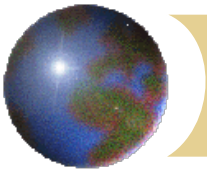




DVM Program Update

Dr. Kerry Lissemore
Associate Dean, Academic





Dr. Jeff Wichtel





OVC Community Presentation

OCTOBER 2015

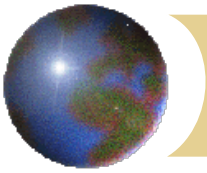
- Curricular Update
 - Alignment of Assessments with Competency statements
- North American Veterinary Licensing Examination (NAVLE)
- Graduate and Employer Survey Results
- Accreditation site visit



DVM Program

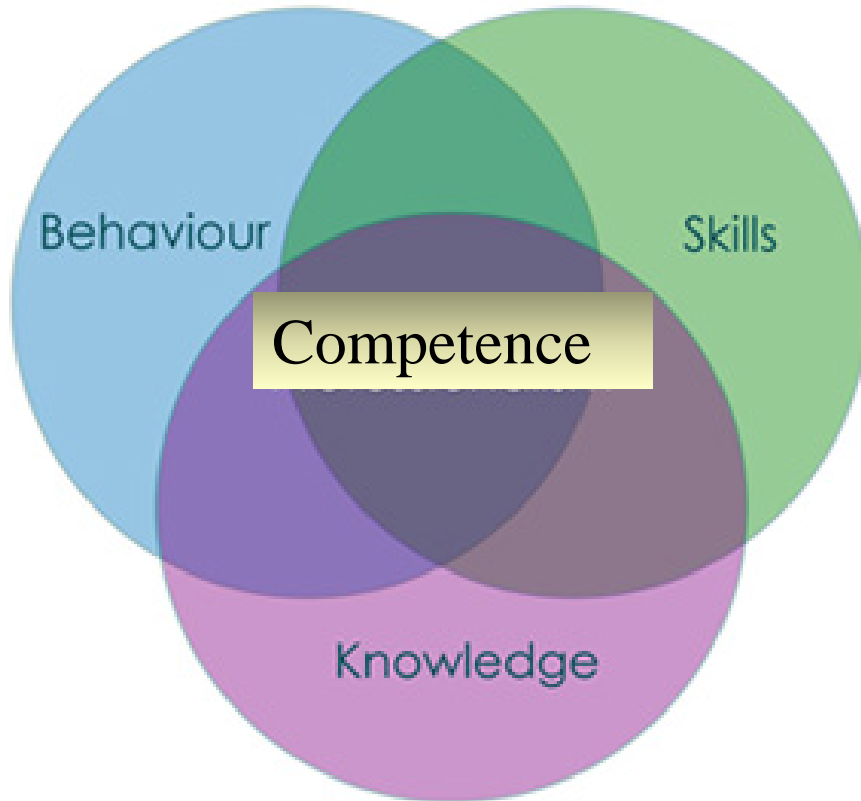
A Competency Based Curriculum

DVM Program Review complete and changes are
being implemented



Definition of a Veterinary Competency:

The expected performance associated with knowledge, skills and attitudes essential to the practice of veterinary medicine.



DVM Program Competency Framework

Definition

Supporting
Attributes

Planning &
Analysis

Professionalism

Veterinary
Activities

Core Competency
Statements

Core Competency
Statements

Core Competency
Statements

At graduation a DVM graduate will be able to know and do:

Phase 4/3/2/1 - At the end of a phase the DVM student will be able to know and do:

Skills

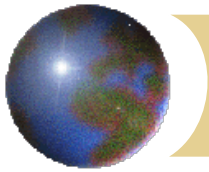
Knowledge

Attitudes

Phase Learning
Objectives

Course- Learning Objectives:

"at the end of a course a student will be able to know and do ..."



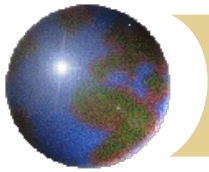
DVM Program Review - Findings

✦ **Competency Related**

- ✦ Need to address gaps and redundancies related to knowledge
- ✦ Need for more psychomotor skill development
- ✦ Improve the alignment and programmatic development of knowledge, skills and attitudes (competencies)
- ✦ Need to collect data to review entering DVM student requirements

✦ **Program-Level Related**

- ✦ Direct Outcomes Assessment
- ✦ Indirect Outcomes Assessment
- ✦ Ongoing curricular improvement and management processes



Program-Level Findings

Direct Outcomes Assessment

New and evolving AVMA accreditation requirements on Outcomes Assessment (Standard 11)

Steps taken

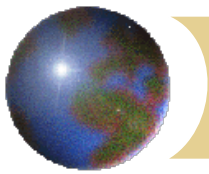
- Creation, redevelopment or updating, and alignment of direct assessment measures and tools in the program to DVM Competency statements and AVMA competencies
 - Inclusive of Externship host evaluation, Phase 4 standardized rubrics for rotation evaluation, Phase 4 OSCE evaluations, Post-graduation employer evaluation, clinical medicine evaluation and surgery evaluations.

- Creation, redevelopment and alignment of indirect assessment measures of DVM Program outcomes
 - Inclusive of student self assessments in Phases 1, 2, 3, Externship, Phase 4, and 1 year post-graduation, 5 year post-graduation



Phase 4 Rotation and OSCE evaluation rubrics

- ✦ Developed 16 OVC Clinical Competencies, that are assessed by a universal grading rubric and mapped to OSCEs
- ✦ Used for the first time in 2014-15
- ✦ Data collected and analyzed at the rotation, stream and program levels
- ✦ Used for reporting in accreditation self-study



Overall findings of OVC clinical competencies

| Summary of Phase 4 direct assessment of student clinical competency in core rotations (n = 32 rotations) as assessed by rubrics | | | | | |
|---|--|--|-------------------------------------|-------------------------------|---------------------------------|
| Mapped COE Standard 11 Competencies | OVC Clinical Competencies | Proficiency of students expressed as a percent (%) of students assessed. Class n = 118 | | | |
| | | Significant improvement needed | Approaching graduating expectations | Meets graduating expectations | Exceeds graduating expectations |
| 1, 2, 5, 6, 7, 9 | Veterinary factual knowledge n = 118 | 0 | 0 | 98 | 2 |
| 1, 4, 6, 8 | Acquisition of case history n = 118 | 0 | 0 | 100 | 0 |
| 6, 7, 8, 9 | Communication skills with the client n = 118 | 0 | 0 | 100 | 0 |
| 1, 3 | Conducting a clinical/physical/ necropsy examination n = 118 | 0 | 0 | 100 | 0 |
| 3, 4, 5, 6, 7 | Handling animals safely and humanely n = 118 | 0 | 0 | 100 | 0 |
| 2, 3, 6, 7 | Consideration of animal welfare n = 118 | 0 | 0 | 100 | 0 |
| 1, 2, 3, 9 | Problem solving and clinical judgement n = 118 | 0 | 0 | 100 | 0 |
| 1, 2, 3, 5, 6, 7 | Diagnostic ability n = 118 | 0 | 0 | 100 | 0 |
| 1, 2, 3, 4, 5, 6 | Technical and procedural skills n = 118 | 0 | 0 | 100 | 0 |
| 2, 3, 4, 6, 7 | Case ownership and continuity of care n = 118 | 0 | 1 | 96 | 3 |
| 1, 4, 5, 7, 8, 9 | Written communication n = 118 | 0 | 0 | 100 | 0 |
| 2, 4, 5, 6, 7, 9 | Communication skills with professionals n = 118 | 0 | 0 | 100 | 0 |
| 4, 5, 8, 9 | Participation n = 118 | 0 | 0 | 100 | 0 |
| 2, 4, 7, 8 | Occupational and public health n = 118 | 0 | 0 | 100 | 0 |
| 7, 8 | Professional conduct and collegiality n = 118 | 0 | 0 | 100 | 0 |
| 2, 7, 8, 9 | Presentation skills n = 118 | 0 | 2 | 93 | 5 |



Program-Level Findings: Curricular Management Processes

- Curriculum Committee guides and participates in collecting, analyzing and utilizing information about the quality of learning taking place in the DVM Program
- Developed a multi-year approach to changes and improvements in the program - ongoing curricular evolution
- Cyclical review of DVM Program outcomes framework

- **Steps taken include**
 - Tracking changes made in courses to minimize curricular drift and redundancy
 - Evaluating course and program outcomes to maintain alignment



NAVLE Results



NAVLE First attempt results

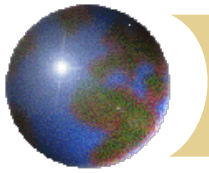
November/December 2014 & April 2015

| | <i>All</i> | <i>OVC</i> |
|-----------------|-------------------|------------------|
| # of students | 3983 | 118 |
| # (%) passing | 3589 (90%) | 113 (96%) |
| Mean Score (SD) | 509 (66) | 536 (60) |

All attempts: 2014/2015 - 5 repeats (5 passes) → (118/118 – 100%)

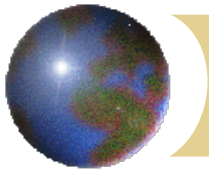


*Employer and Graduate Survey
2014 cohort*

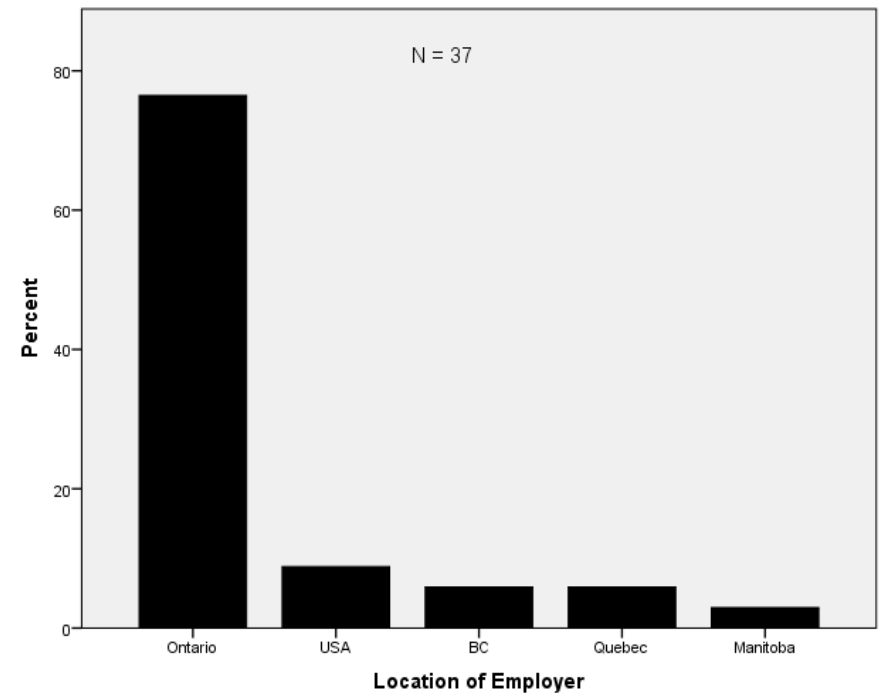
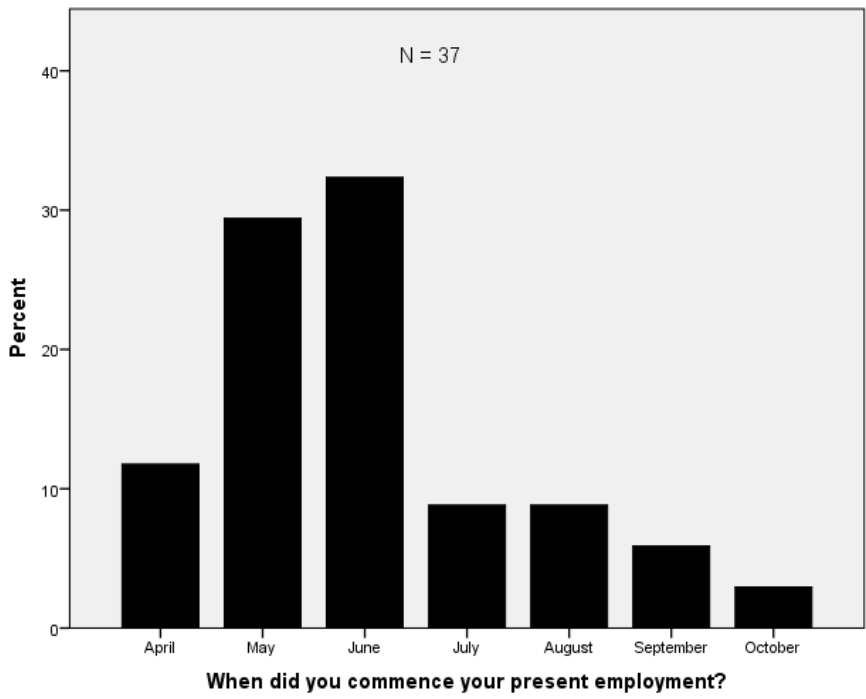


Response Rates

| Graduate Survey | Class '14 n = 118 | As a (%) of respondents |
|------------------------|------------------------------|------------------------------------|
| # Received | 37 | 31% |
| # Employed | 35 | 95% |
| Employer Survey | | |
| # Contacted | 35 | |
| # Received | 23 | 66% |



Employment Information





Employment Information

| Current Work | Distribution of work |
|--|----------------------|
| Graduates in Mixed Practice | |
| Dairy | 20-50% |
| Beef | 10-15% |
| Small Ruminant | 30-50% |
| Equine | 10-30% |
| Dogs | 25-45% |
| Cats | 20-50% |
| Graduates in Large Animal Practices | |
| Dairy | 20-95% |
| Beef | 10-50% |
| Small Ruminant | 50% |
| Equine | 70% |
| Graduates in Small Animal Practices | |
| Dogs | 10-95% |
| Cats | 20-100% |
| Exotics | 10-50% |
| Graduates in Equine Practices | |
| Race Track | 40% |
| Brood Mare | 25% |
| Pleasure | 15% |
| Hunter | 24% |

Number of Respondents

Mixed Stream – 5

Large Animal – 3

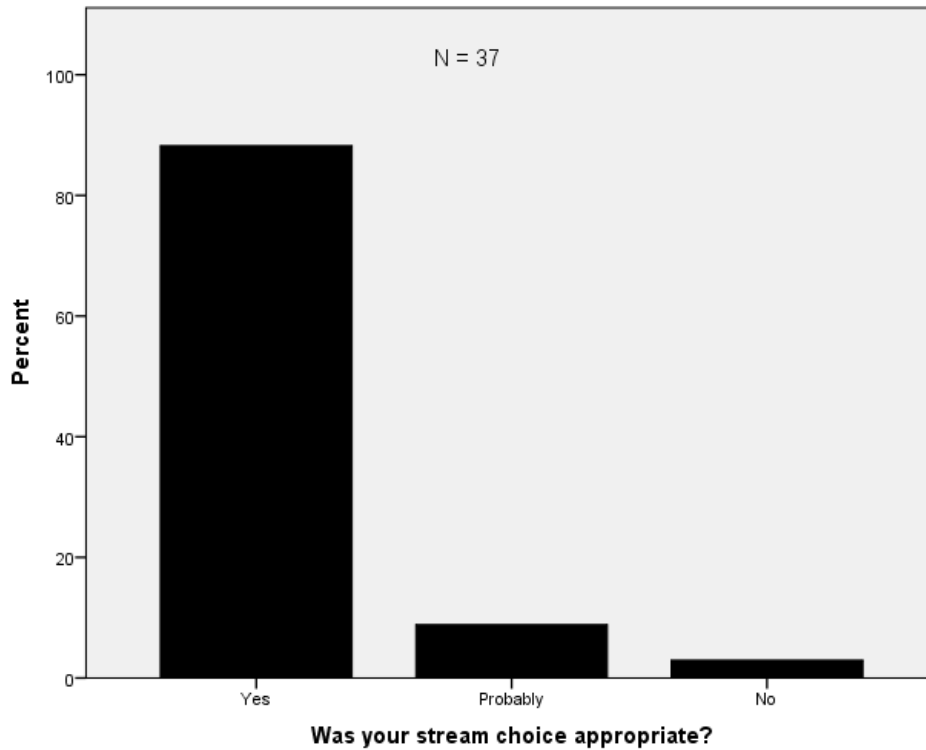
Small Animal – 16

Equine – 1

Advanced Training – 7



Stream Information



Choice - Probably (N = 3)

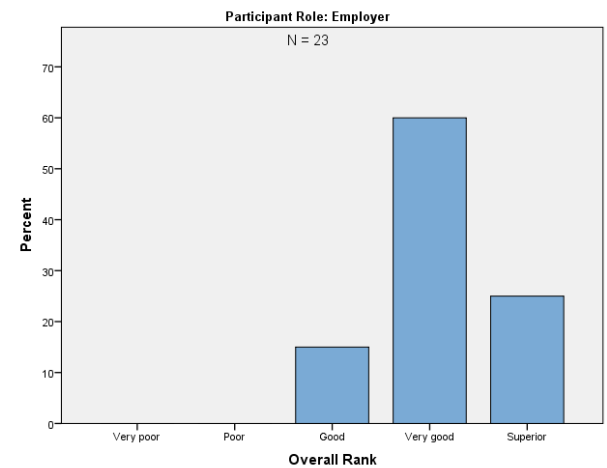
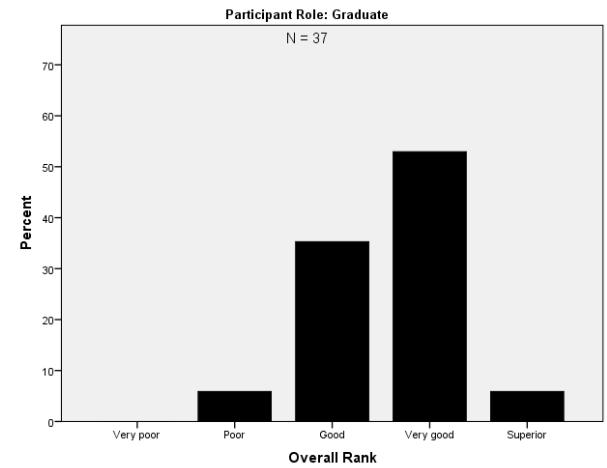
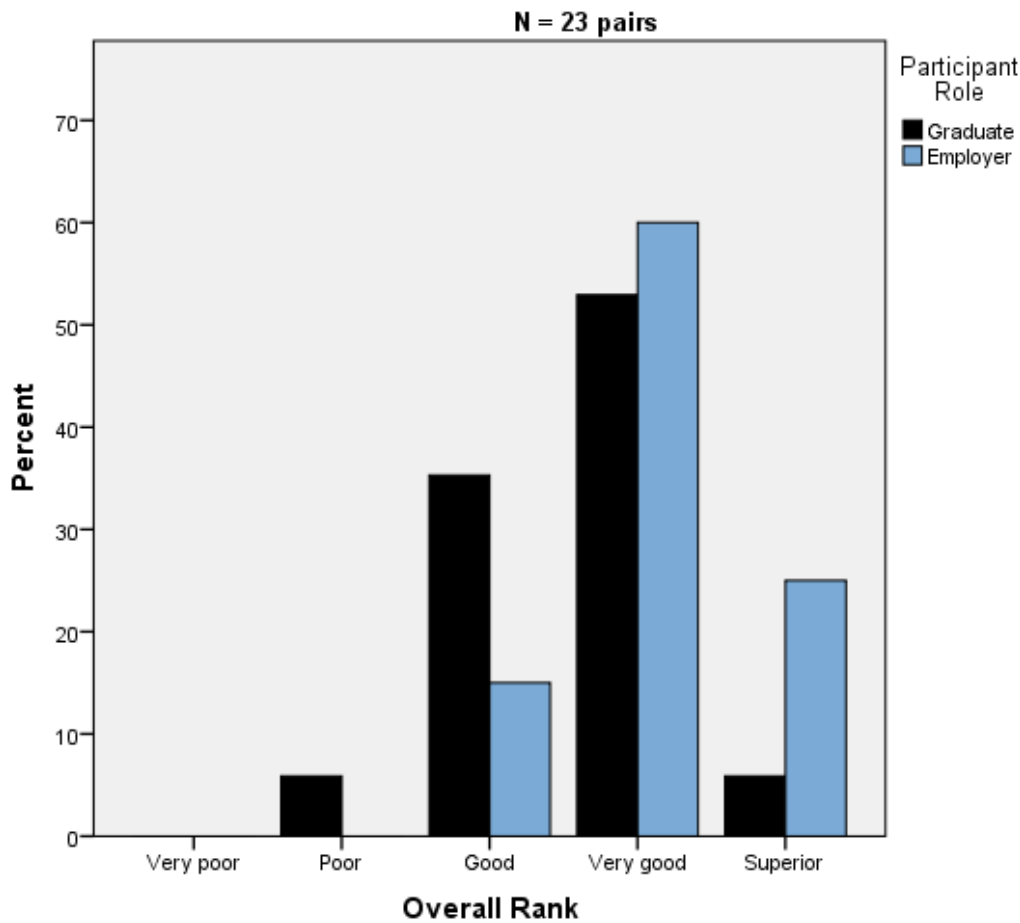
- 1 Large Animal – thought RCP would be better
- 1 Small Animal – thought RCP would be better
- 1 Equine – thought Small Animal would be better

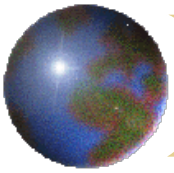
Choice - No (N = 1)

- 1 Equine – thought Small Animal would be better

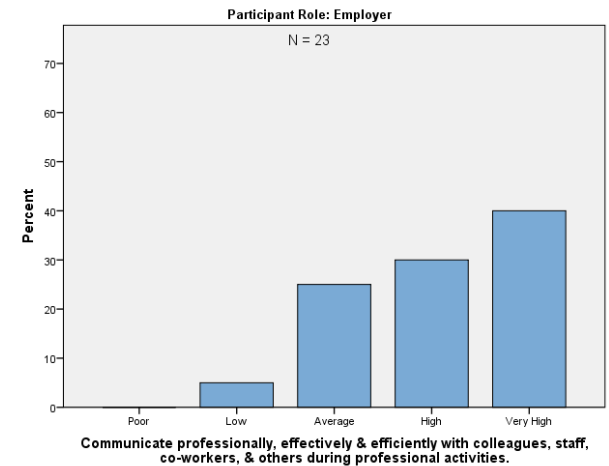
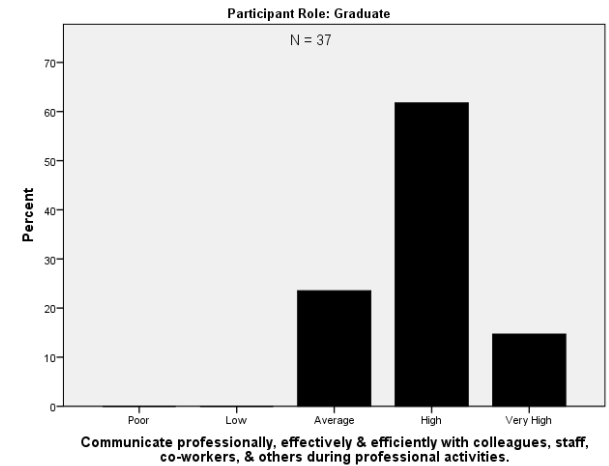
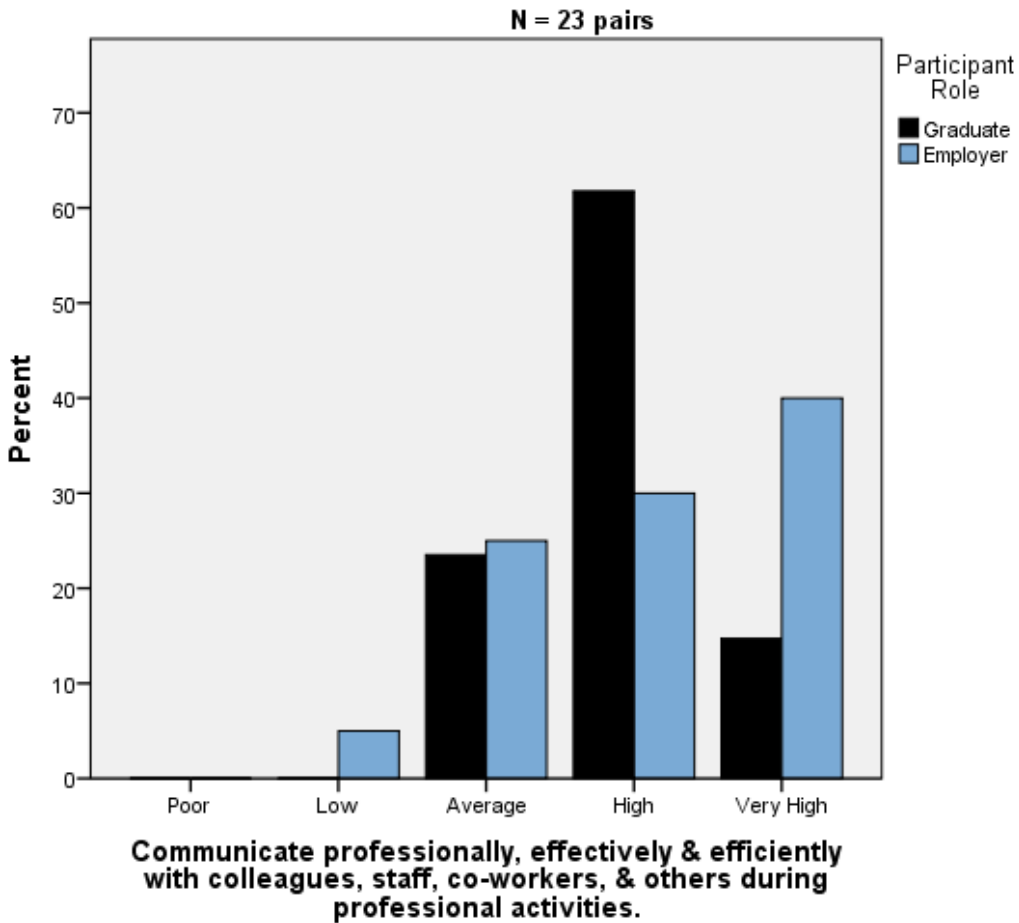


Overall Feedback





Example Feedback – Communication with Professionals





5-year post-graduate survey

- ⊕ Conducted for the first time in 2015, with OVC 2010 cohort
- ⊕ Over 90% of graduates are still working in practice
- ⊕ 100% felt that OVC training adequately prepared them for their first position post-graduation
- ⊕ 5 years later, 100% felt that OVC training adequately prepared them for progression in their career
- ⊕ The full report is available on the DVM Review site



Employer Comments – Themes

⊕ More surgical experience

- ❖ “Know why they are doing certain things in surgery”

⊕ More confidence and independence

- ❖ “Not every case needs to be discussed”
- ❖ “Workup cases to the fullest before even thinking to refer”

⊕ Better time management

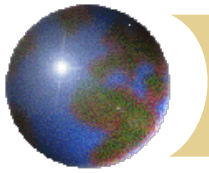
- ❖ “It is inappropriate for a routine neuter to take an hour”

⊕ More hands-on experience – but good theoretical knowledge

- ❖ “Continue to approach the program with a clinical teaching agenda”

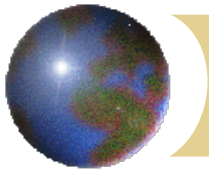
⊕ More focus on common procedures and problems

- ❖ “Numerous cases seen in general practice haven’t been mentioned in the classroom”



Employer Comments – examples

- ✦ “We feel incredibly fortunate to have such a wonderful new grad, she has been phenomenal. It is hard to remember she has only been out of school for a year.”
- ✦ “My OVC graduate was better prepared and better able to conduct herself than I was at the same time.”
- ✦ “I am extremely pleased to have hired my 2014 OVC Grad. I predict she is destined to a brilliant professional career.”



Graduate Comments – examples

- ✚ More hands-on experience throughout the program
 - ✚ “Focusing on clinical cases from start to finish.”
 - ✚ “I believe looking at cases from the other direction, clinical signs first, would have made me much more comfortable with my ability to develop a list of differentials upon graduation.”
- ✚ More diagnostic / case-based approaches
 - ✚ “We were rarely asked to interpret tests and make treatment plans. There should be more personalized case discussions to encourage independent decision-making.”
- ✚ More focus on common procedures and problems
 - ✚ “Less focus on rare procedures or diseases that are referral-only. Get some primary care practitioners in for talks on what they see often.”
- ✚ More dentistry and regular surgery practice



Next Steps

- ✿ For September 2016
 - ✦ Continue the redevelopment of psychomotor skills teaching
 - ✦ Clinical Medicine III redevelopment

- ✿ For September 2017
 - ✦ Implementation of redeveloped psychomotor skills curriculum



Accreditation site visit

✚ October 18-22, 2015