

Annual Progress Report on Assessment of Student Learning Accredited Programs (Undergraduate) (Rev 10/08)

Academic year: 2009-10

Department/Program: Doctor of Veterinary Medicine

Degree program(s): DVM

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Summary of the 2009-2010 Annual Progress Report on Assessment of Student Learning

The CVM is on track with implementing a curricular change in the Doctor of Veterinary Medicine program. The first, second and fourth years have implemented changes in the curriculum addressing the need to increase clinical skills training both in the pre-clinical and clinical years. Three one credit hour summer mentorship courses have been added for the students in the first, second and third years to gain clinical skills and exposure to skills in small and large animal practices and nontraditional fields. Elective courses have been added to the first, second and fourth year curriculum to provide flexibility and opportunities for students to focus on areas of interest. The one45 assessment recording program has been in place for two years and has provided “Spiderplots” of the senior students that measure their clinical proficiency and knowledge/skill profiles in 9 clinical competency areas as required by AVMA accredited schools. Preliminary data analysis indicates no significant correlations between the clinical competency assessment scores and undergraduate science GPA, GRE, and the NAVLE. Faculty members that teach in the third year curriculum are currently working on the curricular changes effective for fall of 2011. On April 18 -22, the American Veterinary Medical Association Council of Education site team (AVMA COE) visited K-State’s CVM to evaluate college for AVMA accreditation. The AVMA COE evaluates the institution on meeting eleven standards that include these areas; organization, finances, physical facilities and equipment, clinical resources, library and information resources, students, admissions, faculty, curriculum, research, and outcome assessment. After the formal evaluation, K-State’s CVM will maintain full accreditation status. Some suggestions for improvement regarding curriculum and outcome assessment standards included having more anonymous opportunities for students to provide feedback to the administration, disseminating outcomes assessment to relevant committees on a routine basis, and to design a system to evaluate the utility and function of individual courses in the new curriculum to meet overall curricular goals. The establishment of the CARC will assist in this mission. The College was encouraged to include employer survey data to enhance the ongoing improvement of clinical and pre-clinical education. The site team commended the College for the recent curriculum review, implementing formal evaluation of communication skills in the Pet Health clerkship and the one45 system to evaluate clinical competencies via spider graphs and expansion of the system to provide one source of clinical evaluation and clinical techniques.

Alignment Matrix are posted

1. Describe how the degree program SLOs that are assessed for accreditation are inclusive of the university undergraduate SLOs (knowledge, communication, critical thinking, diversity, academic and professional integrity): See SLO Alignment Matrix documents for each year

2. What assessment measures were used? Multiple Direct and Indirect measurements

Direct

- a. North American Veterinary Licensing Examination (NAVLE)
- b. Clinical Competency ratings using one45 software
- c. Pre-clinical and clinical grades
- d. Assessment of technical skills using the procedure log

Indirect

- a. Senior Survey of veterinary curriculum and clinical experiences and how the KSU curriculum prepared the students for the nine AVMA clinical competencies.
- b. Job placement data
- c. Alumni Survey – done in 2006 for Alumni of Class of 2005, 2002, and 2000
- d. Videotaped Client Interactions (SLO 8) The videotaping is assessed by Dr. Mac Hafen (KSU CVM counselor) using the Calgary-Cambridge observation guide during the Pet Health clerkship. A minimum level of competency must be attained in communication to graduate. Kansas State University is the only College of Veterinary Medicine utilizing actual student/client interactions for student training. All other programs with communication training programs utilize role-playing with actors or client simulations.

3. What was learned from the assessment results?

105 out 107 or 98% of the KSU DVM candidates that took the NAVLE examination in November to December of 2009 and April 2010 passed. This passing rate is similar to the passing rate for all AVMA-accredited schools in which 2936/3061 (96%) received a passing score.

Job placement data for Class of 2009 and Class of 2010 indicated 66/108 (61%) and 81/107 (76%) were placed in veterinary practices, 32/108 (30%) and 20/107 (17%) graduate study or internships/residencies, 2/108 and 4/107 entered the military; 7 and 3 students were undecided. One student in each graduating class chose non-profit employment.

One45 assessment for Clinical Competency scores for the Class of 2010 the 9 clinical competencies (CC) indicate mean and median values for each of the 9 CC to range from 3.26 to 3.82. The minimum scores are no less than 2.7 and maximum scores reach 4.4 out of a 5.0 scoring system. Clinical competency categories that had the lowest mean scores were Prevention zoonosis and surgery skills (3.26 and 3.49)

Students documented 16,935 technical skills for individual faculty assessment. Every student is required to complete 96 procedures. The class of 2010 averaged 158 procedures per student (range 114-215). Procedures were evaluated by faculty (5727) residents (6794) and technical staff (4244) and represented a wide variety of species:

Species:	
canine	7315
feline	1723
equine	3105
bovine	2602
ovine/caprine	296
porcine	180
camelid	281
exotic	
avian	237
exotic lg mammal	119
exotic sm mammal	419
exotic reptile	101
lab animal	191
equipment skill	340
undetermined	26

Students self-assess their performance and faculty provided an evaluation of competency for each individual skill.

4. What actions were taken in response to the assessment results?

The College will wait until we have assessment results from several veterinary classes after the new professional curriculum is fully implemented to consider major changes. The revised professional curriculum will be fully in effect by spring 2011.

5. What were the outcomes of those actions?

We will be monitoring the outcomes of the changes in our assessment tools.
We are in the midst of collecting data and analyzing correlations with SLO Clinical Competencies and other variables including GRE scores, admission science GPAs, pre-clinical GPAs, and NAVLE scores.