School *of* Veterinary Medicine

INSTITUTIONAL EFFECTIVENESS

Spring 2023

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TEXAS TECH UNIVERSITY
School *of* Veterinary Medicine™

February 15, 2023

Selection Committee, Attn: Dr. Darryl James, Ph.D., P.E.
Provost's Institutional Effectiveness Excellence Award
Office of the Provost
Texas Tech University

RE: Nomination of the School of Veterinary Medicine for the Provost's Institutional
Effectiveness Excellence Award

Dear Dr. James,
I am thrilled to support the nomination of the School of Veterinary Medicine (SVM) for the
Provost's Institutional Effectiveness Excellence Award. We are so fortunately to have a team of
dedicated faculty and staff that worked tirelessly to continuously deliver, monitor and improve
our professional program.

We were founded on a simple purpose of supporting the needs of rural and regional
communities. To this end, we engaged a community of veterinarians to define day-one
competencies (skills and knowledge) for our graduates; these are referred to as RaiderVet New
Graduate Competencies.

Meeting these outcomes required strategic and informed backward curricular design, detailed
multilevel curricular mapping, and purpose longitudinal assessment, intentional use of data,
and continual improvement throughout the academic program. The evidence included in this
nomination dossier showcases our ongoing pursuit to excellence and our dedication to
providing the best possible veterinary medical education experience. You will see commitment
to the highest ideals of institutional effectiveness.

The curriculum is managed centrally based on the mission and resources of the SVM. The
design and delivery of curricular content is the purview of the SVM faculty with curriculum
oversight and revision provided by the Curriculum Committee. T his requires ongoing review
and revision of courses and programs. We are student focused. As such, the Committee
reviews and provides curricular improvements and recommendations that students bring
forward. The Committee also operates under the principle of constant improvement. We
expect that, monitor for, and respond to those opportunities that emerge as we continue our
development.

In addition to the Curricular Committee, the Outcomes Assessment team, under the direction
of Elizabeth Rowe, collects and analyzes these data, which then inform actions of the Curricular
Committee or the Outcomes Assessment team to effect programmatic improvement.

Elizabeth, David Favela, Shelby Huffman, and Marcelo Schmidt are the front-line champions of
assessment in our program. They work closely with faculty and staff in developing individual
knowledge assessment tools for courses, and more broadly, a School-wide comprehensive
assessment plan that includes both formative and summative evaluations of foundational
knowledge and clinical and professional skills. This plan is used to gather data on student
performance, to identify areas where additional support may be needed, and to make changes
to the curriculum that ensure students are receiving the best possible education.

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In addition to the Curriculum Committee and the Outcomes Assessment team, a standing committee of the School is the Data Synthesis and Analysis Committee. This committee collates and analyzes data then provides feedback on various programmatic and School outcomes to the relevant committees. This includes all aspects of the School from the admissions process, to student success, research activities, experiential learning, and community engaged endeavors. Taken together, our structures, people, and process are designed to achieve excellence in institutional effectiveness.

Examples of our effort can be found throughout this dossier, and specific examples in the supporting letter from our Senior Associate Dean, Dr. John Dascanio.

While relatively early in our program development, our students are reporting high levels of satisfaction with how they are being prepared for being a day-one veterinarian, and to enjoy successful life-long careers as veterinarians.

We continue to develop, analyze and refine as necessary. Plans for 2023 include further recruitment of faculty and staff; continued assessment of programmatic implementation to identify opportunities to refine procedures, informational items, and curricular materials; and continued preparation of our network of veterinary practice partners to deliver exceptional, community-engaged experiential learning experiences.

I so very proud of these efforts and am honored to share them with you for consideration as a candidate for the Provost's Institutional Effectiveness Excellence Award.

Please do not hesitate to contact me if I can provide further information.

Sincerely,

Guy H. Loneragan
Dean, School of Veterinary Medicine
Texas Tech University

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February 17, 2023

Selection Committee, Attention: Dr. Darryl James, Ph.D., P.E.
Provost's Institutional Effectiveness Excellence Award
Office of the Provost, Texas Tech University

Dear Dr. James,

I would like to offer my full support for the School of Veterinary Medicine to be considered for the Provost's Institutional Effectiveness Excellence Award. The goal of our program is to produce competent and confident practice ready veterinarians to serve Texas and beyond using a competency based educational model. Our team has striven to develop a curriculum that assesses both knowledge and skills, with a significant remediation component, to develop those competencies. As outlined below we target our actions at the student level, the programmatic level, and the intuitional level. Data is collected, evaluated, and acted upon for overall program improvement.

Student level
The SVM Clinical Programs Committee, the SVM Data Synthesis and Analysis Committee, the SVM Continuation of Study Committee, and the SVM Curriculum Committee utilize various metrics, including end of lab surveys, end of course evaluations, ExamSoft™ Strengths and Opportunities reports, Objective Structured Clinical Examinations (OSCE) results, Veterinary Educational Assessment results, North American Veterinary Licensing Examination results, and other student outcome findings, to continually improve the educational program. This process is further strengthened by direct student feedback collected through students present on school committees and regular meetings with student leadership. Assessment software tools that we employ, such as TopHat™, CAE LearningSpace™ for communications video recording, ExamSoft™ for examinations, and eValue™ for collection of clinical year procedures and diagnoses, play a crucial role in documenting and evaluating student outcomes and experiences. Based on data actions may include student remediation, access to tutors, counseling, or mentorship.

Programmatic Level:
The Clinical Programs Committee, the Curriculum Committee, and the Data Synthesis and Analysis Committee use programmatic curricular outcome findings, including post-laboratory surveys, course evaluations, examination results, and clinical year rotational evaluations, to continuously enhance the program. For example, feedback from upper semester OSCEs or clinical rotations may prompt alterations to clinical skills laboratories, such as adding or removing content related to small animal dental procedures. The

number and types of surgeries may be adjusted based on the time allowed for in-depth case management. Feedback from clinical partners, when students are in their final year, may document deficiencies in knowledge or skills that will then institute curricular changes for improvement. Our goal is to have a curriculum that is responsive to and nimble enough to adjust to input.

The Admissions Committee, the Curriculum Committee, and the Data Synthesis and Analysis Committee also compare admissions entry data to academic performance and graduate placements to identify areas for improvement. For instance, entering student data may be analyzed to determine the correlation between undergraduate performance and student performance in the curriculum, leading to modifications in admissions criteria if significant findings are uncovered.

Institutional Level:

The SVM will use exit surveys and alumni surveys to evaluate the overall success of its programs. As the SVM approaches its first graduating class, these surveys will be developed to provide insight into overall school goals in meeting its mission to serve rural and regional communities. The results will be integrated into strategic planning exercises to further support continuous improvement. Additionally, the Texas Tech University Office of Planning and Assessment (OPA) collects and reports institution-wide data to the Texas Higher Education Coordinating Board and SACSCOC, ensuring accountability and transparency in the program's outcomes and results.

There are so many aspects of our program that have developed in such a short period of time that may serve as a guidepost to other programs. We have, as our obligation, the continuous improvement of all that we do so that students may achieve to their fullest potential. I am very proud of all our co-workers who put so much into the success of our program. Please let me know if I can provide any additional information or comments.

Sincerely,

John J. Dascanio, VMD, DACT, DABVP
Senior Associate Dean for Academic and Student Affairs
john.dascanio@ttu.edu

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ASSESSMENT PLAN

Assessment: Assessment Plan

TEXAS TECH UNIVERSITY
Office of the Provost
Office *of* Planning & Assessment

Education Program - SVM - Veterinary Medicine (DVM)

Degree Program Coordinator Name: John Dascanio, Marcelo Schmidt and Elizabeth Rowe
Degree Program Coordinator Email: marcelo.schmidt@ttu.edu; elizabeth.rowe@ttu.edu

Student Learning Outcome: Clinical Reasoning and Decision-making

The graduate demonstrates critical thinking and problem solving to arrive at evidence-based decisions that consider animal and client needs, available resources, and social context.

Outcome Status: Active
Outcome Type: Program
Start Date: 08/16/2021
End Date: 05/13/2022
Additional Assessment Component: Marketable Skills

Assessment Methods

Course Exam - Multiple choice questions (MCQ) assessments. (Active)
Criterion: All students will attain an average score of 70 % or greater on MCQ assessments of foundational courses **Schedule:** Every Fall: DVM 5630 Form and Function Ia DVM 5370 Microbiology DVM 5380 Parasitology Every Spring: DVM 5731 Form & Function 1b DVM 5251 Immunology DVM 5271 Virology

Performance - Objective Structured Clinical Exams (OSCEs). These assessments allow for expert reviewers to assess through direct observation of performance of student in clinical and professional skills. (Active)
Criterion: i.   failure of 20% or more of stations as determined by global rating scores ii.   achieving an overall checklist score that is below the minimum passing level (MPL) for the examination. iii.   committing a "fatal flaw" during a station on an OSCE will result in remediation of that station. **Schedule:** Every Spring: DVM 5211 Clinical & Professional Skills 1b

Student Learning Outcome: Profession and Professionalism

Texas Tech University Annual Assessment Report

Texas Tech University
Office of the Provost
Office of Planning & Assessment

Education Program - SVM - Veterinary Medicine (DVM)

Degree Program Coordinator Name: John Dascanio, Marcelo Schmidt and Elizabeth Rowe
Degree Program Coordinator Email: marcelo.schmidt@ttu.edu; elizabeth.rowe@ttu.edu

Student Learning Outcomes	Assessment Methods	Assessment Results	Analyses of Results

Clinical Reasoning and Decision-making - The graduate demonstrates critical thinking and problem solving to arrive at evidence-based decisions that consider animal and client needs, available resources, and social context.
 	
Outcome Status: Active
Outcome Type: Program
Start Date: 08/16/2021
End Date: 05/13/2022
Additional Assessment Component: Marketable Skills
	Course Exam - Multiple choice questions (MCQ) assessments.
	Criterion: All students will attain an average score of 70 % or greater on MCQ assessments of foundational courses
	Schedule: Every Fall:
	DVM 5630 Form and Function Ia
	DVM 5370 Microbiology
	DVM 5380 Parasitology
	
	Every Spring:
	DVM 5731 Form & Function 1b
	DVM 5251 Immunology
	DVM 5271 Virology
		Assessment Cycle: 2021 - 2022
		Result Type: Criterion Not Met
		Results reported in this section are based on average grades on MCQ examinations administered during the Fall 2021 and Spring 2022 semesters. Criteria for academic performance is outlined in the Guidelines for Academic Standing
		
		Fall 2021 results:
		DVM 5630 Form and Function Ia: Two students (3.17% of all students) did not meet the the minimum standards for course completion (greater than 70% average) . The average course grade for the class of 2025 was 83.68.
		DVM 5370 Microbiology: All students (100%) met the minimum standards for course completion (greater than 70% average)
		DVM 5380 Parasitology: All students (100%) met the minimum standards for course completion (greater than 70% average)
		
		Spring:
		DVM 5731 Form & Function 1b: All students (100%) met the minimum standards for course completion (greater than 70% average). The average course grade for the class of
			Analysis of Result: Fall 2021:
			
			DVM 5630 Form and Function Ia:
			  Pass rate 61/63= 96.83%
			
			DVM 5370 Microbiology:
			  Pass rate: 63/63= 100%
			
			DVM 5380 Parasitology:
			  Pass rate: 63/63= 100%
			
			Spring 2022:
			
			DVM 5731 Form & Function 1b:
			  Pass rate: 63/63= 100%
			
			DVM 5251 Immunology: 63/63
			  Pass rate 61/63= 100%
			
			DVM 5271 Virology: 63/63
			  Pass rate 61/63= 100%
			(09/14/2022)

Student Learning Outcomes	Assessment Methods	Assessment Results	Analyses of Results
		2025 was 85.80. DVM 5271 Virology: All students (100%) met the minimum standards for course completion (greater than 70% average). The average course grade for the class of 2025 was 89.46. DVM 5251 Immunology: All students (100%) met the minimum standards for course completion (greater than 70% average). The average course grade for the class of 2025 was 85.84. (07/12/2022) **Related Documents:** guidelines-academic-standing.pdf Guidelines for Academic Standing	
		Assessment Cycle: 2020 - 2021 **Result Type:** Not Applicable No students admitted to the program during this academic cycle. No data to report (09/29/2021)	**Analysis of Result:** NA No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Follow-Up: Evidence of Improvement:** NA (09/30/2021)
	Performance - Objective Structured Clinical Exams (OSCEs). These assessments allow for expert reviewers to assess through direct observation of performance of student in clinical and professional skills. **Criterion:** i. failure of 20% or more of stations as determined by global rating scores ii. achieving an overall checklist score that is below the minimum passing level (MPL) for the examination. iii. committing a "fatal flaw" during a station on an OSCE will result in remediation of that station. **Schedule:** Every Spring:	**Assessment Cycle:** 2021 - 2022 **Result Type:** Criterion Met 100% of students passed all OSCE stations (09/14/2022) **Related Documents:** OSCE rubric.pdf	**Analysis of Result:** Students were evaluated on 22 OSCE stations using rubrics (09/14/2022)
		Assessment Cycle: 2020 - 2021 **Result Type:** Not Applicable No students admitted to the program during this academic cycle. No data to report (09/30/2021)	**Analysis of Result:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Follow-Up: Evidence of Improvement:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021)

Student Learning Outcomes	Assessment Methods	Assessment Results	Analyses of Results
	DVM 5211 Clinical & Professional Skills 1b		
Profession and Professionalism - The graduate demonstrates behaviors expected of the veterinarian, including ethical reasoning, reflective practice, self-regulation, professional development, and personal wellbeing. **Outcome Status:** Active **Outcome Type:** Program **Start Date:** 08/16/2021 **End Date:** 05/13/2022	**Capstone Assignment/Project -** Professional Goal Setting Activity (GSA). **Criterion:** All students will attain a 70% or greater score on the GSA. **Schedule:** Every Fall DVM 5240 Profession & Professionalism	**Assessment Cycle:** 2021 - 2022 **Result Type:** Criterion Not Met All but one student (98.42) attained a 70% or higher (09/14/2022)	**Analysis of Result:** 62/63= 98.42 (09/14/2022)
		Assessment Cycle: 2020 - 2021 **Result Type:** Not Applicable No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Related Documents:** DVM 5240_Assignment03_GoalSetting.pdf	**Analysis of Result:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Follow-Up: Evidence of Improvement:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021)
	Professional Development Activities - Field Trip report **Criterion:** All students will score a 70% or higher on the field trip report **Schedule:** Every Fall DVM 5200 Intro to Animal Industries & Medical Terminology	**Assessment Cycle:** 2021 - 2022 **Result Type:** Criterion Met All students (100%) performed greater than 70% (09/14/2022) **Related Documents:** FieldTripReport.docx	**Analysis of Result:** The average grade on this capstone assignment was: 95.14; standard deviation 9.96 (09/14/2022)
		Assessment Cycle: 2020 - 2021 **Result Type:** Not Applicable No students admitted to the program during this academic cycle. No data to report (09/30/2021)	**Analysis of Result:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Follow-Up: Evidence of Improvement:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021)
Communication - The graduate communicates effectively with diverse clients, colleagues, other healthcare professionals and the public to promote animal, human and environmental health and well-being.	**Performance -** Objective Structured Clinical Examinations (OSCEs). Students will be evaluated by experts on their professional communication skills.	**Assessment Cycle:** 2021 - 2022 **Result Type:** Criterion Met All students, 100% passed the communication portion of the OSCE (09/14/2022) **Related Documents:**	**Analysis of Result:** (63/63)*100= 100% (09/14/2022)

Student Learning Outcomes	Assessment Methods	Assessment Results	Analyses of Results
Outcome Status: Active **Outcome Type:** Program **Start Date:** 08/16/2021 **End Date:** 05/13/2022	**Criterion:** Professional communication skills will be assessed through live patient encounter OSCE's using standardized clients. Students will be graded using a rubric and will be videotaped for self-reflection and for remediation purposes. Students will receive written feedback from expert reviewers. **Schedule:** Every Spring DVM 5211 Clinical & Professional Skills	Communication rubric.pdf **Assessment Cycle:** 2020 - 2021 **Result Type:** Not Applicable No students admitted to the program during this academic cycle. No data to report (09/30/2021)	**Analysis of Result:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Follow-Up: Evidence of Improvement:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021)
	Self-Assessments - Students will complete a self-evaluation (SE) using their videotaped encounter once per semester. **Schedule:** Every Spring: DVM 5211 Clinical & Professional Skills	**Assessment Cycle:** 2021 - 2022 **Result Type:** Criterion Met All students (100%), created the self-evaluation report (09/14/2022) **Related Documents:** Example CAE rubric_Communication.docx	**Analysis of Result:** 100% of students self assessed their communication video submission. (09/15/2022)
		Assessment Cycle: 2020 - 2021 **Result Type:** Not Applicable No students admitted to the program during this academic cycle. No data to report (09/30/2021)	**Analysis of Result:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021) **Follow-Up: Evidence of Improvement:** NA. No students admitted to the program during this academic cycle. No data to report (09/30/2021)

MOTIVATION

The Outcomes Assessment team has assembled this document as evidence of our very systematic and intentional use of data to inform improvement. We are honored and proud to be in such position of trust and our commitment is to work collaboratively with our fellow faculty, staff, and students to ensure we are delivering the best veterinary medical education as possible.

In this report we present five use cases in which we demonstrate data use for continuous improvement. For each we provide a rationale, they type of data we examine, how we share reports with our stakeholders, and how, collectively, we make improvements to our program. The use cases are presented in no particular order as:

- Curriculum development.
  - Showing how we use data for curriculum development and improvement.
- Multiple choice item development
  - How we use data to inform and ensure quality exams are being used to assess students.
- Admissions
  - Demonstrating how we inform our admission/student selection process informed by data
- Academic Standing
  - Highlights our data informed process for identifying students who are underperforming academically and how we can use this data to remediate them and encourage academic success.
- Course/Faculty evaluation
  - Shows a novel approach to examining faculty evaluation and by which we can used student qualitative feedback to extract curriculum insight for programmatic improvement.

The cases that we present our spotlights, however, they only represent a small portion of the assessment work we do to support student learning and overall, institutional effectiveness.

We hope you will find this report to be informative and may it serve as a testament to our commitment to institutional effectiveness.

Sincerely,

Marcelo Schmidt,
Assistant Professor of Curriculum & Assessment
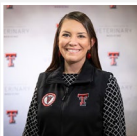
Elizabeth Rowe   David Favela   Shelby Huffman   Marcelo Schmidt

USE CASE I:

CURRICULUM DEVELOPMENT

Using data to improve our curriculum.
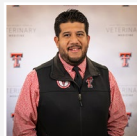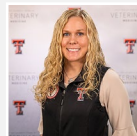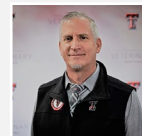
The Curriculum Committee is continuously monitoring the progression of our competency-based veterinary education curriculum. Among many questions that we ask, we prioritize the need to know what is working well, what could be better, and what we are missing. Below we highlight the process that was used to separate the course Form and Function (also referred to as Anatomy & Physiology) into two separate courses: Veterinary Anatomy and Veterinary Physiology (originally termed foundational/comparative morphology).

In this case we triangulated several sources of data including student grades (evidence not presented as per FERPA), faculty input, and student input. The curriculum committee reviewed and approved the change and changes were submitted through Curriculog.

Faculty proposal: The faculty group considered the status and generated a proposed status considering potential impact with other courses, curriculum integration, and most importantly, student learning.

Current:

Form & Function 1a (6 cr) - ~4 cr Foundational Morphology / ~2 cr Physiology

Form & Function 1b (7 cr) - ~5.2 cr Comparative Morphology / ~1.8 cr Physiology

Proposal:

FF1a + 1 cr*   →   Foundational Morphology (4 cr), see A.1. for initial draft of topics

Physiology 1 (3 cr), see A.3. for initial draft of topics

FF1b   →   Comparative Morphology (4 cr), see A.2. for initial draft of topics

Physiology 2 (3 cr), see A.4. for initial draft of topics

* "Lowest Hanging Fruit" = Merger of "Intro to Animal Industries" and "Intro to Animal Care and Husbandry" (Already discussed with Cobb/Wagner → should not require any modification of current proposal for combined course... ~30 contact units = 2 cr)

Note: the separation of Form & Function would NOT impact opportunities for integration between anatomy & physiology... every effort will be made to strategically arrange topics within each discipline regardless of proposal outcome.

Student Feedback: Students submitted a proposal with a rationale for why the courses should be separated. Their comprehensive review included impact on study patterns, grading scheme, and content structure and integration.

Form and Function Proposal
Student Feedback

Separating the subjects into separate courses.
- Physiology instructors were not allowed enough time to explain the course material in the given amount of classroom hours. 51 out 56 respondents felt this way.

Separating anatomy and physiology exams.
- Having anatomy and physiology exams separated allows me to better understand concepts for long term retention of the information. 51 out of 52 respondents felt this way.

Grading Schema
- Due to the unequal amount of credit hours between anatomy and physiology, a student may be able to do very poorly on physiology, but well on anatomy and ultimately pass the class. However, students that do well in physiology, but poorly in anatomy may fail the class. This creates bias in evaluating student performance in form and function as a whole and may cause students to unnecessarily need to repeat either the physiology or anatomy portion of the course.

Content Structuring
- Dividing the course into systems blocks would allow for smoother delivery of information, better understanding of material, and a true comparative anatomy and physiology course. This would require simultaneous dissection of a dog, horse, and ruminant specie. To illustrate, the gastrointestinal system of these species would be dissected when gastrointestinal physiology lectures are being given.

Curriculum Committee review: The curriculum committee reviewed the impact on grades (data not shown in this report), faculty proposal, and the student voice to decide whether this curriculum improvement would benefit our program, specifically student learning. Below we show evidence of the agenda and outcome of the vote expressed in our meeting minutes.

Agenda

18MAR2022

1. Syllabus review and approval (3rd semester)
    - New course: Introduction to Animal Care & Industries
        - Reviewers: Michael and Howard
    - Clinical Pathology
        - Janey Elizabeth
    - Pharmacology and Toxicology
        - Janey and Elizabeth
    - Principles of Theriogenology
        - Josh and Sarah
    - Clinical Presentations
        - Josh and Sarah
    - Principles of One Health
        - Marcelo
    - Systemic Pathology
        - Pending
    - Clinical and Professional Skills IIa
        - Due March 18
    - Principles of surgery
        - Hold
    - Principles of Anesthesia
        - Hold

1. Merged courses: Introduction to Animal Care & Industries
    - Discussion and next steps
2. Separated course: Form & Function
    - Entertain proposal

3. Pathology (clinical/systemic) sequencing

This screenshot shows evidence of our Curriculum Committee vote and approval of the recommendation.

(from 30)		
Review: Form and Function Split proposal	a. Working group proposal (Josh) b. Related issues reported by students (Audrey) c. Where do extra credits come from and what are the consequences on courses dropping a credit?	Two motions Make the combined courses(intro and husbandry) a 2 credit hour. The free credit is used in the fall semester with a 4 credit morphology and 3 credit physiology course. In the fall we move to 4 credit anatomy course and 3 credit physiology course. Josh/Janey All in favor. Anatomical morphology.

USE CASE II:
MULTIPLE-CHOICE EXAMS

Our dedicated outcomes assessment team works closely with faculty to develop assessment questions for each exam administered at the SVM. Exam questions are expected to follow International Council for Veterinary Assessment (ICVA) and the National Board of Medical Examiners (NBME) in preparation for the North American Veterinary Licensing Examination (NAVLE) licensing exam. This process becomes a series of iterations and interaction between the faculty member, who writes the original test items and the Outcomes Assessment team who reviews the questions for soundness.

After an exam is completed, each question is subjected to examination for psychometric soundness. Using a scatter plot, we plot each question's level of difficulty and point biserial index. The plot discriminates whether questions are high quality (i.e., they assess what they are supposed to assess and students who are expected to get then correct do so), marginal quality (i.e., questions marginally discriminate), or poor quality (i.e., a question has a serious problem and fails to discriminate adequately).

Another important aspect of our item writing processes is the "tagging" of each question according to predetermined taxonomies. The taxonomies include the type of learning, the species, the organ/system, and the topic being addressed by the question. This process allows us to run advanced analytics to yield a strength and opportunity report which informs our team of areas in which students may be underperforming. If we see patterns in the report (e.g., many students are failing in questions about application of procedures in equine medicine), we can inform curriculum improvements to address deficiencies and gaps.
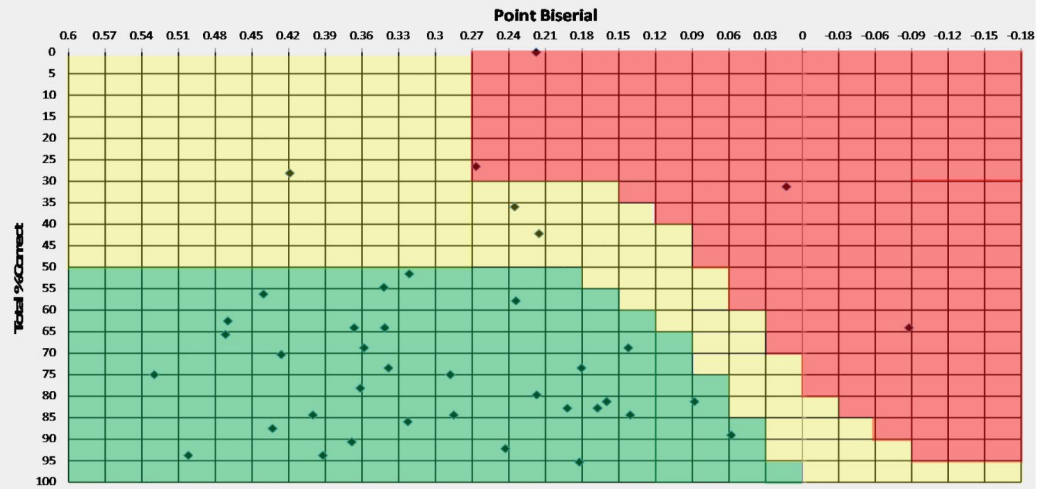
Item writing steps:
- Item writing template
  - When it is time for an instructor to submit test questions, we provide them with our exam template that has been modified to house the category tagging, and the formatting for input into ExamSoft.
  - This template allows Outcomes Assessment to track keywords, and it was developed by the senior academic dean, a curriculum specialist, Outcomes Assessment, and influenced by a science modified Bloom's Taxonomy. Category tagging is composed of Bloom's Taxonomy, species of animal, health systems within the animal, subject content, and the author of the question—the sub-category to these categories is called keywording. Keywording and the usage of the tag allows the student quick access to the main categories without having to search each course(s), exam(s), and/or question(s) in the databank.

Discrimination Index calculator: The discrimination index is a basic measure of the validity of an item and tells us whether a question performed well or if it should not be considered in the assessment. It is a measure of an item's ability to discriminate between those who scored high on the total test and those who scored low. We assess the quality of each item to ensure that assessments are measuring that which they purport to measure. Two measures inform the item quality indicator: Difficulty level and point biserial correlation. The difficulty level is simply a measure of how many students (or what proportion) score correctly a question. The point biserial correlation allows us to determine if students who are expected to get a question right actually do or not. The Discrimination Index is the tool for how a faculty member discerns between questions that are psychometrically sound and those that need additional work. All faculty members are shown this information post exam and have complete autonomy in deciding which questions to eliminate or hold.

Item Quality Analysis

Total number of items	Aggregate group mean	Within expected area (green shaded)	Within review area (yellow shaded)	Outside expected area (pink shaded)
39	70.8%	84.6%	7.7%	7.7%

Point Biserial

Questions to be conisdered for deletion / bonus / etc are noted in bold, red font.

Good question but possibly too difficult for exam. Consider bonusing – gives point to those who got it right but does not hurt those who got it wrong.

All questions in yellow should be reviewed. Improving item structure or instruction may improve performance next year.

"0" means an item did not discriminate between high and low scoring students.

Probably a miss-keyed question or nobody knows the correct answer. Some may have guessed the correct answer – correct key or delete.

Harder Questions

Desirable to have 50-90% of students get a question correct

Easy Questions

Items here often have two answers - likely a problem distractor. Look at this question to possibly give credit for two correct answers if they are both possible.

Total Correct	Point Biserial																			
	.42		.36	.33	.3	.27	.24		.18	.15	.12	.09	.06	.03	0	-.03				.12

Eligible for extra credit

Review

Retain

Delete

- Only 5% of exam of items can be bonused without approval
- Only 5% of exam items can remain in red after changes.

Best Questions in green

Okay Questions in light green

>0.15 – starting to discriminate
>0.27 - good discriminator

High performing question that a few high-scoring students randomly got wrong - not necessary to delete. Not a good question to discriminate between students

ExamSoft at its basic level is a testing software; however, it also contains a feature that allows one to make reports that assists in remediation. These advanced reports are called the Strength and Opportunities Report.

- o The Strength and Opportunities Report provides students with an overview on which specific content to focus on, such as, but not limited to assisting students in examinations, preparing for future courses, Objective Structured Clinical Examinations or OSCEs, their clinical year, and, preparing them to pass the North American Veterinary Licensing Examination.
  - Currently we have 158 students using ExamSoft.
  - We have 53 faculty/staff using this platform.
  - We have administered 136 assessments since 2021.
  - We have categorized 14,075 questions.
  - Each question used in assessments has been tested for psychometric soundness. Items that do not meet minimum standards are eliminated (see ICVA and NBME for guidelines)

Examsoft Advanced Report: At the end of each semester, we email each student a Strengths and Opportunities report which identifies how students are performing in various areas of the curriculum. The two Strength and Opportunity Reports that follow, show a high performing student and low performing student. The report allows us and the student to pinpoint the topic, species, and system/organ where they should focus their study efforts.

For example, in the report that follows, we observe that this student is performing well in each area that is being assessed (as denoted by green coloring). Red, however suggests that the student is underperforming in a aparticular area. In the example that follows, the red box identifies that this student answered correctly two of three questions

on the topic of Toxicology. Although this is higher than the average class performance, it still represents an area that this student should pay attention to in future preparation.

Last Name: First Name:			Student Average 93.55%	Class Average 81.29%	Student Rank
Keywording	Status	Student Score	Class Avg.	# of Questions	# of Assessments
Blooms Taxonomy					
Know	Strength	93.60%	81.46%	1081	40
Comprehend	Strength	94.48%	80.84%	572	31
Apply	Strength	89.98%	78.96%	250	32
Synthesize	Strength	96.29%	83.81%	33	9
Evaluate	Strength	90.48%	85.53%	31	12
Content					
Anatomy	Strength	97.60%	86.89%	250	12
Anesthesia	Strength	100.00%	77.98%	2	2
Animal Behavior	Strength	97.31%	88.23%	37	3
Animal Husbandry	Strength	90.36%	82.11%	31	4
Animal Welfare	Strength	96.09%	88.17%	51	3
Communications/Professionalism	Strength	100.00%	90.98%	6	2
Diagnosis	Strength	88.30%	77.31%	133	16
Epidemiology	Strength	93.62%	80.40%	94	4
Euthanasia	Strength	100.00%	92.98%	7	1
Financial/Practice Management	Strength	93.75%	73.20%	16	1
Herd Health	Strength	100.00%	86.13%	8	5
Infectious Disease	Strength	95.14%	82.58%	247	15
Microbiology	Strength	93.84%	80.68%	146	9
Neonatal	Strength	80.00%	85.83%	5	3
Nutrition	Strength	75.00%	86.95%	4	3
Oncology	Strength	88.24%	68.59%	17	4
One Health	Strength	80.00%	77.79%	10	6
Parasitology	Strength	89.70%	81.01%	148	8
Pathology	Strength	89.87%	75.35%	139	10
Pharmacology	Strength	85.71%	75.48%	7	4
Physiology	Strength	90.75%	71.32%	168	10
Preventative Medicine	Strength	88.89%	84.06%	9	5
Public Health	Strength	80.00%	85.88%	5	2
Radiology	Strength	100.00%	92.47%	1	1
Regulatory Medicine	Strength	100.00%	95.27%	3	2
Research	Strength	95.00%	82.08%	40	2
Surgery	Strength	90.83%	79.29%	12	5
Toxicology	Opportunity	66.67%	44.36%	3	2
Treatment/Therapies	Strength	96.00%	83.80%	25	7
Virology	Strength	94.33%	86.09%	97	6
Zoonosis	Strength	84.62%	80.05%	13	6
Animal Terminology	Strength	100.00%	83.95%	4	2
Industry	Strength	96.30%	91.14%	27	3
Medical Math	Strength	92.86%	79.41%	14	3
Analgesia	Opportunity	0.00%	62.04%	1	1
Clinical Signs/Presentations/Symptoms	Strength	92.24%	81.84%	81	11
Common Conditions/Diseases	Strength	87.50%	76.70%	24	5
Sample Collection/Handling	Strength	86.36%	79.40%	1	3
Immunology	Strength	93.75%	81.73%	76	4
Animal Ethics	Strength	100.00%	96.87%	2	2
Professional Skills	Strength	100.00%	98.43%	2	1
Species					
Aquatic	Opportunity	50.00%	83.17%	2	1
Bovine	Strength	94.52%	83.55%	183	29

We can clearly see that the student on the report that follows is underperforming in several areas. This data allows us to make clear recommendations for actional improvement plans.

Last Name: First Name:			Student Average 69.87%	Class Average 81.29%	Student Rank
Keywording	Status	Student Score	Class Avg.	# of Questions	# of Assessments
Blooms Taxonomy					
Know	Opportunity	69.70%	81.46%	1081	40
Comprehend	Opportunity	70.00%	80.84%	572	31
Apply	Opportunity	69.00%	78.96%	250	32
Synthesize	Strength	78.84%	83.81%	33	9
Evaluate	Opportunity	67.46%	85.53%	31	12
Content					
Anatomy	Opportunity	69.43%	86.89%	250	12
Anesthesia	Opportunity	0.00%	77.98%	2	2
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Animal Husbandry	Strength	90.36%	82.11%	31	4
Animal Welfare	Strength	90.22%	88.17%	51	3
Communications/Professionalism	Strength	84.00%	90.98%	6	2
Diagnosis	Opportunity	67.17%	77.31%	133	16
Epidemiology	Opportunity	67.55%	80.40%	94	4
Euthanasia	Strength	85.71%	92.98%	7	1
Financial/Practice Management	Opportunity	56.25%	73.20%	16	1
Herd Health	Strength	100.00%	86.13%	8	5
Infectious Disease	Strength	70.69%	82.58%	247	15
Microbiology	Strength	71.92%	80.68%	146	9
Neonatal	Strength	80.00%	85.83%	5	3
Nutrition	Strength	100.00%	86.95%	4	3
Oncology	Strength	76.47%	68.59%	17	4
One Health	Strength	90.00%	77.79%	10	6
Parasitology	Opportunity	68.92%	81.01%	148	8
Pathology	Opportunity	65.78%	75.35%	139	10
Pharmacology	Opportunity	42.86%	75.48%	7	4
Physiology	Opportunity	62.90%	71.32%	168	10
Preventative Medicine	Strength	88.89%	84.06%	9	5
Public Health	Strength	80.00%	85.88%	5	2
Radiology	Strength	100.00%	92.47%	1	1
Regulatory Medicine	Strength	100.00%	95.27%	3	2
Research	Opportunity	66.25%	82.08%	40	2
Surgery	Strength	79.82%	79.29%	12	5
Theriogenology	Opportunity	41.67%	84.48%	6	4
Toxicology	Opportunity	33.33%	44.36%	3	2
Treatment/Therapies	Strength	76.00%	83.80%	25	7
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Zoonosis	Strength	76.92%	80.05%	13	6
Animal Terminology	Strength	75.00%	83.95%	4	2
Industry	Strength	77.41%	91.14%	27	3
Medical Math	Opportunity	57.14%	79.41%	14	3
Analgesia	Opportunity	0.00%	62.04%	1	1
Clinical Signs/Presentations/Symptoms	Opportunity	67.50%	81.84%	81	11
Common Conditions/Diseases	Opportunity	62.50%	76.70%	24	5
Sample Collection/Handling	Strength	95.45%	79.40%	1	3

Our efforts are to place psychometrically sound questions that assess what they are expected to and then use results as feedback to students.

We next plan to compare the Strengths and Opportunities report to our curriculum map to ensure that we are covering material adequately in our courses. This information would be used by faculty address gaps and/or deficiencies in the curriculum.

USE CASE III:

Admissions

Admissions are overseen by the School of Veterinary Medicine's Admissions Committee which consists of School faculty, staff, students, and practicing veterinarians. The Committee uses a framework to holistically balance each candidate's life experiences, personal attributes, and academic metrics to select students that align with the school's purpose and mission.

The admissions process for the School of Veterinary Medicine is overseen by the School's Admissions Committee, which consists of faculty and staff from both Texas and New Mexico. To be considered for admission, applicants must meet a set of criteria that considers their life experiences, personal attributes, and academic performance. The Committee uses a holistic approach to select students who will best benefit from attending the school.

The Committee looks at each applicant's life experiences and personal attributes to determine if they have the qualifications necessary for veterinary medicine. For example, applicants must demonstrate experience working with animals or livestock in rural and regional communities. There is no set number of hours required, but applicants should have accumulated a lot of life experiences to show that they understand these areas and are aware of the various roles' veterinarians play within them. This will provide evidence supporting their interest in pursuing this career path as a veterinarian.

We use data to inform our admission practices where our priority is to accept an excellent cohort of students who will endure the rigors of veterinary medical education and meet our mission of addressing rural/regional veterinary priorities.

The following graphs demonstrate ways in which we use data to inform our work. The reports are generated in Power BI and shared with the Admissions Committee.

General demographic data: Our school takes considerable pride in selecting students who will become the future of veterinary medicine in Texas and New Mexico. Each student is carefully selected through a very intentional data informed process. The following graph, which we use in our decision-making process shows that we are true to our mission and in the process, presenting a diverse body of students.

A few highlights from our admission report are:
- A higher proportion of males accepted than the national average for males accepted to veterinary education.
- Twice the percentage of minority students, mostly Hispanic, true to our HSI status relative to national average.
- Most of our students accepted from Rural areas in Texas.
- Many first-generation students.
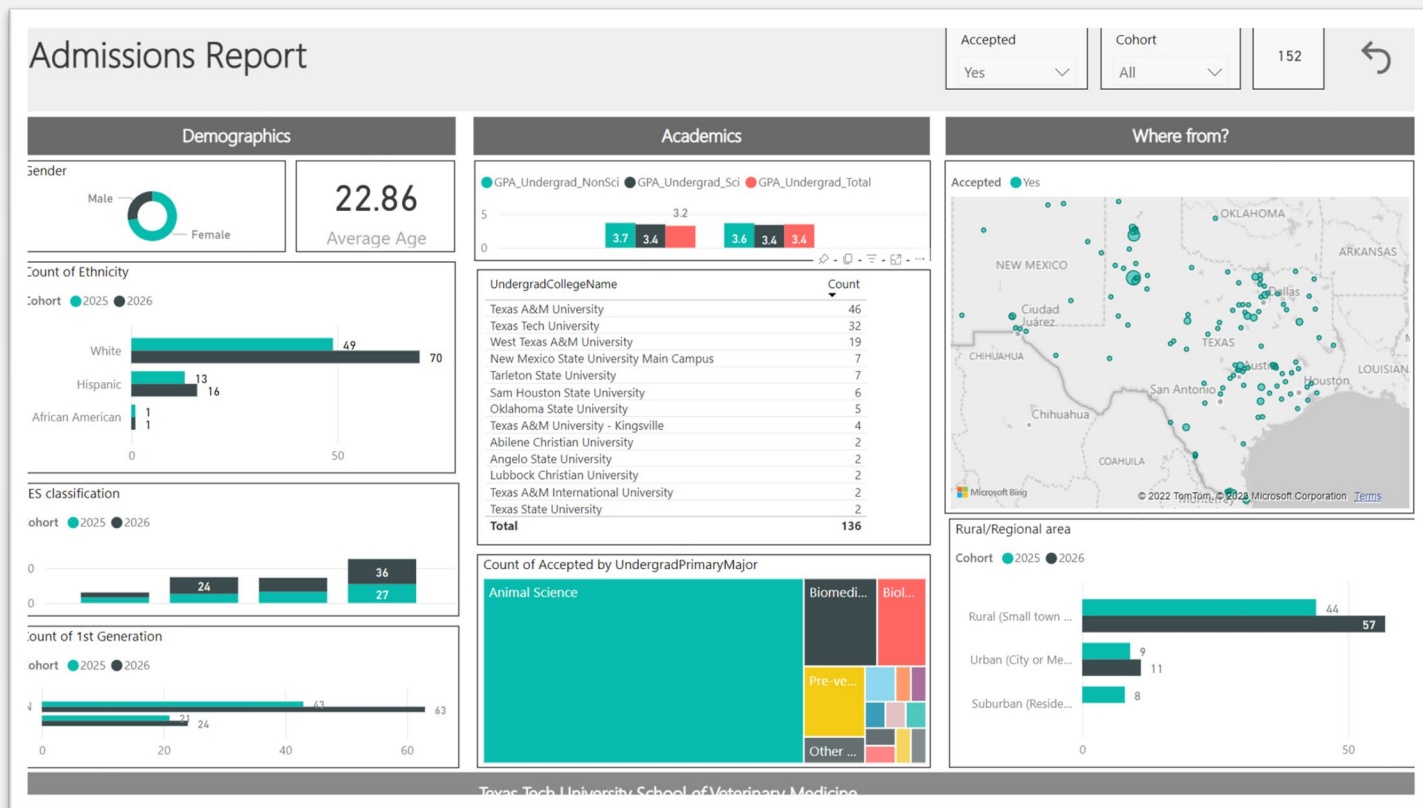
Geographic data: These maps show the geographic distribution of accepted students. Our effort, true to our mission, is to accept students representing rural Texas. In this case, we see many students from the Texas triangle (Austin, Dallas, Houston), whereas the accepted group is evenly distributed across the state with an emphasis of the state's margins.

Candidates who applied and were considered	Candidates who were accepted
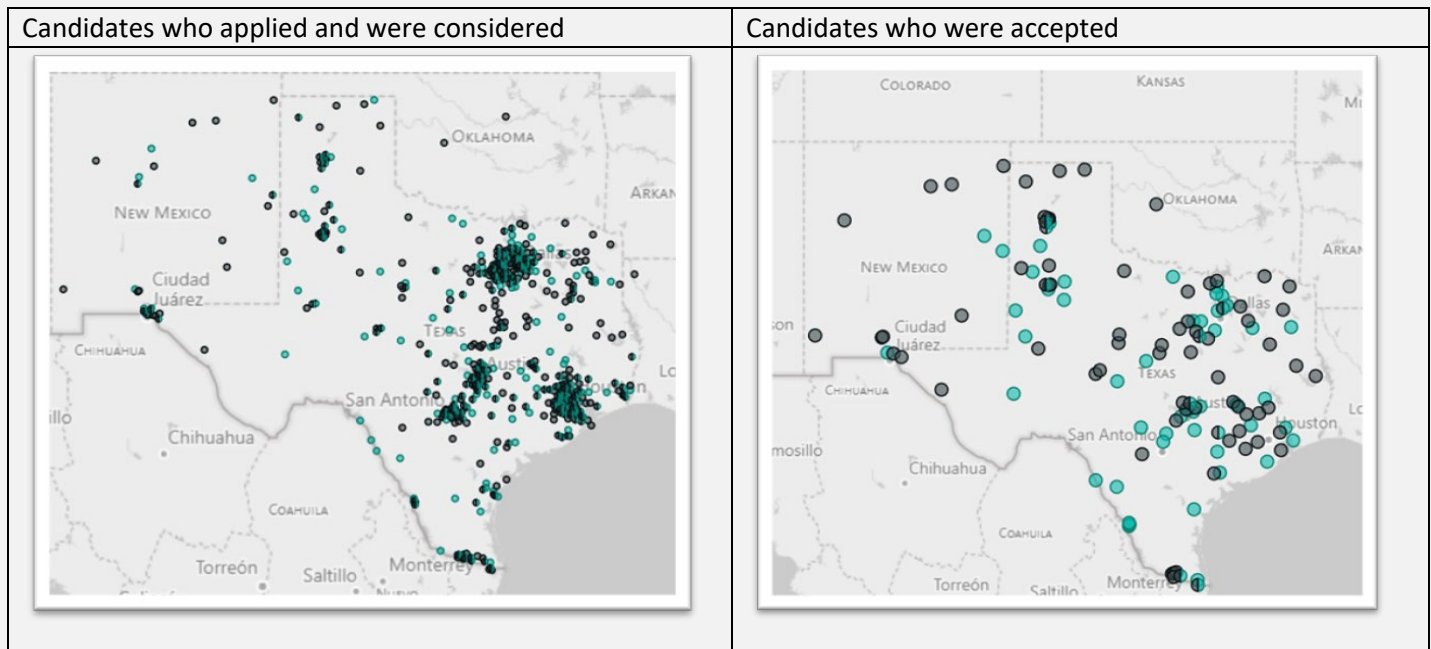
Key influencers: This is an additional analysis that we conduct to determine what aspects of a prospective student will improve their likelihood of being accepted. In the case we present in the graph below, we learn that prospective students who report more than 1780 hours (about 2 and a half months) of experience are more likely to be accepted

into our program.
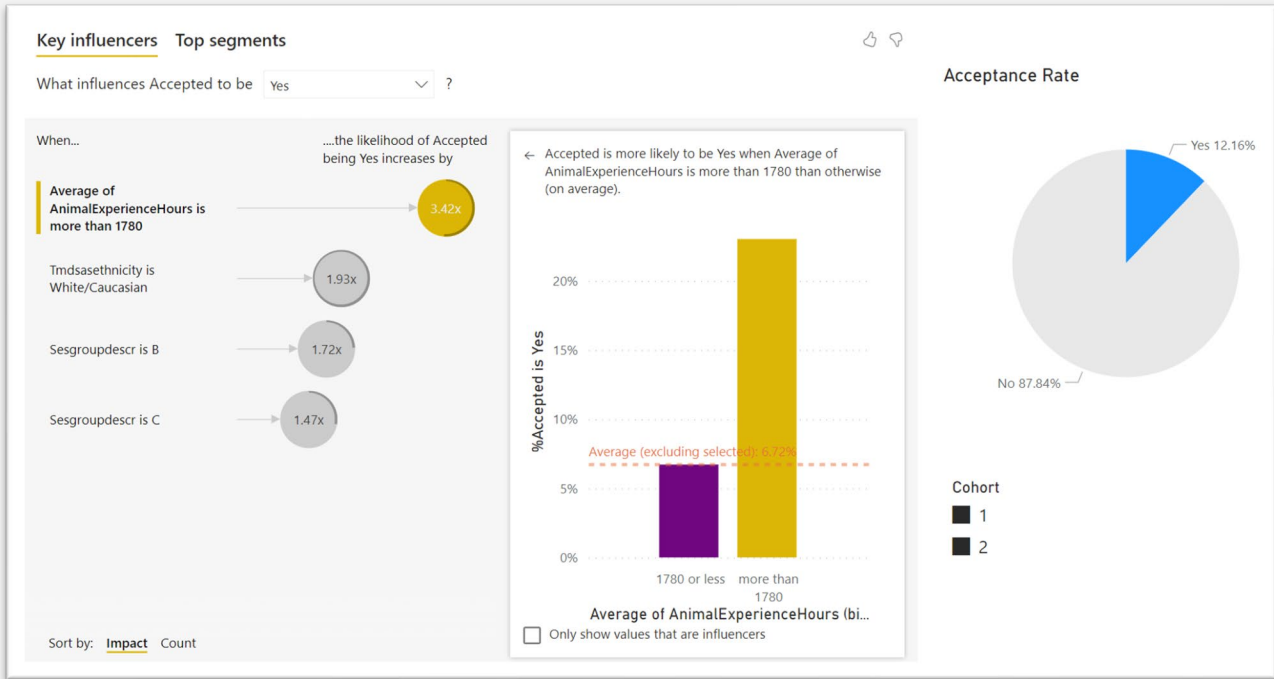
Racial/Ethnic distribution: We look carefully at several aspects of student demographics in our selection process. The following graph shows the ethnicity/racial distribution of prospective students and those who were matriculated. Our acceptance of minority students is twice the national average. Using this data allows us to ensure that we are selecting a diverse body of best student's representative and reflective of our state's demographic distribution.

25
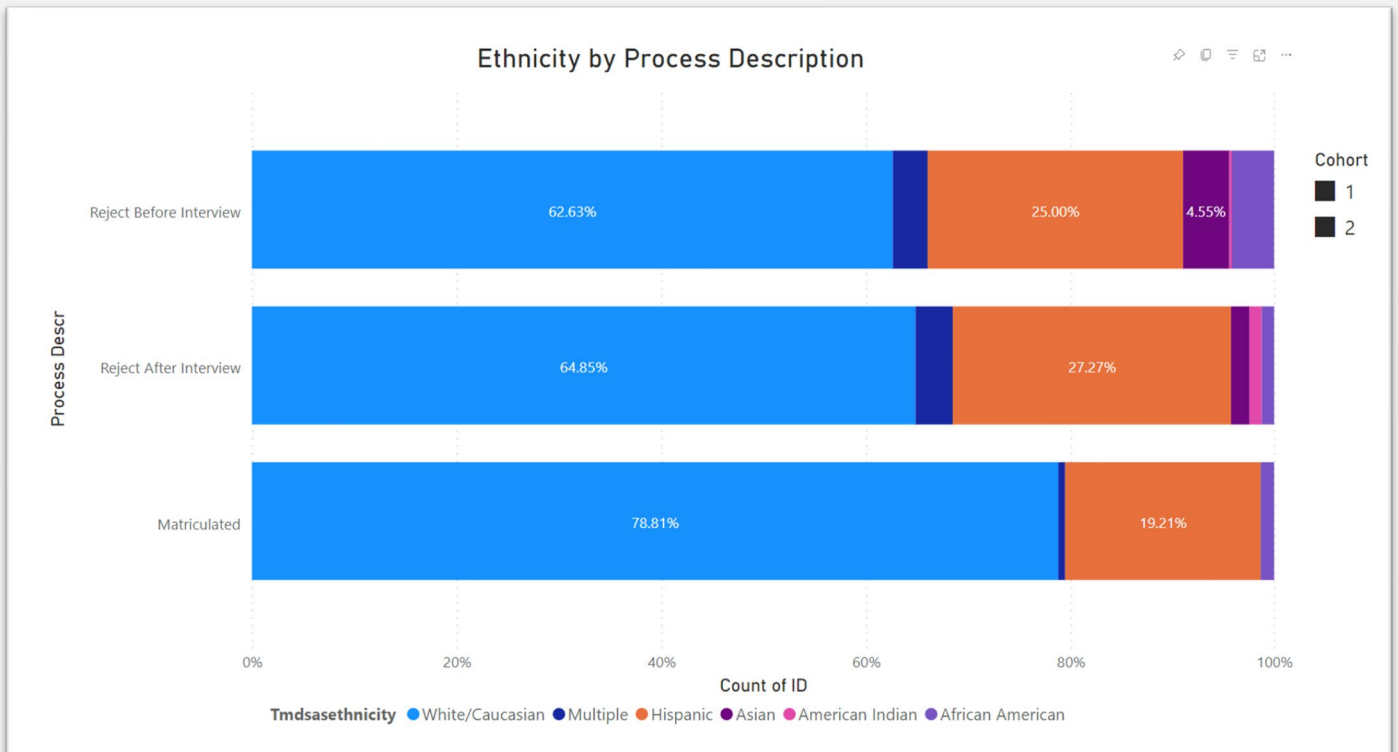
USE CASE IV:
ACADEMIC STANDING

Guidelines for Academic Standing

We developed the guidelines for Academic Standing document as a reference for determining the academic standing and successful progression of students through the curriculum. At the end of each semester, each student is assessed against the academic standing standards. Students who are underperforming, as per the academic standing standards, are recommended for remediation, recess, or discontinuation of the program accordingly.

Assessing academic standing is a relatively complex analysis that includes data from historical grades in addition to data of current grades. Results of the analysis are shared with the Continuation of Study Committee, the Associate Dean for Academic and Student Affairs, and ultimately the Dean. Committee will make a recommendation to the Dean as to whether supplementary assessments are to be provided (remediation), if a student will be recommended to repeat all or part of a year (recessed), or if a student will be recommended for dismissal from the program.

We provide the process that we use to make academic standing decisions. We will refrain from reporting on specifics about student performance on this report.

We have provided peer tutoring, faculty mentoring, and other educational and wellness resources to students who are struggling academically.

Monitoring academic standing has kept our cohorts intact with zero students dropping out or stopping out from the program due to academic performance.

ACADEMIC STANDING PROCESS AND PROCEDURES

"The School of Veterinary Medicine (SVM) student who is experiencing academic difficulty, whether by falling below a cumulative 2.0 GPA or by unsatisfactory final performance (<70.0%) in one or more classes, is subject to appear before the Continuation of Study Committee. This committee is comprised of a cross section of skills-based and didactic-based faculty who holistically examine the student's academic performance. The committee will consider all factors (personal and professional) in submitting a recommendation to the Dean for action. Actions may include: (1) remediation; (2) recession; (3) or dismissal. The final assignment of academic standing may consider student personal circumstances. Thus, the Continuation of Study Committee may conclude that the personal circumstances presented warrant a recommendation for an alternative outcome.

Grading Scale

A	90 – 100%
B	$80 – 89.\overline{9}\%$
C	$70 – 79.\overline{9}\%$
D	$60 – 69.\overline{9}\%$
F	$\leq 59.\overline{9}\%$

Definition of Terms:

Passing: Successful course completion requires a grade of C (70.0%) or better. **Numeric scores are absolute (no rounding)**. A D grade ($60 – 69.\overline{9}\%$) is considered unsatisfactory and must be elevated to ≥70.0%. An F grade ($\leq 59.\overline{9}\%$) is considered failing.

Good Standing: The student who has a GPA greater than 2.0, and who passed all registered coursework.

At-Risk Identification: This serves as an early intervention for the student with academic difficulty. The student whose performance is below the minimum passing grade of C (70.0%) in one or more courses <u>during a semester</u> will be placed on an at-risk student list and will be required to follow specific procedures designed to help improve the student's performance. In cases where a large portion of students fail an examination, requirements may be altered to accommodate the situation.

Requirements for the student identified as <u>At-Risk</u>:

1. The student must meet with the applicable Instructor of Record (IoR) to develop a written plan for improvement.
2. The student must meet with their mentor and/or a representative from the Office

of Academic and Student Affairs (OASA) to review their plan for improvement.

3. The student will be assigned a student tutor(s) (if available); the attendance at these sessions will be reported to the OASA. Attendance at tutor sessions is not mandatory, but highly recommended and encouraged.

4. The student will be counseled to meet with a learning specialist to review successful study practices and behavior that can contribute to academic success.

The student is only considered at-risk in the semester whereby academic difficulty is encountered.

Remediation*: The student who has not satisfactorily (<70.0%) completed 1-2 courses in any given semester may be given the opportunity to remediate the course(s) during the summer, per the Guidelines for Academic Standing Table. The student will be charged a remediation fee up to $2,000.00 for pre-clinical courses and up to $5,000.00 per clinical year rotation.

Remediation is self-directed and is completed by reviewing recorded lectures, meeting with the IoR, reviewing course notes, and creating / following a plan for future success. These activities are the student's responsibility. **The IoR is not responsible for creating additional resources** (e.g., lectures, laboratory sessions, simulations), but may include additional material(s) to address individual deficiencies. Exam formatting may differ than those previously administered (e.g., multiple choice, short answer, essay, practicum, etc.)

Upon successful remediation of a course, the highest grade that will be recorded is a C (70.0%). The student who is remediated will have an academic standing of Academic Warning.

Academic Warning: A student who completes a course(s) with <70.0% will be automatically placed on *academic warning* for the subsequent semester while they await remediation per the Guidelines for Academic Standing Table. The student who has remediated a course(s) will remain on Academic Warning for the semester following the remediation. The student with a semester-end overall average at or below 75.0% and/or an average in two or more classes from the previous semester at or below 75.0% may be placed on academic warning for the next semester.

Requirements for the student on Academic Warning are:
1. The student will be required to schedule a meeting with the IoR of the course(s) with a score of <70.0%, so that arrangements may be made to complete remediation.

2. The student will be required to schedule a meeting with their mentor and/or a representative from the OASA to create a success plan for academics, to be submitted to the Continuation of Study (COS) Committee for review/discussion.
3. The student may be required to meet with a representative from the OASA monthly to review the policy and procedures of the academic intervention. The student will be notified if this is required.
4. The student will be directed to use all available resources (including counselors, learning specialists, tutors, and study groups).
5. The student will not be permitted to hold office in a student organization, nor attend local

or national meetings that interfere with class attendance or examination preparation (studying) while on academic warning.

Academic warning status may be removed when the student passes all coursework with ≥75.0%, or at the determination of the OASA.

Recession*: A student who has not satisfactorily (<70.0%) completed courses per the Guidelines for Academic Standing Table may be required to repeat all courses with the next year's class. Grade replacement is detailed at the end of this document. The student requiring recession would have an academic standing of Academic Probation. Students being recessed will pay full tuition and fees.

Academic Probation: Any recessed student will be automatically placed on academic probation for their first semester. In addition, the student with an overall GPA below 2.0 will be placed on academic probation.

Requirements for the student on Academic Probation are:
1. The student must schedule a meeting with the IoR of the course(s) failed, so arrangements may be made for regular meetings throughout the semester to discuss course progress.

2. The student will be required to attend an initial meeting with their mentor and/or a representative from the OASA to create a success plan for academics, to be submitted to the Continuation of Study (COS) Committee for review/discussion.
3. The student will be required to meet with a representative from the OASA monthly to review the policy and procedures of academic intervention.
4. The student will be directed to use all available resources (including counselors, tutors, learning specialists, and study groups).

5. The student is not permitted to hold an office in a student organization, nor attend local or national meetings that interfere with class attendance or examination preparation (studying) while on academic probation.

The status of academic probation is removed once the student successfully completes the academic year they are required to repeat or at the determination of the OASA. They may be placed on academic warning if they have <75.0% in all coursework or at the determination of the OASA.

Dismissal: A student may be formally dismissed and not allowed to return to the institution per the Guidelines for Academic Standing Table. Academic standing would be indicated as Permanent Academic Dismissal, future enrollment cancelled, with the student's record inactivated.

GENERAL Guidelines for Academic Standing assignment and Student Progression/Requirements are included below. Actual student academic standings will be determined after review by the OASA.

Guidelines for Academic Standing Table

Year 1 of Curriculum			
Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y1, S1 (Fall)	All satisfactory grades (defined as 70.0% or S/C or above)	**Good Standing**	Progress to Y1, Semester 2
	1-2 D grades	**Academic Warning** Progress to Y1, Semester 2, with remediation of course(s) in summer following Y1, Semester 2	
	1 F grade		
	1 D grade and 1 F grade	**Academic Probation** Recessed to begin Y1, Semester 1	
	3 D grades		
	2 F grades		
	Accumulation of ≥4Ds; ≥1 D and 2 Fs; ≥2Ds and 1F; >2Fs	**Permanent Dismissal**	

Year 1 of Curriculum			
Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y1, S2 (Spring)	All satisfactory grades (defined as 70.0% or S/C or above)	**Good Standing**	Progress to Y2, Semester 3
	1-2 D grades, cumulative from Y1, T1	**Academic Warning** Remediates course(s) in summer following Year 1, Semester 2	
	1 F grade, cumulative from Y1, T1		
	1 D grade and 1 F grade, cumulative from Y1, T1	**Academic Probation** Recessed to begin Y1, Semester 1	
	3 D grades, cumulative from Y1, T1		
	2 F grades, cumulative from Y1, T1		
	Accumulation of ≥4Ds; ≥1 D and 2 Fs; ≥2Ds and 1F; >2Fs	**Permanent Dismissal**	

Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y1, Summer *Applies to remediation only*	Satisfactory score (≥70%) on remediated courses (Fall and/or Spring)	**Academic Warning** Progress to Y2, Semester 1	
	Unsatisfactory score (<70%) on remediated courses	**Recessed** to begin Y1, Semester 1	

Permanent Dismissal Policy: Accumulation of Grades Across First 3 Academic Years			
Maximum 4Ds	Maximum 3Ds & 1F	Maximum 2Ds & 2Fs	Maximum 3Fs

Guidelines for Academic Standing Table

Year 2 of Curriculum			
Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y2, S3 (Fall)	All satisfactory grades (defined as 70.0% or S/C or above)	**Good Standing**	Progress to Y2, Semester 4
	1-2 D grades	**Academic Warning** Progress to Y2, Semester 4, with remediation of course(s) in summer following Y2, Semester 4	
	1 F grade		
	1 D grade and 1 F grade	**Academic Probation** Recessed to begin Y2, Semester 3	
	3 D grades		
	2 F grades		
	Accumulation of ≥4Ds; ≥1 D and 2 Fs; ≥2Ds and 1F; >2Fs	**Permanent Dismissal**	

Year 2 of Curriculum			
Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y2, S4 (Spring)	All satisfactory grades (defined as 70.0% or S/C or above)	**Good Standing**	Progress to Y3, Semester 5
	1-2 D grades, cumulative from Y1, T1	**Academic Warning** Remediates course(s) in summer following Year 2, Semester 4	
	1 F grade, cumulative from Y1, T1		
	1 D grade and 1 F grade, cumulative from Y1, T1	**Academic Probation** Recessed to begin Y2, Semester 3	
	3 D grades, cumulative from Y1, T1		
	2 F grades, cumulative from Y1, T1		
	Accumulation of ≥4Ds; ≥1 D and 2 Fs; ≥2Ds and 1F; >2Fs	**Permanent Dismissal**	

Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y2, Summer *Applies to remediation only*	Satisfactory score (≥70%) on remediated courses (Fall and/or Spring)	**Academic Warning** Progress to Y3, Semester 5	
	Unsatisfactory score (<70%) on remediated courses	**Recessed** to begin Y2, Semester 3	

Permanent Dismissal Policy: Accumulation of Grades Across First 3 Academic Years			
Maximum 4Ds	Maximum 3Ds & 1F	Maximum 2Ds & 2Fs	Maximum 3Fs

Guidelines for Academic Standing Table

Year 3 of Curriculum			
Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y3, S5 **(Fall)**	All satisfactory grades (defined as 70.0% or S/C or above)	**Good Standing**	Progress to Y3, Semester 6
	1-2 D grades	**Academic Warning** Progress to Y3, Semester 6, with remediation of course(s) in summer following Y3, Semester 6	
	1 F grade		
	1 D grade and 1 F grade	**Academic Probation** Recessed to begin Y3, Semester 5	
	3 D grades		
	2 F grades		
	Accumulation of ≥4Ds; ≥1 D and 2 Fs; ≥2Ds and 1F; >2Fs	**Permanent Dismissal**	

Year 3 of Curriculum			
Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y3, S6 **(Spring)**	All satisfactory grades (defined as 70.0% or S/C or above)	**Good Standing**	Progress to Y4, Semester 7
	1-2 D grades, cumulative from Y1, T1	**Academic Warning** Remediates course(s) in summer following Year 3, Semester 6	
	1 F grade, cumulative from Y1, T1		
	1 D grade and 1 F grade, cumulative from Y1, T1	**Academic Probation** Recessed to begin Y3, Semester 6	
	3 D grades, cumulative from Y1, T1		
	2 F grades, cumulative from Y1, T1		
	Accumulation of ≥4Ds; ≥1 D and 2 Fs; ≥2Ds and 1F; >2Fs	**Permanent Dismissal**	

Year/Term	**Student Outcome**	**Academic Standing at END of term**	**Student Progression / Requirement**
Y3, Summer *Applies to remediation only*	Satisfactory score (≥70%) on remediated courses (Fall and/or Spring)	**Academic Warning** Progress to Y4, Semester 7	
	Unsatisfactory score (<70%) on remediated courses	**Recessed** to begin Y3, Semester 5	

Permanent Dismissal Policy: Accumulation of Grades Across First 3 Academic Years			
Maximum 4Ds	Maximum 3Ds & 1F	Maximum 2Ds & 2Fs	Maximum 3Fs

Factors that result in Permanent Dismissal:

- Refer to the Guidelines for Academic Standing table for the cumulative number of unsatisfactory and/or failing grades that may result in permanent dismissal.

- A semester may only be repeated once unless the COS Committee and the Dean have determined that the student has made significant academic progress.

- The student must complete the SVM curriculum within 6 years from the initial SVM Program start date.

- The student may be recommended for dismissal if an unsatisfactory grade (<70.0%) is recorded in any course whereby the student had a previous unsatisfactory (<70.0%) grade.

- For recessed students, failure of a course(s) that the student had previously passed, per standards listed for remediation in the Academic Standing Policy and Process Table, the student may be placed on academic probation for the subsequent semester. The student must remediate the course(s) with an unsatisfactory grade.

Grade effects:

1. **Grade change (remediation)**: Remediation of a course does not require the student to re-enroll in a course. The IoR will submit a grade change for the course upon successful remediation. The highest grade that will be recorded is a C. The new grade replaces the old grade; however, the original grade will be used within the Office of Academic Affairs for purposes of calculating total unsatisfactory grades, class rank, honors, and other academic or professional distinctions.

2. **Grade replacement (recessed/repeat)**: The student is enrolled to repeat coursework, pays associated fees/tuition, and receives new grades. If satisfactory, the original grade will be marked as "Grade Replaced" and excluded from calculating in the GPA on the transcript.

   > Example: Student receives an F in Small Animal Medicine and Surgery in Fall 2023. Retakes it as a repeated course Fall 2024 and makes a B+. The Fall 2023 course will be marked as "Grade Replaced" with an E on the transcript record and will not factor into GPA totals. The new grade of B+ would also be reflected in the new term record and factor into the GPA totals. Original grades will be used within the Office of Academic Affairs for purposes of calculating total unsatisfactory grades, class rank, honors, and other academic / professional distinctions.

3. **Pass/Fail courses**: Passing a course that is pass/fail will have no effect on student GPA. Failing a course that is pass/fail will negatively affect student GPA.

USE CASE V:

Course/instructor Evaluations

The feedback that we receive from our students through course/instructor evaluations play a crucial role in improving the learning experience. We specifically want to know how the course went in terms of integration with the curriculum, how the pace flowed, if instructional resources were adequate to the class. AI seems to provide objective assessments and promptly and effectively identify concerns related to our three buckets of interest.
We are currently validating this work and will share with the academic community what we have learned. Our most important concern is to objectively extract curriculum insight from the course evaluations.

Below we show an example of this process and its results. We are using simulated data. This data does not exist in the real world.

Simulated response
Example of a response generated with AI
Firstly, I want to address the lack of integration between the class lectures and the laboratory content. The disjointed nature of these components made it challenging to fully grasp the practical application of the theoretical concepts covered in lectures. It would greatly enhance the learning experience if there were more efforts made to align the lecture material with the hands-on laboratory sessions, creating a more cohesive and comprehensive learning environment. Furthermore, the pace of the course was overwhelming. The volume of information covered within each session often left little time for proper assimilation and understanding. This fast-paced approach hindered my ability to fully absorb the material and engage in meaningful discussions with my peers. I believe that a more balanced and manageable pace would greatly benefit the overall learning experience and promote deeper understanding of the subject matter.

On a positive note, I must commend the instructional resources provided throughout the course. The materials were well-structured, easily accessible, and contributed to a sense of organization within the class. The use of these resources helped me stay organized and facilitated self-study outside of the classroom. I appreciate the efforts made by the instructor and teaching assistants to ensure that the course materials were user-friendly and readily available.

Example of an AI Analysis and report:

Integration
- Students expressed concerns regarding the lack of integration between lectures and laboratory sessions.
- Disjointed nature of components hindered practical application of theoretical concepts.
- Strong recommendation to align lecture material with hands-on laboratory sessions for a cohesive learning experience.

Pace of the Course:
- Students consistently felt overwhelmed by the fast-paced nature of the course.
- Limited time for assimilation and in-depth understanding due to extensive information covered.
- Suggestion to reevaluate course pace for a balanced and manageable learning experience.

Instructional Resources:
- Students highly appreciated the quality and organization of instructional resources.
- Materials were considered easy to use, well-structured, and readily accessible.
- Commendation for efforts to provide user-friendly resources facilitating self-study.

We find AI to be highly effective in providing us with information that could be helpful to improving our course offerings.

Areas of improvement: Here we organize comments into clusters of improvement pertinent to our curriculum. This is the most comprehensive and helpful process to our work. Honoring our student's feedback and creating actionable goals for improvement. For example, students percieve that having more practical exams would have been beneficial. We expect faculty to integrate these recommendations in future iterations of this course.

Curriculum Areas of Improvement

Item/theme	±	Statement
Instruction	-	Encourage more standing/doing less lecture
	-	Ensure timely access to instructional content
Assessment	-	Offer more OSCE/practical assessments (to reduce student anxiety and improve the learning experience)
Content/Integration		Integrate with clinical Skills
Communication/Interaction	-	Treat as everyone is important and every question is valuable. Avoid favorites
		Communicate expectations clearly and explain thoroughly
Technology		