

Doctor of Veterinary Medicine Academic Assessment Plan 2012-13

College of Veterinary Medicine
John W. Harvey, DVM, PhD
jwharvey@ufl.edu

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Table of Contents

Academic Assessment Plan for Doctor of Veterinary Medicine	3
A. Mission	3
B. Student Learning Outcomes and Assessment Measures	3
C. Research.....	4
D. Assessment Timeline.....	4
E. Assessment Cycle	5
F. Measurement Tools.....	6
G. Assessment Oversight.....	7

Academic Assessment Plan for the Doctor of Veterinary Medicine

College of Veterinary Medicine

A. Mission

The UF College of Veterinary Medicine (CVM) is the state's only veterinary college, graduating its first class veterinarians with the Doctor of Veterinary Medicine (DVM) degree in 1980. The DVM degree program has been accredited by the American Veterinary Medical Association Council on Education throughout its existence. The CVM faculty has developed a strong curriculum of professional study that is designed to meet the mission of preparing the next generation of veterinarians for broad veterinary career paths.

This program aligns with the College of Veterinary Medicine mission statement, which is "The College of Veterinary Medicine advances animal, human, and environmental health through education, research, and patient care." It also aligns with the University's mission "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past."

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcome	Assessment Method	Degree Delivery
Evaluate scientific bases from established and emerging areas of knowledge for advanced veterinary practice.	<ul style="list-style-type: none">Examinations in didactic courses within the curriculumSenior exit interviewsAlumni surveys	Campus
Apply the technical skills required for veterinary practice.	<ul style="list-style-type: none">Performance in laboratories associated with didactic courses.Clinical clerkship assessments.Employer surveysAlumni surveys	Campus
Exhibit and practice interpersonal skills and professional behavior.	<ul style="list-style-type: none">Clinical clerkship assessmentsEmployer survey	Campus
Exhibit the spectrum of clinical competencies needed in veterinary practice	<ul style="list-style-type: none">Clinical clerkship assessmentsEmployer surveyAlumni surveys	Campus
Identify, describe, explain, and apply the knowledge and skills necessary for licensure to practice veterinary medicine and surgery.	<ul style="list-style-type: none">The North American Veterinary Licensing Examination (NAVLE) is the recognized national test of entry-level veterinary competency.	Campus

C. Research

The Doctor of Veterinary Medicine degree is not a research degree. However, students are taught to evaluate the scientific bases of knowledge and incorporate new knowledge into the practice of veterinary medicine. This occurs throughout the curriculum as faculty members share their research findings, along with those of others, as they lecture and supervise clinical rotations. Students are exposed to a wide range of basic research (e.g., physiology, neuroscience, infectious disease) and applied research (e.g., oncology, radiology, orthopedic diseases), which is facilitated by the fact that most faculty members teach in the same discipline where they perform their scholarly activities. Students that wish to graduate with honors or high honors are required to complete an individualized investigation course in addition to attaining the appropriate GPAs. This course involves conducting a research project under faculty supervision, writing a paper suitable for publication, and providing either an oral or poster presentation of the results.

D. Assessment Timeline

Doctor of Veterinary Medicine

College of Veterinary Medicine

Assessment SLOs	Exams in didactic courses within the curriculum	Senior exit interviews	Alumni surveys	Performance in labs associated with didactic courses	Clinical clerkship assessments	Employer surveys	NAVLE
Evaluate scientific bases from established and emerging areas of knowledge for advanced veterinary practice.	√	√	√				
Demonstrate the technical skills required for veterinary practice.			√	√	√	√	
Demonstrate interpersonal skills and professional behavior.					√	√	
Demonstrate the spectrum of clinical competencies needed in veterinary practice			√		√	√	
Students acquire the skills and knowledge from the above programs necessary for licensure to practice veterinary medicine							√

E. Assessment Cycle

Assessment Cycle for:

Doctor of Veterinary Medicine

College of Veterinary Medicine

Analysis and Interpretation:

- Final examinations (with practical laboratory examinations when appropriate) are given at the end of each didactic course in the veterinary curriculum.
- Clinical competencies are evaluated at the end of each of the student's clinical rotations. Results are analyzed and interpreted by course faculty.
- Graduates typically sit for the national certification examination (NAVLE) within nine months of graduation. Exams are administered in November and December. Results are received and analyzed by February each year for previous calendar year test-takers. The next opportunity to take the NAVLE is in April. Results are received and analyzed by May.
- Student exit interview are held to get feedback from our students concerning perceived strengths and weakness of our program.
- Employers of our students are surveyed six months after graduation to learn of perceived strengths and weaknesses of individual students that might reflect on the quality of our education program.
- Alumni are surveyed 3 years after graduation to assess educational preparedness and employment satisfaction.
- Success rates of our students in passing the national board (NAVLE) needed to practice veterinary medicine in the United States is assessed yearly compared to the national average success rate.

Program Modifications:

- Faculty members modify teaching methods, learning activities, and/or evaluation methods in preparation for admission of the next cohort of students each fall semester. Recommendations for improvements that require changes in course objectives or topical outlines are considered by the College Curriculum Committee and must be approved by the College faculty and relevant University bodies prior to the semester in which the course is taught the following year.
- Recommendations for program modification are considered by the College Curriculum Committee and are acted upon by the College faculty in preparation for admission of students each fall semester.

Dissemination: Program modifications are incorporated into various College publications as they are approved. Changes are made in course syllabi prior to the next course offering. Changes in SLOs, required courses, and curriculum plans are disseminated on the College website at least annually each summer and in the Student Handbook as part of annual updates.

SLOs	Year	1	2	3	4	Post-Graduation
Evaluate scientific bases from established and emerging areas of knowledge for advanced veterinary practice.		√	√	√	√	√
Demonstrate the technical skills required for veterinary practice.		√	√	√	√	√
Demonstrate interpersonal skills and professional behavior.				√	√	√
Demonstrate the spectrum of clinical competencies needed in veterinary practice.				√	√	√
Students acquire the skills and knowledge from the above programs necessary for licensure to practice veterinary medicine.					√	

F. Measurement Tools

Clinical Course Evaluation Form: Student performance must be rated as Satisfactory in Readiness on the Clinical Evaluation Form in order to pass the course and graduate (see attached).

Employer Survey Form: Employers of our students are surveyed to determine their overall readiness to practice veterinary medicine (see attached).

Alumni Survey Form: Completed by our graduates 3 years after graduation (see attached).

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Pamela E. Ginn	College of Veterinary Medicine	ginnp@ufl.edu	352-294-4203
John W. Harvey	College of Veterinary Medicine	jwharvey@ufl.edu	352-294-4277

**Employer Survey
University of Florida College of Veterinary Medicine (Class of 2012)
Survey of Readiness to Practice Veterinary Medicine**

The UF College of Veterinary Medicine conducts an annual survey of employers who have hired recent graduates of our professional program in order to assess the effectiveness of our program in preparing new graduates for entry into veterinary careers. We are seeking your candid opinions regarding the readiness of one of our recent graduates to practice veterinary medicine. To protect the new graduate's identity, we ask that you **DO NOT INDICATE THE GRADUATE'S NAME OR YOUR NAME** on this survey instrument.

We ask that you complete the following survey and return it in the enclosed self-addressed stamped envelope by **February 28, 2013**. As always, we thank you for your support.

Sincerely,

Dr. Pamela Ginn
Associate Dean for Students and Instruction

Please evaluate this DVM graduate's performance, during his/her first year of work experience, in each of the following categories below. Please do NOT attempt to provide general or average responses regarding all new graduates; limit your evaluation to assessments of this particular individual graduate.

	Exceeds Expectation	Meets Expectation	Below Expectation	Unacceptable	No Opinion
1. Knowledge/Performance (during first year post-graduation)					
➤ Knowledge of medical principles and diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Knowledge of surgical principles and diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Performance of common surgical procedures such as OHE, neuter, declaw, laceration repair, biopsy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Performance of major surgical procedures such as bone fracture fixation, anal saccullectomy, GDV, intestinal anastomosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Performance of general anesthesia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to effectively prescribe therapeutic regimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to accurately interpret radiographic images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Exceeds Expectation	Meets Expectation	Below Expectation	Unacceptable	No Opinion
1. Knowledge/Performance – continued:					
➤ Ability to accurately interpret clinical pathology findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to manage emergency cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Veterinary dentistry knowledge and skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to answer common client questions about animal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to counsel clients on proper nutritional practices for growth, maintenance, production/performance and for diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Documentation of medical records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Animal handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to obtain biological specimens from patients (blood, urine, cytology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Application of splints/bandages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Problem-Solving Skills (during first year post-graduation)					
➤ Systematic approach to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Accuracy of physical examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to develop accurate lists of differential diagnoses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Appropriately consults others to solve difficult problems (knew when to seek advice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to make independent decisions (sufficient knowledge and self-confidence to solve routine problems independently)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Effective use of educational resources (journals, texts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning Skills (during first year post-graduation)					
➤ Self-motivation for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Intellectual curiosity – sought explanations for unexpected findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Critically examined new information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Receptive to new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ When information needed, he/she knew the appropriate journal, text, or data base to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Exceeds Expectation	Meets Expectation	Below Expectation	Unacceptable	No Opinion
4. Communication Skills (during first year post-graduation)					
➤ Made good first impression with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ability to obtain a valuable patient history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Imparted clear understanding of diagnostic/therapeutic options to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Spoken communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Financial/Business Skills (during first year post-graduation)					
➤ Understood factors that determined fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Communicated costs of patient management options such that they were clearly understood by clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understood inventory turnover as related to profit return	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Aware of income generation needed to pay for own salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understood value of collecting fees at the time service is rendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Realized that he/she was in a service profession as reflected by work ethic and willingness to put client/patient above personal interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Personnel management skills (ability to direct and manage lay staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understood legal/ethical status of the client record being proprietary to the employing veterinary practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What educational course(s) or experiences would have benefited this graduate?

7. Other comments regarding this graduate or comments related to improving the training of veterinarians for productive careers.

Background Demographic Information of Veterinarian Completing the Survey

8. **Professional Activity.** Please indicate below the type of position in which you are currently employed?

- ☐ Private Clinical Practice Please list the percent of your practice devoted to each of the following:
- | | |
|-------|----------------------------------|
| _____ | % Food Animal Practice |
| _____ | % Small Animal Practice |
| _____ | % Equine Practice |
| _____ | % Other Practice, please specify |
| 100 | % Total |
- ☐ Corporate Employer
☐ College or University
☐ State/Federal Government
☐ Other, please specify _____

9. **Major Employment Function.** Please select only one. If, however, you are in clinical practice, please also indicate whether you are an owner of the practice or an associate veterinarian.

- | | | |
|--|---|---|
| <input type="checkbox"/> Clinical Practice → | <input type="checkbox"/> Practice Owner | <input type="checkbox"/> Associate Veterinarian |
| <input type="checkbox"/> Research | | |
| <input type="checkbox"/> Management | | |
| <input type="checkbox"/> Education | | |
| <input type="checkbox"/> Food/Meat Inspection | | |
| <input type="checkbox"/> Production Medicine | | |
| <input type="checkbox"/> Sales or Service | | |
| <input type="checkbox"/> Other, please specify _____ | | |

Thank you for taking the time to complete this survey. The College of Veterinary Medicine is hopeful this information will help us better train and prepare future veterinarians. We ask that you please return the survey to:

**Lynnette Chaparro
UF College of Veterinary Medicine
P.O. Box 100125
Gainesville, Florida 32610-0125
Telephone: 352-294-4244
Fax: 352-846-2744**

Each year, the UFCVM conducts a survey of the graduates who completed the professional DVM program approximately 18 months earlier. The purpose of this survey is to assess the effectiveness of our professional curriculum in preparing new graduates for entry into veterinary careers. To this end, we are seeking your insights and candid opinions. Please note the following:

- ☐ It is a good position
- ☐ I will probably seek other employment
- ☐ I will definitely seek other employment
- ☐ Don't know

2. Please indicate your level of agreement with each of the following statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis For Evaluation
1. UF CVM provided a friendly and supportive environment						
2. The faculty cared about me and my goals						
3. The faculty were a good resource						
4. The UF CVM curriculum provided a broad educational base on which to build my professional skills						
5. In general, the courses I took prepared me for the work I am planning to do						
6. The basic sciences component of the curriculum was a valuable part of my education						
7. The required clinical clerkships were a valuable part of my education						
8. My elective clinical clerkships were a valuable part of my education						
9. My participation in elective clinical clerkships helped me to better define the area of veterinary medicine that I want to pursue after graduation						
10. My elective classroom courses taken after my junior clinical clerkships were a valuable part of my education						
11. My participation in elective classroom courses helped me better define the area of veterinary medicine that I want to pursue after graduation						
12. My individualized investigational research experience was a valuable part of my education						
13. UF CVM library resources were valuable to my education						
14. While attending UF, I feel I was challenged to do my best most of the time						
15. The training I received at UF CVM prepared me to complete the North American Veterinary Licensing Examination						
16. Overall, my training at UF CVM prepared me for the rigors of my profession						
17. I believe the current national reputation of UF's DVM degree program is very strong						
18. I would recommend UF to a friend or relative considering veterinary school						

3. What would you say is the major strength of the UF CVM? _____

4. What would you say is the major weakness of the UF CVM? _____

5. What would have improved your "quality of life" at UF CVM?

6. What would you say are the most pressing issues facing either your intended segment of the veterinary profession or the profession as a whole?

7. What emerging field(s), in your opinion, best provides new employment opportunities for veterinarians?

8. What training would be most advantageous for employment in this field(s)?

9. If you had to do it over again, how likely would you be to pursue a DVM degree?

- | | | |
|---|------|--|
| <input type="checkbox"/> Definitely | Why: | |
| <input type="checkbox"/> Probably | Why: | |
| <input type="checkbox"/> Probably not | Why: | |
| <input type="checkbox"/> Definitely not | Why: | |
| <input type="checkbox"/> I don't know | | |

10. How well were you prepared by your UF training to face the following surgical and medical issues that you face in your workplace?	Excellent	Good	Fair	Marginal	Poor	Not Applicable
1. Surgery						
2. Internal Medicine						
3. Emergency Medicine						
4. Behavior Medicine						
5. Production Medicine						
6. General Outpatient Medicine						
7. Cardiology						
8. Clinical Pharmacology						
9. Clinical Pathology						
10. Anatomic Pathology						
11. Anesthesiology						
12. Radiology						
13. Dermatology						
14. Ophthalmology						
15. Neurology						
16. Oncology						
17. Theriogenology						
18. Zoological Medicine						

19. Other, <i>please specify</i> : []						
20. Other, <i>please specify</i> : []						
21. Other, <i>please specify</i> : []						

Background Information:

11. Are you: Female ☐ Male ☐

12. Are you currently employed full-time or part-time as a veterinarian?

Full-time ☐ Part-time ☐ Don't work ☐

13. What do you expect your income, before taxes, from veterinary medical employment to be during the 2012 tax year?

- | | |
|---|---|
| <input type="checkbox"/> Less than \$20,000 | <input type="checkbox"/> \$50,000 to \$54,999 |
| <input type="checkbox"/> \$20,000 to \$24,999 | <input type="checkbox"/> \$55,000 to \$59,999 |
| <input type="checkbox"/> \$25,000 to \$29,999 | <input type="checkbox"/> \$60,000 to \$64,999 |
| <input type="checkbox"/> \$30,000 to \$34,999 | <input type="checkbox"/> \$65,000 to \$69,999 |
| <input type="checkbox"/> \$35,000 to \$39,999 | <input type="checkbox"/> \$70,000 to \$74,999 |
| <input type="checkbox"/> \$40,000 to \$44,999 | <input type="checkbox"/> \$75,000 to \$79,999 |
| <input type="checkbox"/> \$45,000 to \$49,999 | <input type="checkbox"/> More than \$80,000 |

14. How important is financial security in influencing your level of satisfaction with your professional veterinary position?

- ☐ Critical
☐ Important
☐ Somewhat important
☐ Not at all important

15. What is your preferred method of communication from the UF CVM?

- ☐ Alumni E-news
☐ Facebook
☐ Save the Date Postcard
☐ Florida Veterinarian Newsletter
☐ CVM's Web Site
☐ Class Representative

15. Would you be interested in having an alumni mentor in your community?

- ☐ Yes (*)
☐ No

(*) If your answer is yes, please email cvmalumniaffairs@vetmed.ufl.edu, for more information.

Thank you for responding to this survey. Your input is critical to the advancement of our profession and college.

Clinical Assessment Categories and Associated Rubrics

Direct assessments of student clinical competencies were achieved through the required clerkships of Large, Animal Medicine and Surgery, Small Animal Medicine and Surgery, Primary Care, Pathology, Radiology, and Anesthesiology and elective clerkships including Neurology, Dermatology, Cardiology, Clinical Pathology, Zoological Medicine, Oncology, Emergency Critical Care, Ophthalmology, Shelter Medicine, and Theriogenology. Standard clinical competencies were assessed in the following area using the below defined rubrics.

History, Physical Examination, and Problem Prioritization

- Exemplary: Takes thorough and organized histories. Performs accurate and complete examinations in a timely manner. Able to elaborate key physical examination findings and associated subtleties. Consistently prioritizes problems into clear categories of high-yield and low-yield problems.
- Good: Almost always identifies and characterizes historical information accurately. Efficiency or ability to recognize and address physical examination subtleties can be improved. Often prioritizes problems into categories of high-yield and low-yield problems.
- Competent: Performs histories and examinations satisfactorily. Occasional omissions or inaccuracies, but generally well organized. Generally prioritizes problems correctly.
- Needs Remediation: Unable to perform accurate and complete histories without frequent omissions. Examinations incomplete or findings misinterpreted. Unable to effectively identify and/or to prioritize important problems.

Differential Diagnoses

- Exemplary: Consistently defines accurate differential diagnoses for cases, taking into account all available information.
- Good: Provides appropriate differential diagnoses for cases, taking into account nearly all available information.
- Competent: Can generate satisfactory differential diagnoses lists, with occasional deficiencies that stem from failure to consider available information.
- Needs Remediation: Has problems with appropriate differential diagnoses; only occasionally accounts for other information when suggesting differential diagnoses.

Diagnostic Plan, Analysis, and Prognoses

- Exemplary: Consistently identifies key diagnostic tests and correctly justifies selection. Accurately interprets test results. Analyzes data and makes excellent decisions. Prognoses accurately defined.
- Good: Demonstrates above average abilities to select key diagnostic tests and to justify those selections. Interprets test results with good skill and defines prognoses with good accuracy.
- Competent: Usually suggests important diagnostic tests and correctly justifies selection. Usually evaluates test results well. Prognoses generally accurate.
- Needs Remediation: Has problems selecting appropriate diagnostic tests and justifying.

Weak ability to analyze diagnostic test results. Has some problem defining prognoses.

Anesthetic Plan, Analysis, and Prognoses

- Exemplary: Identifies key pre-anesthetic diagnostic tests and correctly justifies selection. Accurately interprets test results. Analyzes data and makes excellent anesthetic decisions. Risk factors and prognoses accurately defines.
- Good: Demonstrates above average abilities to select key pre-anesthetic diagnostic tests and to justify those selections. Interprets test results with good skill and defines anesthetic risk factors/prognoses with good accuracy.
- Competent: Usually suggests important pre-anesthetic diagnostic tests and correctly justifies selection. Usually evaluates test results well. Risk factors and prognoses generally accurate.
- Needs Remediation: Has problems selecting appropriate pre-anesthetic diagnostic tests and justifying. Weak ability to analyze diagnostic test results. Has some problem defining risk factors and/or prognoses.

Knowledge Base and Clinical Thinking Skills

- Exemplary: Displays superior knowledge (pathophysiology, therapeutics, medicine, surgery, anatomy) on own cases, as well as cases of others. Clinical thought processes are consistently logical and complete.
- Good: Displays good knowledge and understanding of a variety of common primary, secondary, and tertiary medical and/or surgical problems. Ability to solve clinical problems is above average.
- Competent: Satisfactory knowledge base in most subject areas. Logical clinical thought processes displayed, but occasional errors noted.
- Needs Remediation: Limited knowledge in most subject areas. Deficiencies identified that hinder progress through cases. Illogical and/or scattered clinical thought processes.

Technical Skills

- Exemplary: Performs technical (procedural, animal handling) tasks extremely well. Exceptionally knowledgeable of procedure and required materials prior to beginning task.
- Good: Shows above average skill in performing technical tasks related to medical and/or surgical procedures and animal handling.
- Competent: Most technical tasks performed satisfactorily and in a timely manner.
- Needs Remediation: Unable to perform many technical tasks. Poorly organized and lacks knowledge about procedures.

Surgical Skills

- Exemplary: Performs surgery exceptionally well. Soft and/or orthopedic tissue handling skills exceptional. Exceptionally knowledgeable of procedure and required materials prior to beginning task.
- Good: Shows above average surgical skill. Soft and/or orthopedic tissue handling skills strong. Good preparatory knowledge of procedure and required materials prior to beginning task.
- Competent: Satisfactory surgical skills. Knowledgeable of procedure, surgical approach, and anticipated outcomes is generally good. Instrument and tissue handling skills

- performed satisfactorily.
- Needs Remediation: Unable to perform some essential components of soft tissue and/or orthopedic surgery. Instrument and/or tissue handling weak or unacceptable. Poorly organized and lacks knowledge about procedures.

Anesthetic Skills and Equipment Use

- Exemplary: Performs technical (procedural, animal handling, induction, recovery) tasks extremely well. Exceptionally knowledgeable of procedure and required materials prior to beginning task. Excellent understanding of equipment.
- Good: Shows above average skill in performing technical tasks related to veterinary anesthesia. Good understanding of anesthetic equipment.
- Competent: Most technical tasks performed satisfactorily and efficiently. Knowledge and understanding of equipment is satisfactory.
- Needs Remediation: Unable to perform many technical tasks. Poorly organized and lacks knowledge about procedures and/or equipment.

Necropsy Skills

- Exemplary: Performs technical aspects of necropsy extremely well. Exceptionally knowledgeable of procedure and demonstrates excellent efficiency. Excellent collection of essential diagnostic specimens.
- Good: Shows above average skills in performing necropsy procedures.
- Competent: Most technical tasks performed satisfactorily. Efficiency acceptable. Most essential diagnostic specimens collected, with only few omissions.
- Needs Remediation: Unable to perform several technical aspects associated with necropsies. Poorly organized and lacks knowledge about procedures.

Records and/or Reports

- Exemplary: Problem oriented medical records and/or procedural reports are concise, accurate, and always completed on time. Reports are easy to read and provide clear case documentation.
- Good: Records and/or reports follow correct format and contain all pertinent entries. Problem identification and assessment considered strong.
- Competent: Records and/or reports follow correct format; problem identification and assessment often correct. Usually completed on time.
- Needs Remediation: Correct format usually not followed. Problems and assessments often inaccurate. Often omissions and/or completed late.

Patient Management

- Exemplary: Patients receive exceptionally high quality care, in a timely manner; provides all important treatments. Concerned for the welfare of patients and often volunteers to help others.
- Good: Patient care is above average and always completed on time.
- Competent: Conscientious regarding patient care and treatment. Occasional errors made, but promptly corrected when directed.
- Needs Remediation: Optimal patient care often delayed or overlooked. Potential for significant compromise of patient's health.

Client and/or Professional Communication

- Exemplary: Communicates and articulates exceptionally well; oral and written. Is fluent and accurate in medical terminology and clearly conveys concepts. Listens effectively. Strong interpersonal skills.
- Good: Demonstrates above average communication skills. Uses appropriate medical terminology and concepts well. Good interpersonal skills with clients, peers, staff, and faculty.
- Competent: Reasonably good at establishing rapport and communicating with clients, peers, staff, and faculty. Uses appropriate medical terminology and concepts.
- Needs Remediation: Rarely communicates or articulates ideas effectively. Has problems communicating information clearly. Has problem with appropriate use of medical terminology and explaining concepts. Interpersonal skills need improvement.

Clinical Rounds

- Exemplary: Often demonstrates insightful analysis of information and/or insightful approach to diagnosis and treatment. Able to apply basic science knowledge to clinical situations. Accurately interprets and weighs conflicting information. Actively participates in discussions. Presents cases clearly, concisely and accurately. Always on time.
- Good: Consistently reasonable analysis of patient database, integration of relevant basic and clinical scientific knowledge, and clinical judgment. Able to elaborate a reasonable differential diagnosis and define logical diagnostic and therapeutic approaches. Sees the big picture and focuses on what is important.
- Competent: Usually demonstrates an adequate analysis of patient database and integration of relevant basic and clinical scientific knowledge. Occasionally has difficulty discerning the forest from the trees. Able to define a core differential diagnosis and a reasonable plan of care. Participates in rounds with accurate responses on most occasions.
- Needs Remediation: The student demonstrates one or more of the following: Insufficient ability to analyze patient database or integrate relevant basic and clinical scientific knowledge; Significant difficulty in discerning the forest from the trees; Difficulty in elaborating a core differential diagnosis, prioritizing patient problems or developing diagnostic and therapeutic approaches, even with directive questioning. May show minimal participation and/or often arrive late.

Attitude, Effort, and Professionalism

- Exemplary: Good attitude and high degree of effort always evident. Behavior and interactions are consistently outstanding. Overtly demonstrates maturity, honesty, and respect in interactions with peers, staff, and faculty. Actively seeks feedback.
- Good: Attitude, effort, behavior and interactions are always appropriate and occasionally outstanding. Consistently mature, honest, and respectful. Compassionate in interactions with patients, peers, staff, and faculty. Strong work ethic. Welcomes feedback.
- Competent: Satisfactory level of effort usually given. Generally has positive attitude. Behavior and interactions appropriate but rarely outstanding. Open to feedback but does not overtly welcome it.
- Needs Remediation: A small degree of effort maintained. Poor attitude often demonstrated. Honesty, respectfulness, selflessness, willingness to concede mistakes or

attitudes toward peers, staff, or faculty are sometimes a cause for concern. At times inappropriate behavior or interactions.

Assessment of Student Readiness to Practice

Ability to Make Independent Decisions

- Satisfactory
- Unsatisfactory

Overall Ability to Transfer Facts to Clinical Problem Solving

- Satisfactory
- Unsatisfactory

Overall Professional Maturity

- Satisfactory
- Unsatisfactory