an error message halfway through the second part of the exam. The proctor helped to get in back online, and I was able to resume the test after 5 minutes.
No issues with the practice exam process, I would have enjoyed some example questions similar to the exam on the practice exam.

Survey results for questions asking about the remote proctoring experience and the exam delivery indicated that the candidate’s perception of the exam delivery and proctoring was strongly positive. Some candidates had technical issues, but all of them were able to successfully complete the exam. We also received some comments indicating they don’t really like online exams, but they admitted the process and the testing experience was good.

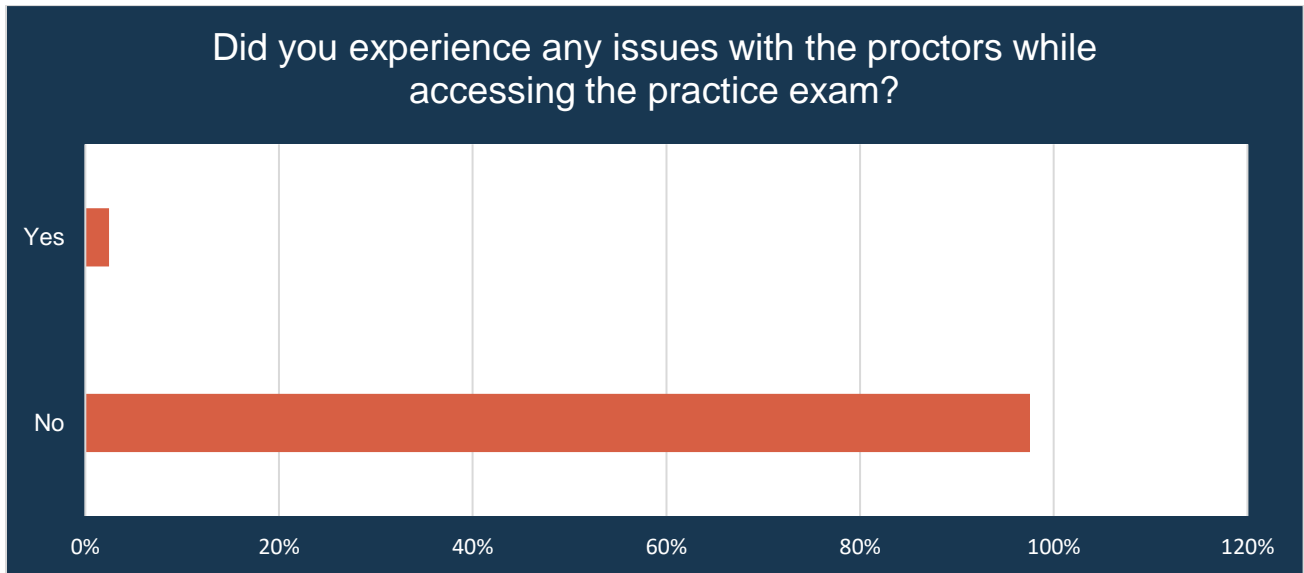


Figure 12. Issues with proctors

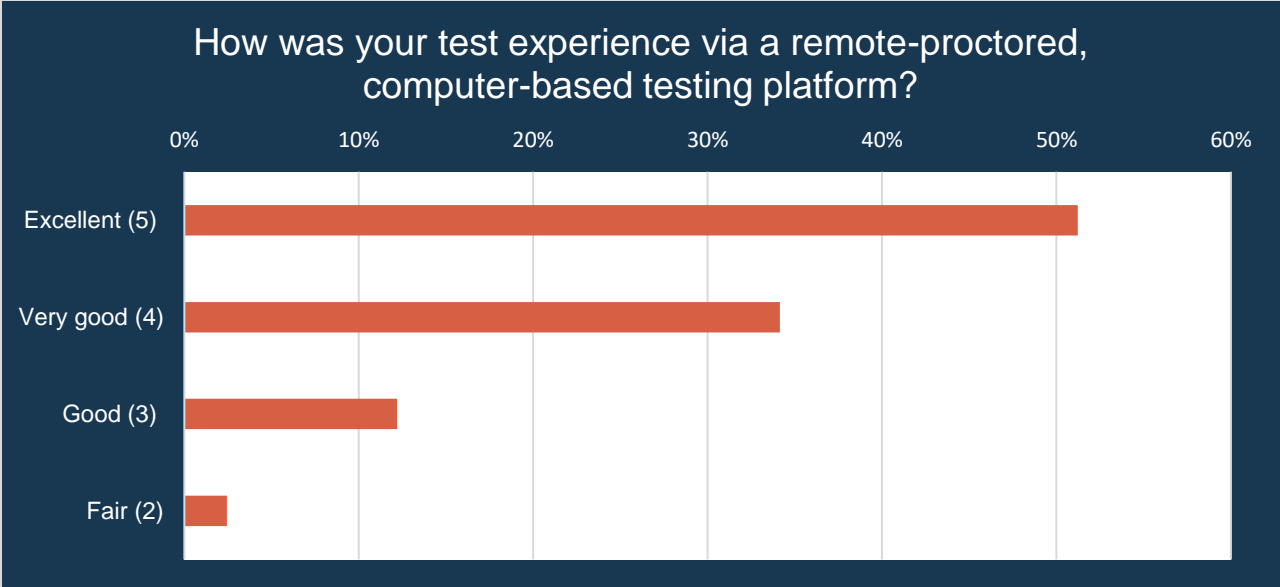


Figure 13. Remote-proctored & computer-based exam experience

Table 7. Remote-proctored & computer-based exam open response feedback

Please provide comments below if you answered 3 and below on the question above.
Not bad, but not my preference.
I hate computer based tests. But it went as well as one could have hoped
When I first logged onto meet the proctor had their microphone muted but was chatting with me after a few minutes to tell me to turn mine on, which was on. When I completed my exam I sat for 10 minutes waiting to check out
The experience was very good and easy for the test taker.
Not a fan of at home proctored test
I'd prefer to go to testing facility where there are less distractions
Helpful to avoid having to travel
I'd prefer in a testing center, but this worked out well.
Proctors weren't paying close attention.

In Person and Online Prep Courses

Survey questions that asked candidates about their experiences with in-person and online prep courses indicated that most respondents agreed that the information provided was helpful. Results do indicate however that candidates felt that in-person prep courses were more helpful than online prep courses (Figures 14 and 15). It is important to note here that not all examinees took specific in-person or online courses, so these results should be evaluated cautiously.

Table 8 highlights some open-ended feedback provided by the candidates in relation to the courses. As can be seen, several individuals reported that the in-person courses weren't available, or the in-person course they took (e.g., emergency procedures) didn't help them fully prepare for the exam the way they hoped it would.

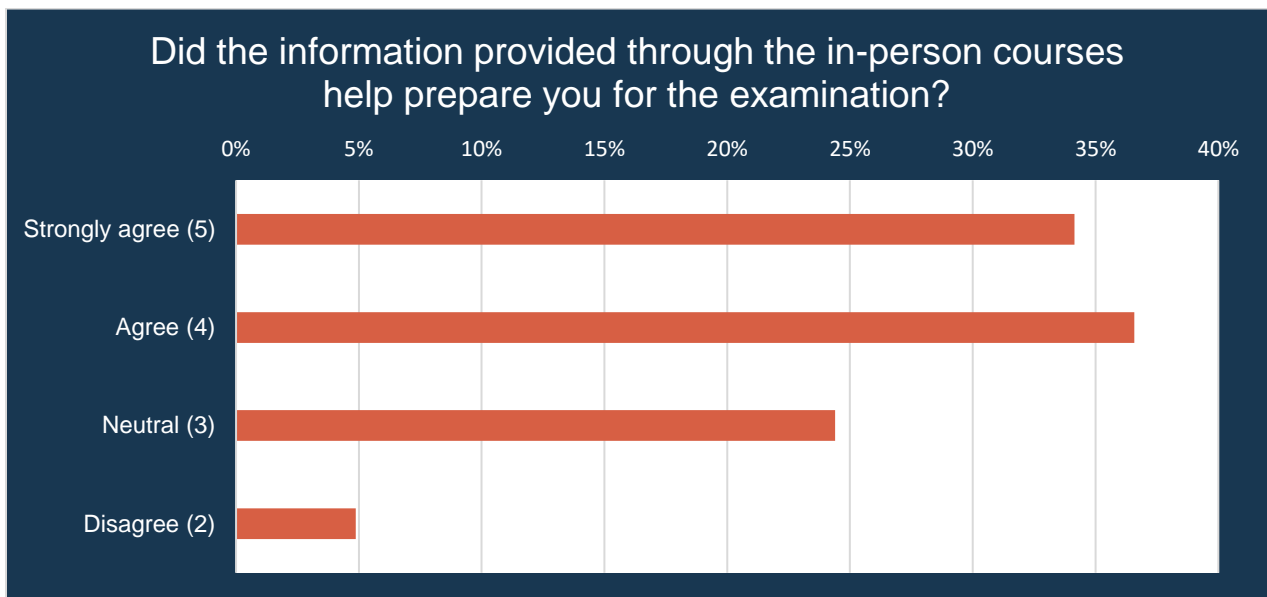


Figure 14. Helpfulness of in-person courses

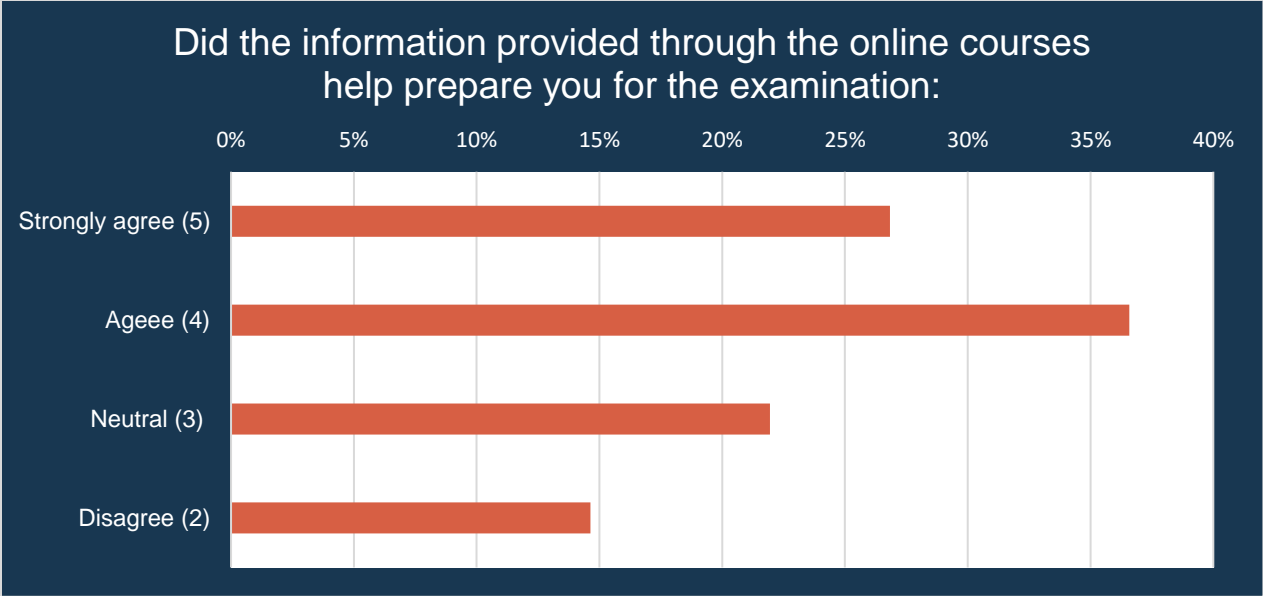


Figure 15. Helpfulness of online courses

Table 8. Helpfulness of in-person courses open response feedback

If you answered 3 or below to the question above, please provide comments below:
I think it did somewhat. Though emergency procedures was barely touched on in the exam. The in-person classes were helpful in actual patient management but more emphasis should be made on importance of things like "ratio of shoulder abduction", etc.
I felt that a lot of the material was not reviewed
it helped somewhat but there was a lot of questions that I had not seen since I was in chiropractic school
The in person classes greatly helped me hone my skills and make me feel prepared for emergency situations. I felt like I understood this section extremely well but there were very few questions on this topic covered in the exam.
There was no in person courses. All previously recorded.
I only took one in person course, and it was Emergency Procedures. Not many questions came from that.
I did not take an in person class

Table 9. Helpfulness of online courses open response feedback

If you answered 3 or below to the question above, please provide comments below:
The online study was very top line with a whole lot of "go look up all the fractures and bony tumors".
Same as above
I think the online platform and lack of organization of material made for a much less prepared test. It wasn't near as enjoyable learning the material in this way.
it helped somewhat but there was a lot of questions that I had not seen since I was in chiropractic school
The large breadth of information presented made it hard to focus down and compartmentalize. I felt like I knew just a few facts about each topic, and then the test had some very specific facts that were required that I did not get from the class.
Was not as precise as the test was. The online course gave a vague understanding of the material.
It did prepare me for some of the test. Other parts I definitely had to pull from other knowledge sources
Some information was on the exam others weren't.
Did not take online courses.
I did not know there was an online course

Stress & Overall Experience

When asked about the candidates' stress levels, more than half the candidates indicated that they had external factors which caused them stress (Figure 16). One of the most commented factors was the fear of losing Internet connection, but fortunately that wasn't the case for any of them.

When asked about their overall experience, candidates indicated that they were happy with the process, from registration to courses to exam day. Only one candidate reported that they had a poor experience. Tables 11 and 12 highlight candidate feedback to open-ended responses about their overall experience and also any suggestions they may have to make their testing experience more enjoyable.

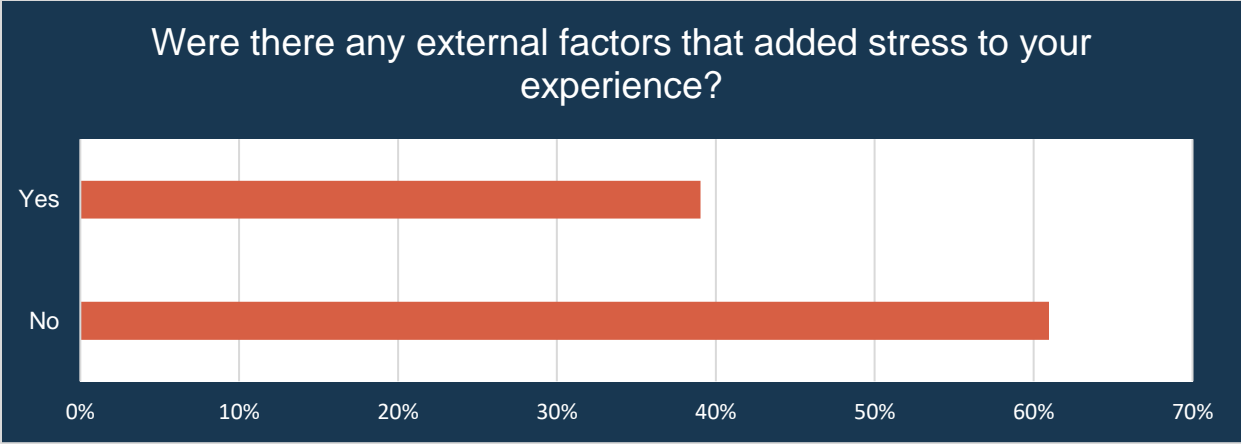


Figure 16. External stress factors

Table 10. External stress factors open response feedback

If you answered yes to the question above, please provide comments.
I signed up for '20 class. We had two classes in '20 & 1 zoom. We lost ability to ask Q & network. I couldn't get into EP class until Sept '22. Online hours were done in '21. Ultimately, class/online and test were too spread out.
finding a good place to take the exam (with no interruptions), but that is more of a personal issue.
During my practice exam I didn't have anywhere to place my phone behind my computer. I wish the picture of how they want our desk & video setup was sent to us prior to the practice exam. I ended up having to borrow a phone stand for the actual exam.
Even though setting up and taking the test was easy and there were no issues, I did feel a bit of added stress that something might not work and screw up the test for me.
Taking it at home and making sure the room is set up correctly, trying to eliminate at home distractions the fear of losing internet connection
Part of just my own stressors worrying about my internet failing or my computer deciding to crash -- things that when I have gone to a live test-site isn't on me, but I felt more responsible and afraid of penalization should those occur.
Fear of losing internet during the exam. Would rather have taken it in a testing center without cameras on me the whole time.
The lack of available material to study for the exam
I spent most of my time studying topics not on the test. In my opinion, clinical elements is too broad of a descriptor of what you want candidates to be proficient in.
They were personal in nature.
Started a new practice same year as studying for the examination.
I was unable to view the x-ray margins, or see the whole image.

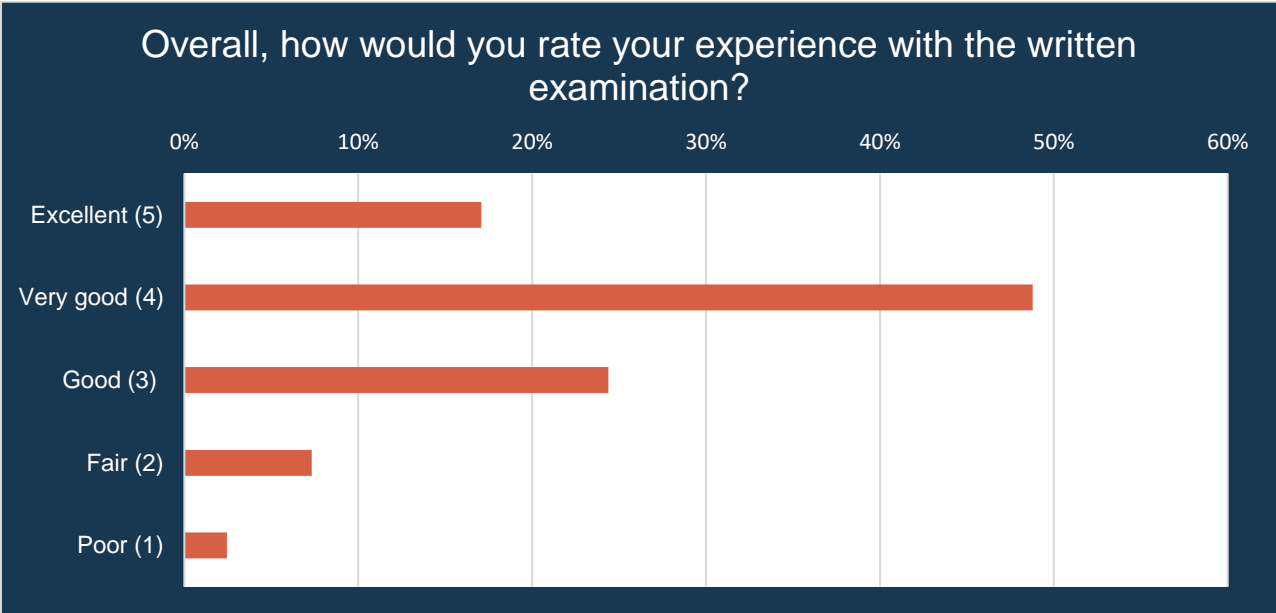


Figure 17. Overall experience

Table 11. Possible improvements open response feedback

How could the written examination be improved for future candidates?
loved the online process but needed scratch paper for a few questions. And to write down questions that I would have liked to have given feedback on during the exam. However, I couldn't remember numbers or exact wording to give feedback at the time. I think if you have a home shredder and can shred the paper in front of the proctor, you should be allowed paper.
It was done on the computer. Not written
I liked the written exam as is. This was my first time to take an exam online and I enjoyed it. I really like that I could click around (answer the questions in any order) as I took the test. Having that ability let me keep my momentum as well as confidence during the test, and for me it made the transition from paper test to computer test an easy transition.
From an online perspective it was very good, for me the stress of something possibly going wrong such as internet shortage or something else did worry me. Personally would like if there was an option to either take it online remotely or in person.
Some of the questions were poorly written
I think it was well written
Practice questions from a large bank presented by the same people who make the test to get an idea of wording and style of question

Make sure the X-ray images are able to be fully seen. There were several that no matter what I tried I couldn't scroll far enough down to fully see the injury and in order to answer the question I needed to see the full image. The image box isn't able to be moved and it was longer than the screen on webblock.
Please use simple words for the questions and not complex words. Some questions had complex words that was hard to understand and this is not regarding any medical terms.
Test site. More of a review prior to the exam
No improvement - seemed extremely fair.
Proof read -- found some spelling errors. Very minor.
More resources to help those that did not go through the program to have a more focused in study guide.
The radiographs were too small and I wish I could've seen them bigger or zoomed
More specific guidance on what candidates should study.
Many of the questions seemed subjective and vague in the first half- I think more specific descriptions would make it less subjective ie young athlete or catastrophic event. For the wrestling question I feel like depending on the injury that happened my answer could have been different. Being able to zoom in and out on the X-rays would've been helpful.
There were a few instances where there were multiple correct answers for questions on the exam and it would be helpful to correct those.

Table 12. Additional open response feedback

Would you like to provide any additional feedback concerning your written exam experience?
Could there be actual old exam questions given out (like NBCE does for boards) that way the candidates can see the style that questions are written?
Appreciate you all going through the effort to collect this data to make the test better. Thank you!
It was a great experience! Well done!
X-ray images were not the best to use. Maybe add a zoom feature.
The examination had some poorly written questions with minimal explanation and did not focused on what will be seen more commonly in practice settings.

Summary

Overall, results from this survey indicated that the vast majority of candidates had a positive experience during their testing experience, from the beginning to the end. Below is a summary of the key points of the user survey for the exam that should be considered for future administration decisions.

1. Additional, or more noticeable, documentation about the test plan, proctoring process, exam day, etc. However, there will always be some candidates that do not avail themselves of this.
2. Copyediting of items before publishing the exam form to avoid typos or missing information.
3. Continued communication with the courses to align instruction to the test plan, keeping in mind contents and weights.