

DVM Program Update

September 2013

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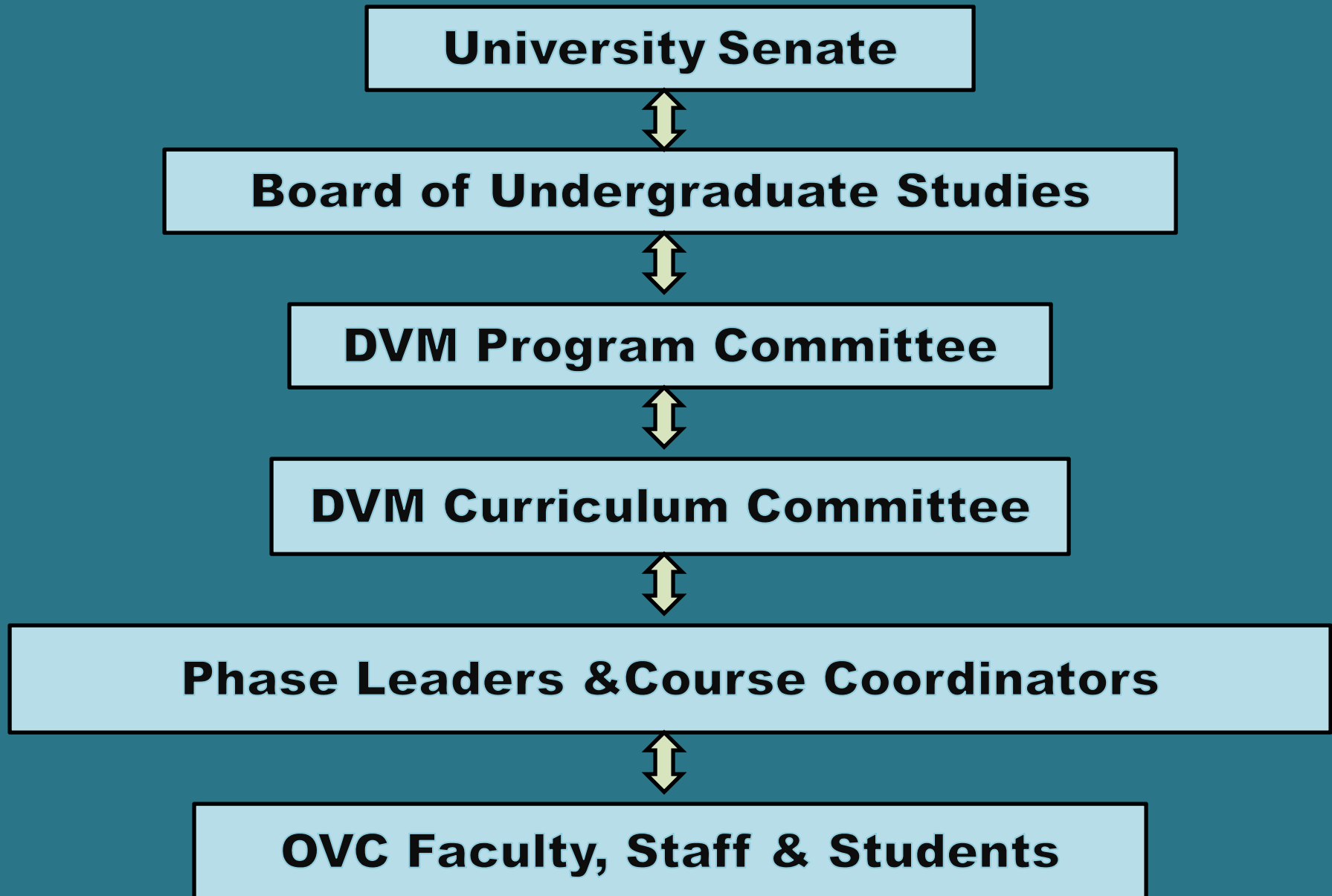


Outline

- Curricular Update
- North American Veterinary Licensing Examination (NAVLE)
- Graduate and Employer Survey Results
- Upcoming Program Activities

Curricular Update

Curriculum Management in the DVM Program



Competencies and Learning Objectives

Entry-Level Competencies – Outline what a graduate of the DVM Program should be able to know and do (*in 3 domains*)

Professionalism

Planning & Analysis

Conducting Veterinary Activities

Phase Learning Objectives - Outline what a DVM student should be able to know and do at the end of each Phase of the program

Course Learning Objectives - Outline what a DVM student should be able to know and do at the end of each course in the program

Curricular Update

The review of the Phase 1 - 3 curriculum is complete. Working groups and course coordinators are developing improvements and implementation strategies to enhance learning and account for the efficient use of resources (people, animals, dollars). Decisions will also have to be made in the context of University budget cuts and the impact on our fiscal reality.

Efforts are focused on:

- Establishing and aligning program competencies and learning objectives
- Reducing program drift
- Improving skill development

Curricular Update

- The Veterinary Biochemistry and Veterinary Physiology courses were taught in an integrated manner in 2012-2013. This course has been combined and is currently being delivered as an integrated course.

More details can be found on the OVC Bulletin

<http://bulletin.ovc.uoguelph.ca/post/52631900114/curriculum-committee-update-for-2012-2013-academic-year>

NAVLE Results

NAVLE First attempt results

Nov/Dec 2012 & April 2013

	<i>All</i>	<i>OVC</i>
# of students	3665	105
% *(# passing)	92 (3366)	96 (101)
Mean Score (SD)	516 (67)	531 (64)

2012/2013 -4 repeats (3passes) → (104/105 – 99%)

Average % of items correct (SD)

Nov/Dec 2012 and & April 2013

By Species	All	OVC
Small Animal (SD)	75 (9)	76 (8)
Canine (SD)	76 (10)	77 (8)
Feline (SD)	76 (9)	76 (9)
Food Animal (SD)	72 (10)	76 (8)
Bovine (SD)	73 (10)	76 (9)
Porcine (SD)	69 (14)	76 (11)
Equine (SD)	74 (11)	73 (11)
Total test	74 (8)	75 (6)

**Employer and Graduate Survey
2012 cohort**

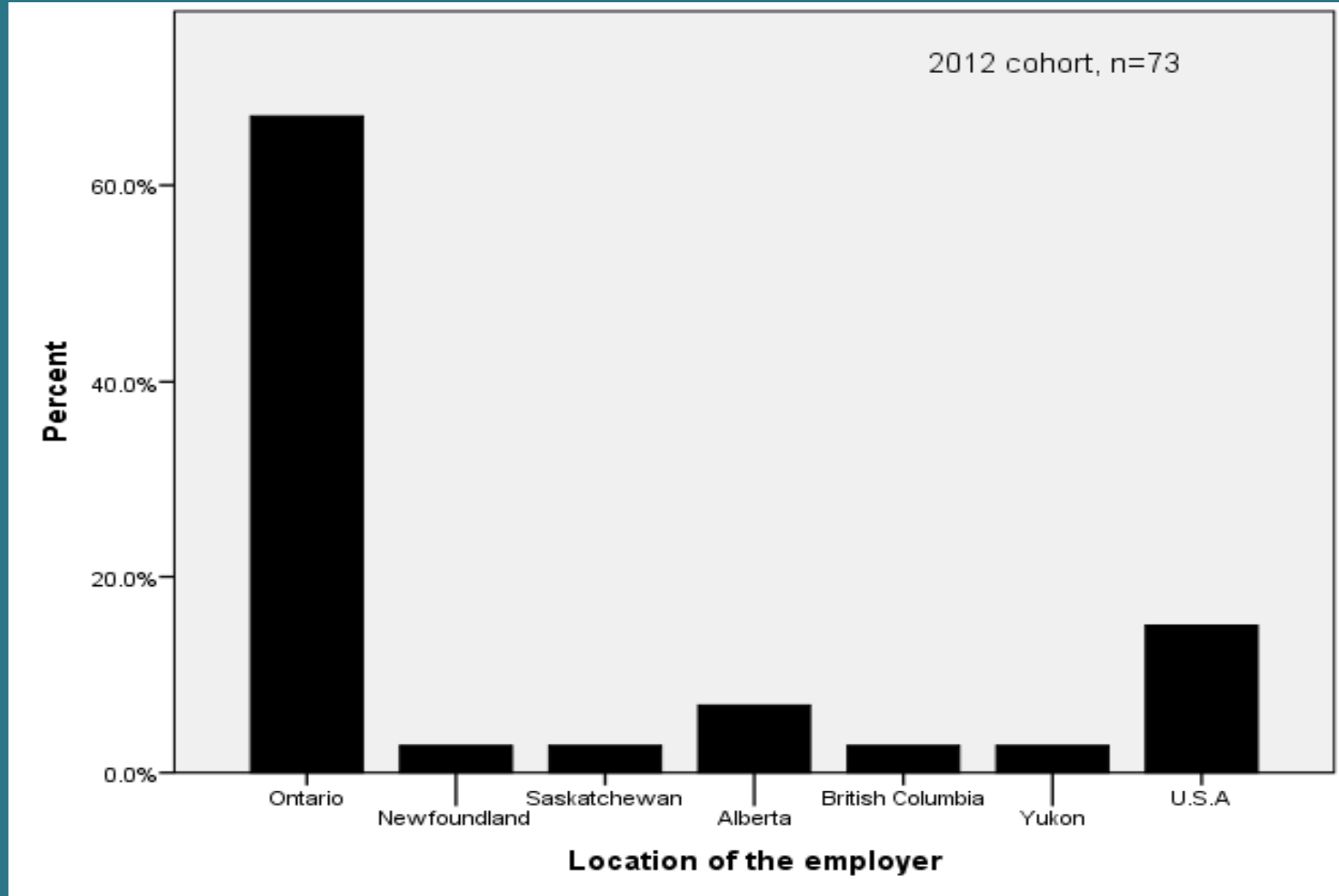
Methodology & Reporting

- Graduates invited to complete survey online
- Employers subsequently invited to complete parallel survey
- Descriptive statistics are presented on a number of parameters
- Paired data are also presented

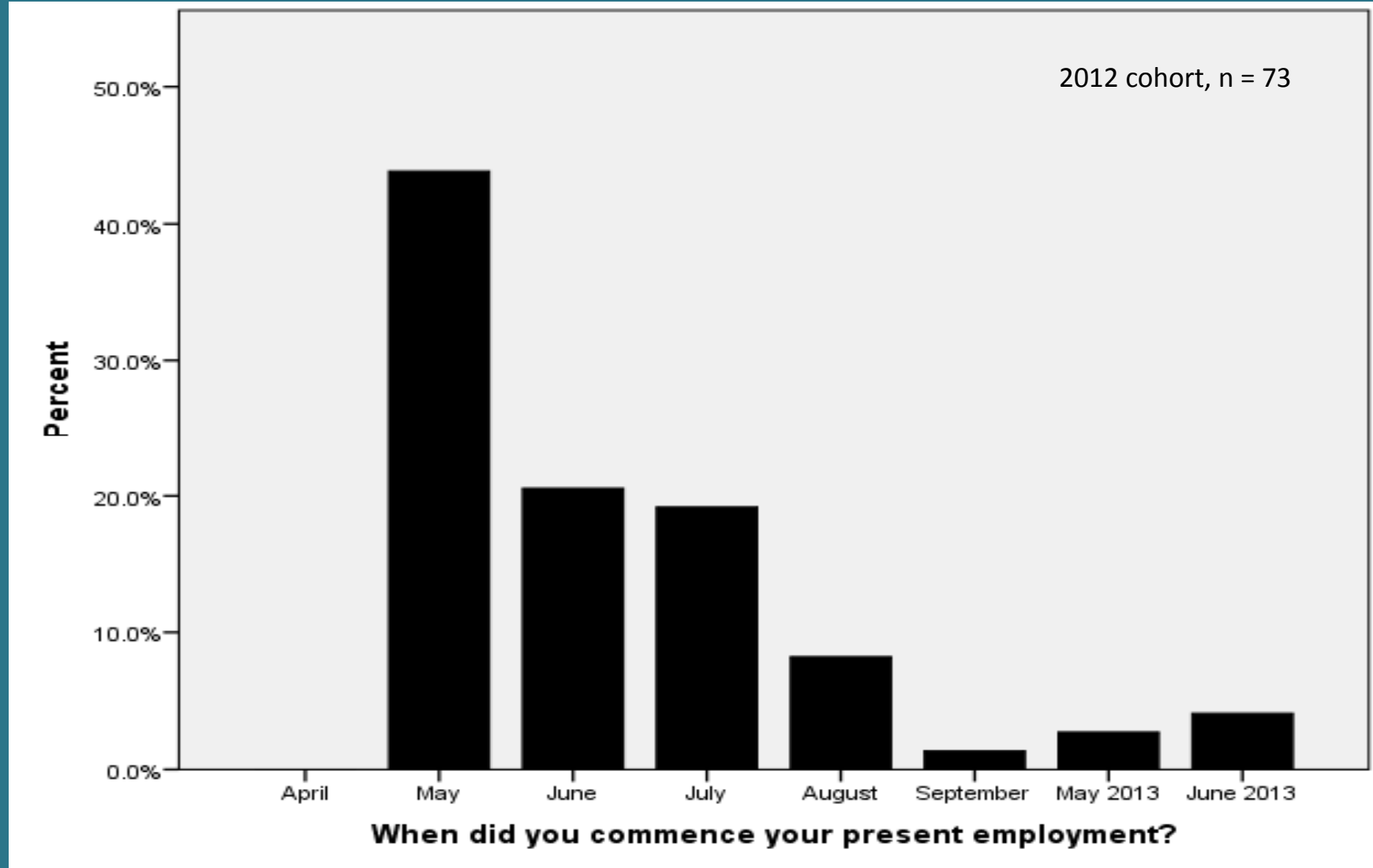
Response Rates

Graduate Survey	Class '12 n =109	As a (%) of respondents
# Received	73	67
# Employed	73	100
Employer Survey		
# Contacted	70	
# Received	52	74

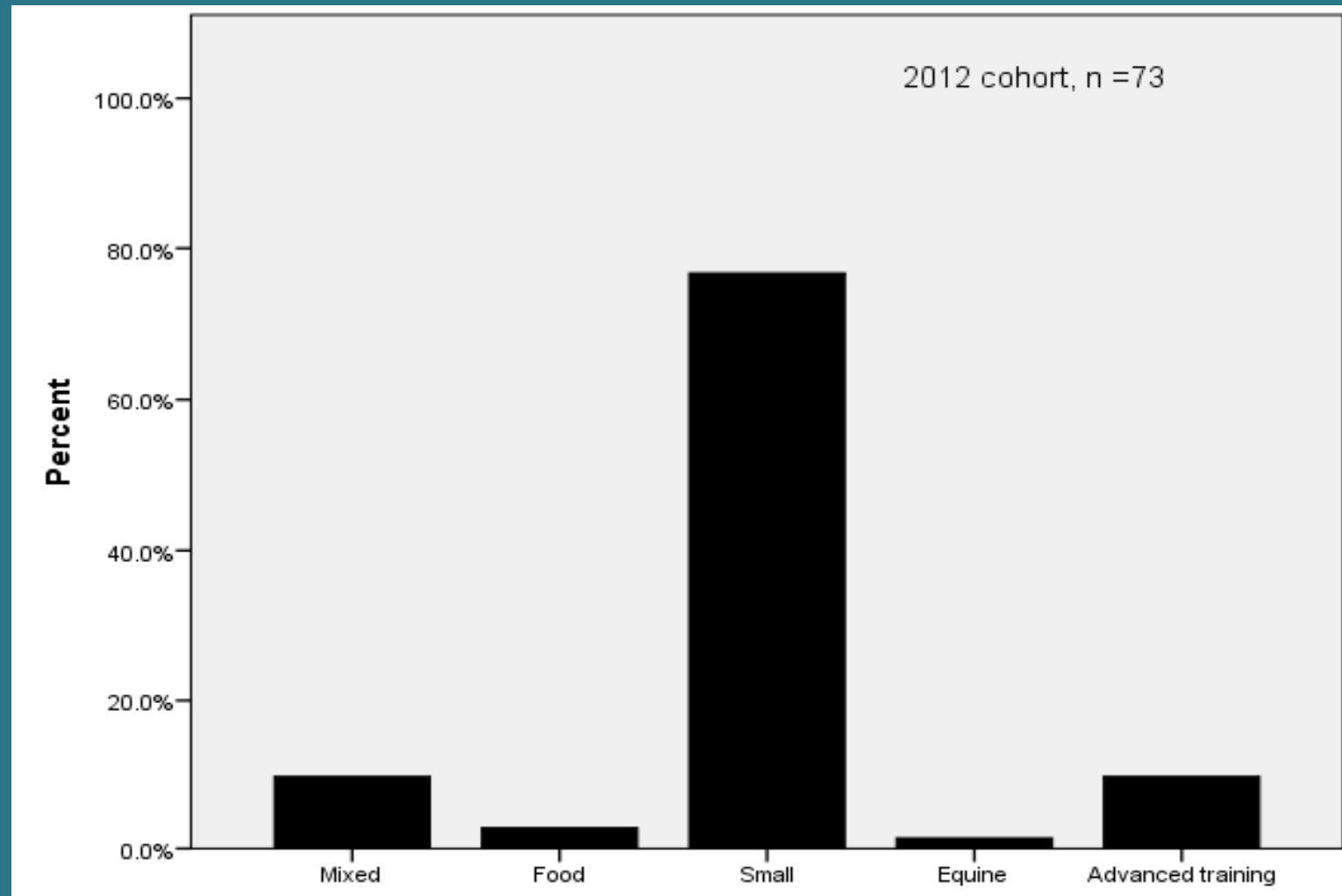
Current location



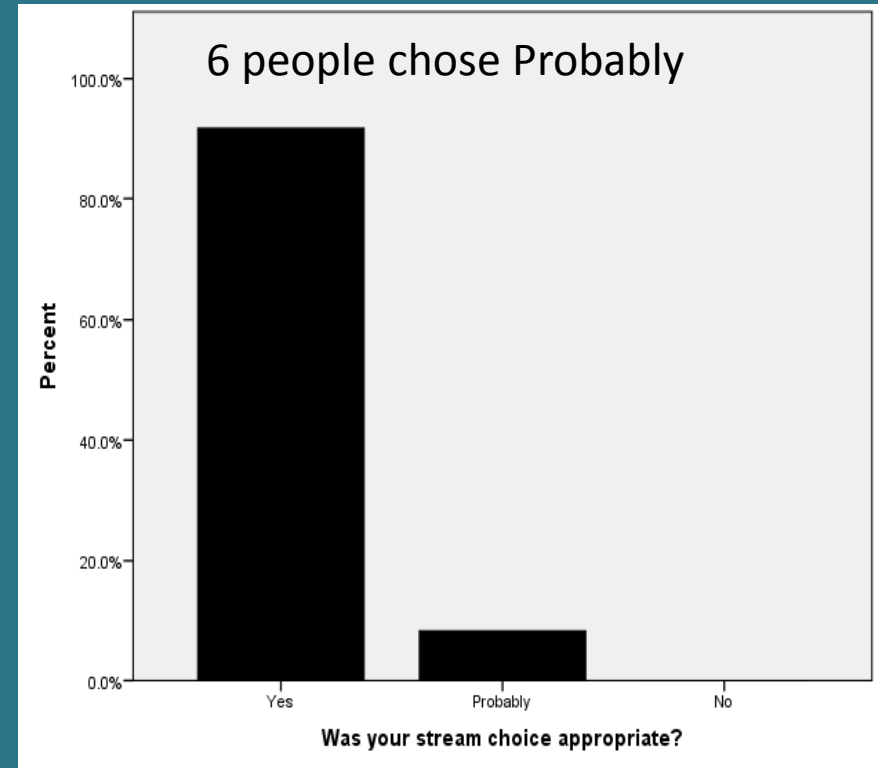
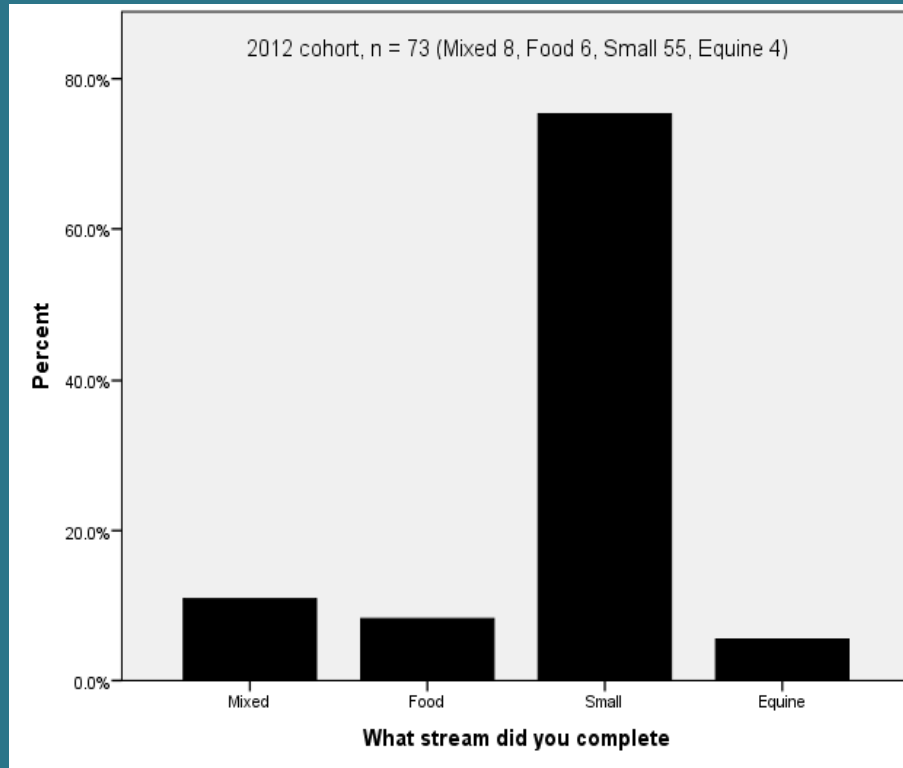
When did you commence your present employment?



Current position activities

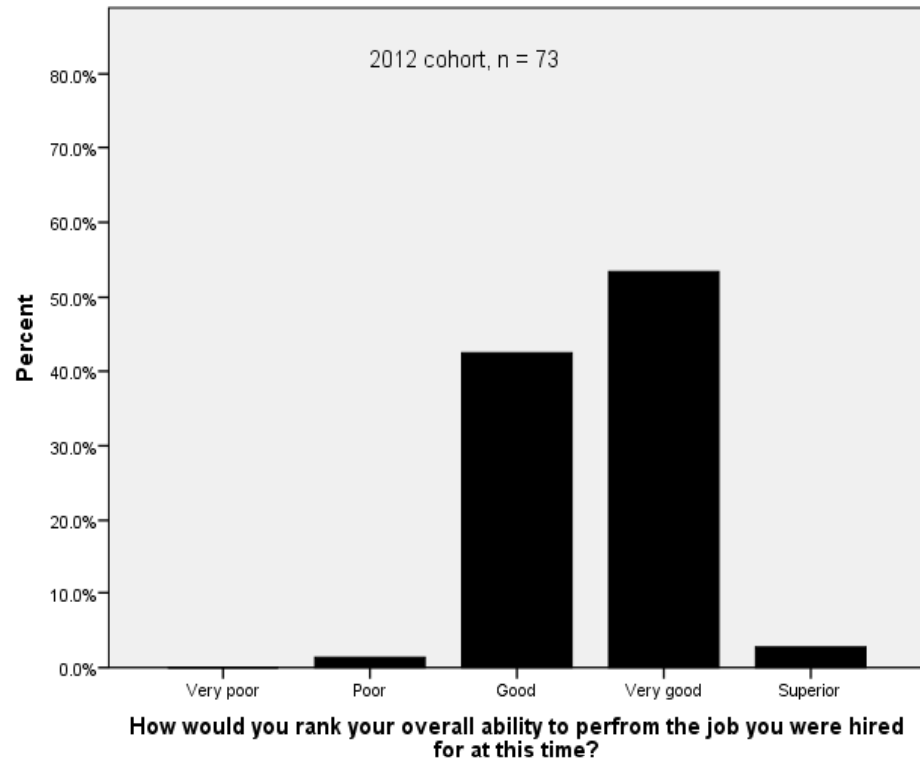


Stream perception

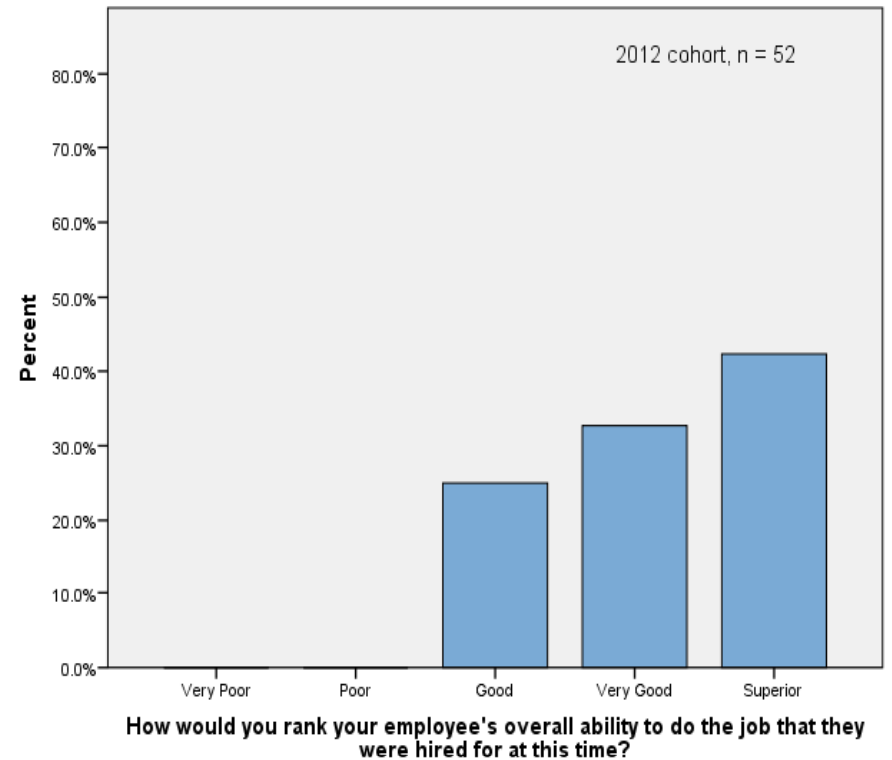


- 1 mixed-stream grad thought small would be a better choice
- 1 small-stream grad thought mixed would be a better choice
- 1 food-stream grad thought small would be a better choice
- 3 equine-stream grads thought mixed would be a better choice

Perception of ability to do job

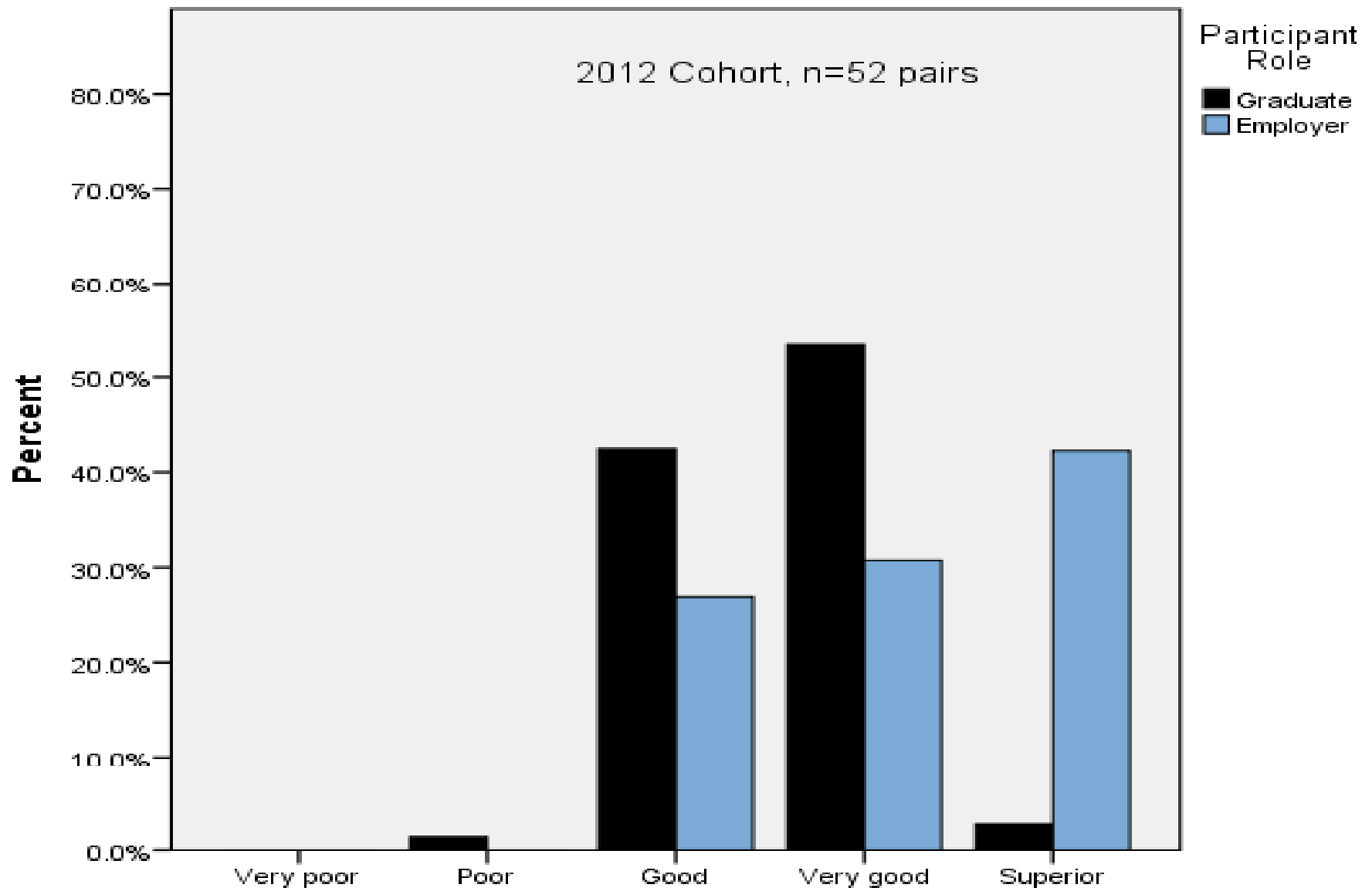


Graduate responses



Employer Responses

Overall ability to perform job – paired data



Employer Comments

- Surgical skills lacking (also dental and ultrasound)
- Inability to manage caseload, function under high pressure and discuss financial aspects of medical treatment
- Working independently and lack of confidence /nervousness/stress
- Communication skills with client and employer/ fellow workers

From 21 employers

Employer Comments

- Our employee seemed to arrive with sufficient school-type training. The rest will come due to positive personal motivation and wanting to improve experience
- My particular new grad is absolutely exceptional and is likely the equivalent of a grad 3 years out
- “clearly exceptional”
- “star intern”

From 21 employers

Graduate Comments

- More hands-on experience (Surgery, Dentistry, Dermatology)
- Focus on more common procedures
- Reliance on external experiences to get core/useful equine skills

From 34 graduates

Upcoming Program Activities

- 1. Phase 4 rotation review - ongoing**
- 2. Outcomes assessment**
- 3. Scheduling**

1. Phase 4 Rotation Review

The Curriculum Committee is currently assessing how each rotation contributes to the development of entry-level DVM competencies.

The information will be used to:

1. Identify what is core versus elective experiences;
2. Determine how best to utilize our resources (people, animals & dollars).

2. Outcomes Assessment Requirements

COE Accreditation Policies and Procedures - Standard 11

Outcomes of the DVM program must be measured, analyzed, and considered to improve the program. Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

Specific Outcomes Assessment Requirements for Accreditation

“assessment of the admissions process to achieve diversity of educational backgrounds”

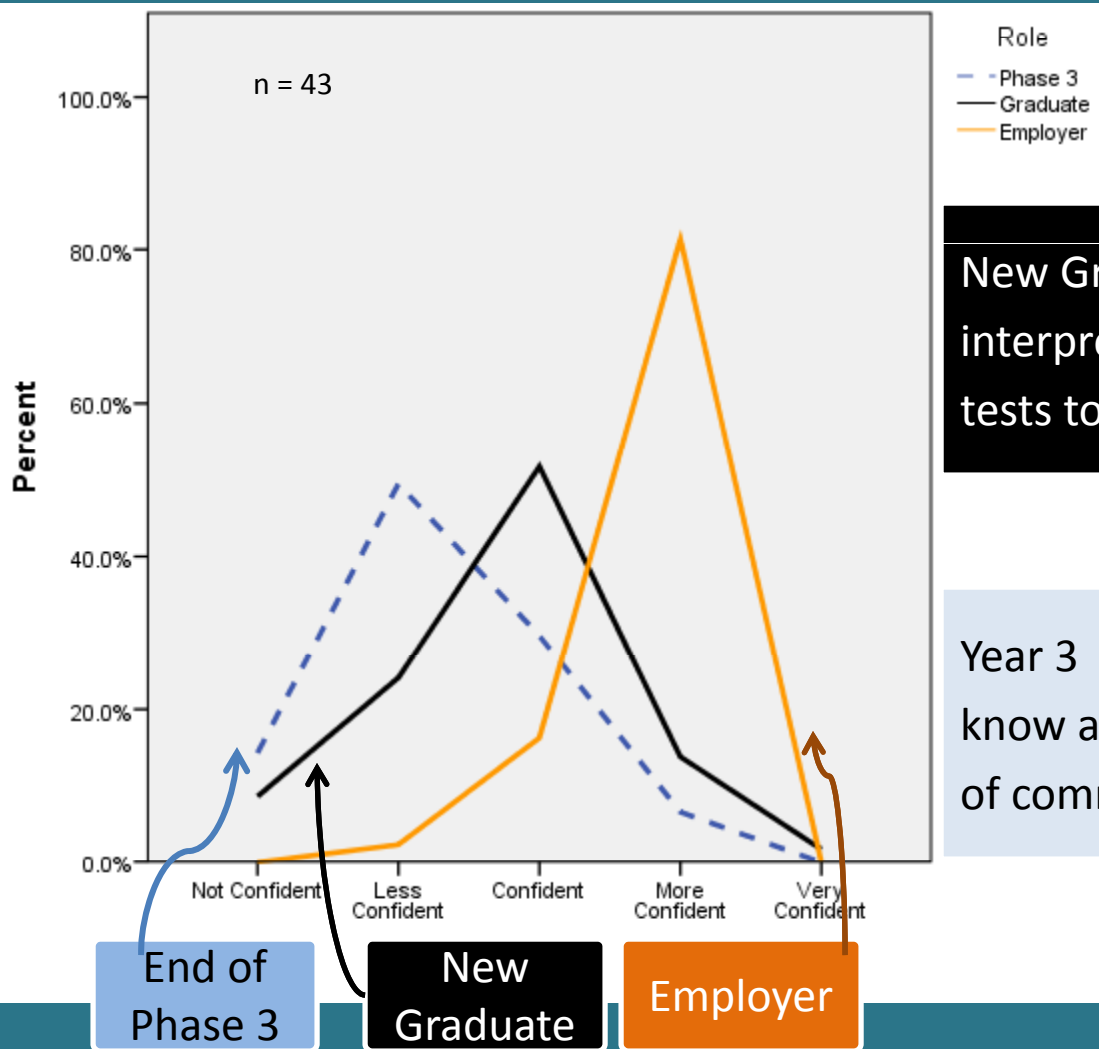
“the outcome of curricular mapping on the curriculum in years 1 – 3”

“report on refining/enhancing direct measures of outcomes assessment”

To OVC - from the AVMA (Council on Education)

Improving on Existing Outcomes Assessment

Cohort progression - Phase 3, new graduate & employer



New Graduate & Employer interpret, analyze and integrate results of tests to refine a diagnosis

Year 3 know and select appropriate diagnostic tests of common diseases

3. Upcoming Changes to Scheduling

- Using new university scheduling technology to do room bookings
- Phase 4 rotation scheduling software

Next Steps

- Approval and implementation of course changes for Fall 2014
- Departmental meetings
- Student meetings
- More detailed information will be posted on the DVM program review website

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