



# UNIVERSITY OF GEORGIA

College of Veterinary Medicine

Office of Academic Affairs  
Outcomes Assessment Framework & Plan (2017-21)

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## INTRODUCTION

Outcomes assessment provides the opportunity to become more informed about the needs and experiences of our students. Information gathered through these efforts provides valuable insight that will foster the continued development and refinement of educational opportunities. Orchestrated assessment efforts will support informed decision-making as the college continues to provide exemplary opportunities in training future veterinarians.

The Office of Academic Affairs will coordinate assessment, evaluating student learning objectives, to provide feedback to the College's curriculum committee. This document details the rationale for assessment as well as the process that will be utilized to further integrate assessment efforts throughout the educational activities for the UGA College of Veterinary Medicine.

## ABOUT THE COLLEGE

The College of Veterinary Medicine at The University of Georgia was founded in 1946 and is dedicated to training future veterinarians. The college provides services to animal owners and veterinarians and conducts investigations to improve the health of animals and people. Equipped with technologically advanced facilities, the college is dedicated to public health through the study of infectious diseases that affect the health of both animals and humans.

The college currently enrolls 114 students annually in the Doctor of Veterinary Medicine (DVM) program. Dr. Keith Harris serves as Interim Dean of the college until July 2017 when Dr. Lisa Nolan will become Dean. In addition to the DVM program, the college also offers graduate degrees, including dual degree, DVM/MPH and DVM/PhD, programs.

## OUTCOMES ASSESSMENT FRAMEWORK

The Outcomes Assessment Framework serves as the foundation for assessment efforts, with a focus on the measurement of student competencies. The plan provides the rationale for engaging in outcomes assessment and foundational terminology to support an on-going and comprehensive process.

### **Purpose**

Outcomes assessment will be competency-based and will be conducted through the Office of Academic Affairs. This process will support student learning, academic programs and the curriculum, and activities that assist the College of Veterinary Medicine in training future veterinarians.

### **Goals**

- Collaboratively engage faculty, staff, and students through the coordination of outcomes assessment and curricular review efforts
- Provide guidance and support to faculty in further engaging in evaluation of their courses as part of the curriculum
- Serve as a clearinghouse for information concerning students and their academic experience(s)

- Provide support to the College’s accreditation efforts through the collection and management of important data
- Actively engage in scholarship that contributes to the understanding of assessment and evaluation in veterinary medical education

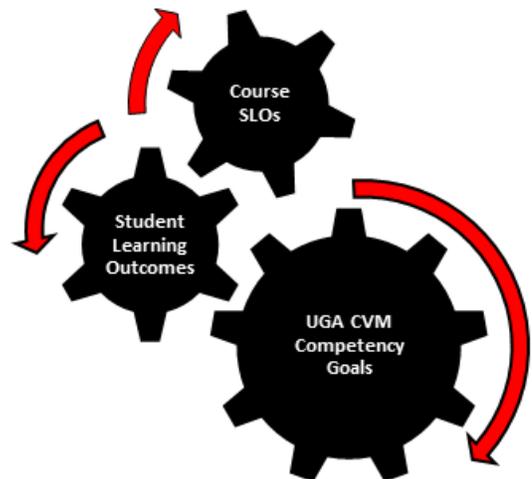
## Philosophy

Outcomes assessment supports a culture of inquiry and discovery. Through outcomes assessment, information will be sought to better inform our understanding of academic success, with data used to inform decision-making and curricular revision.

## Outcomes Model

Student competencies are at the core of our assessment process, emphasizing these broad goals that are to be achieved by students as they experience various aspects of the curriculum. These competencies reflect knowledge, skills, aptitudes, and attitudes students have acquired.

Our model reflects an appreciation of the critical interaction of learning objectives, learning outcomes, and competency goals. To achieve our competency goals, UGA CVM focuses on foundational learning objectives and outcomes. Each didactic course and clinical rotation experience within UGA CVM’s curriculum is centered on learning goals referred to as student learning objectives (SLOs). The SLOs, developed by faculty instructors in concert with the UGA CVM Curriculum Committee, are goals which will be achieved by successful learners (Appendix 2). Each course SLO is linked to one or more of



our competency goals. Student learning outcomes are specific to the SLOs of individual courses and experiences in the curriculum. Learning outcomes are measures that reflect the degree of mastery of SLOs by our students. Typically learning outcomes are assessed by performance on course exams and projects, course grades, and standardized or comprehensive examinations. By achieving satisfactory learning outcomes, students develop the foundational knowledge, skills, aptitudes, and attitudes of a competent veterinarian as reflected in our primary competency goals referred to as UGA CVM Competency Goals. These primary goals are based on the AAVMC Domains of Competency and also incorporate two additional sets of competencies: day-one competencies as represented in The Ideal UGA CVM Veterinary Graduate Statement and accreditation requirements within the AVMA COE Standard 11 Competencies.

## Outcomes Assessment

For the UGA CVM, *Outcomes Assessment* envelops the entire process of learning and refers to a practice of evaluating all 3 interacting elements of our outcomes model and, in particular, assures the linkage of course SLOs to competency goals and evaluates the degree of success of our students in attaining the desirable learning outcomes and competency goals.

Our outcomes assessment process incorporates the following guidelines of Good Practice for Assessment (Upcraft & Schuh, 1996):

1. Assessment begins with educational values
2. Assessment is most effective when it reflects an understanding of organizational outcomes as multidimensional, integrated and revealed in performance over time.
3. Assessment works best when it has clear, explicitly stated goals.
4. Assessment requires attention to outcomes but also, and just as important, to the process that lead to them.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment is most effective when representatives from across student affairs and the institution are involved.
7. Assessment makes a difference when it begins with issues of use and illuminate questions that people really care about.
8. Assessment should be part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities of students, the institution and the public.

## Guiding Questions

The following questions will provide direction to the outcomes assessment process, focus intentions, foster dialogue, and support a culture of inquiry.

- What information needs to be gathered to answer key question(s)?
- What will be done with the information collected from outcomes assessment activities?
- How can assessment be utilized to inform decision-making?

## Data

There are multiple types of data that will be captured through the outcomes assessment process, which may include:

- Student performance on course and comprehensive examinations and in clinical rotations.
- Student grades and GPAs
- Alumni feedback
- Student feedback
- Employer feedback
- Standardized test results (NAVLE)
- Placement of graduates (rates, types of employment, salaries)
- Course evaluations (student feedback on overall quality of courses and overall quality of instruction)
- Program evaluations

## UGA CVM COMPETENCY GOALS

The overall outcomes assessment strategy in the UGA CVM is competency-based and centered on the UGA CVM Competency Goals, which are derived from the AAVMC Academic Affairs Domains of Competency Statement (08Mar17, Washington, DC).

### **AAVMC Domains of Competency**

The Academic Affairs Committee of the AAVMC has developed a set of competency domains (08Mar 2017) intended to serve as a global competency framework for veterinary education. These serve as the basis for the following 8 UGA CVM Competency Goals, which form the foundation for the outcomes assessment strategy for the Office of Academic Affairs of the UGA College of Veterinary Medicine.

### **UGA CVM Competency Goals:**

- A. **Clinical Reasoning and Decision Making:** Students will demonstrate critical thinking and problem solving to arrive at justifiable, evidence-based decisions, using an inferential process that considers animal needs, client needs, social context, and available resources.
- B. **Individual Animal Care and Management:** Students will be able to perform preventive, diagnostic, medical, and surgical procedures for the health, wellness, and treatment of animals, appropriate to the context and life stage of the animal.
- C. **Animal Population Care and Management:** Students will be able to design and implement programs in disease prevention and control to improve the health, well-being and productivity of animal populations.
- D. **Public Health:** Students will be able to promote the health and safety of people by responding to issues at the interface of animals, human beings, and the environment utilizing comparative medicine and a global perspective with sensitivity to local cultures and the context of the issue.
- E. **Communication and Collaboration:** Students will effectively communicate with diverse clients, colleagues, other healthcare professionals, and the public to promote animal, human, and environmental health and, in doing so, will demonstrate skills as a leader and team member to improve outcomes and reduce errors.
- F. **Professionalism and Professional Identity:** Students will be able to demonstrate ethical reasoning and behaviors that are expected of a veterinarian, engaging in reflective practice and self-regulation, and attending to professional development and personal wellness.
- G. **Financial and Practice Management:** Students will be able to utilize business acumen to manage professional and personal decisions, comply with legal and regulatory requirements and ensure safety of the workplace.
- H. **Scholarship:** Students will be able to demonstrate systematic identification, evaluation, integration, and adaption of evidence to formulate a question, investigate a problem, and educate others.

## **Day-One Competencies: The Ideal UGA CVM Veterinary Graduate\***

While the UGA CVM Competency Goals serve as the primary competency foundation for our outcomes assessment strategy, UGA CVM's faculty have embraced the goal of preparing graduate veterinarians that have the minimum competencies necessary to ensure that they are prepared to practice veterinary medicine on day one. To address this goal, a specific set of day-one competencies to which our college is committed is outlined in *The Ideal UGA CVM Graduate* statement, which was adopted by our faculty on 14Mar12:

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*The University of Georgia is committed to graduating veterinarians with Day One professional competency. Day One professionally competent veterinarians are defined as those who have acquired an expected standard of veterinary medical knowledge and the skills, aptitudes and attitudes required to apply that knowledge confidently and effectively. Professional competency requires understanding of the complex range of roles that animals play in society including, but not limited to, companionship, service, research, recreation, and production.*

*We recognize that this professional competency will require continued development over time through mentorship by practitioner employers, graduate training programs, and post graduate continuing education (CE).*

### *A. Veterinary Medical Knowledge*

- 1. Understand the biomedical basis and evolving nature of veterinary health and disease and its application to a wide variety of species*
- 2. Understand evidence-based practice, which relies on the identification, evaluation and application of basic and clinical research*

### *B. Veterinary Medical Skills*

- 1. Demonstrate basic preventive, diagnostic and therapeutic skills, and use of evidence-based practice to address a variety of animal species' health concerns in compliance with prevailing laws*
- 2. Apply One Health concepts to promote human, domestic animal and wildlife health*
- 3. Evaluate the impact of health management on animal productivity and welfare*
- 4. Communicate effectively with clients, colleagues and responsible authorities, in oral and written formats*
- 5. Work as part of multi-disciplinary teams to achieve optimal veterinary care and scientific advancement*
- 6. Manage business and finances for growth and appropriate utilization of resources*

### *C. Aptitudes and Attitudes*

- 1. Appreciate the importance of research for the advancement of health*
- 2. Be ethically and socially responsible to the profession and the global community*
- 3. Appreciate that cultural diversity impacts both delivery of and access to veterinary medical care and the perception of the veterinary medical profession*
- 4. Adapt to changing professional, scientific and societal norms*
- 5. Appreciate the veterinarian's leadership role in various communities (workplace, local, national, global, scientific, professional)*

*The Ideal CVM graduate and philosophy of graduating students with Day One professional competency will be utilized to develop an outcomes-based assessment plan each academic year. In addition to the Student Competency Goals, Day 1 Preparation will serve as a foundation to assessment efforts, articulated the desired outcome for students and their experiences within the DVM program.*

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\*The UGA CVM Competency Goals serve as the primary competencies on which our outcomes assessment strategy is based, and each of the day-one competencies embodied in the *Ideal UGA CVM Veterinary Graduate* statement is a component of one or more of the competency domains embedded in the UGA CVM Competency Goals, and can be mapped to these objectives (Appendix 3).

## **American Veterinary Medical Association (AVMA) Council on Education (COE)**

The clinical competencies outlined by the AVMA COE in Accreditation Standard 11 are an integral part of the accreditation process for the College, and thus must be a component of our outcomes assessment plan. These have been mapped to our primary outcomes assessment framework, the UGA CVM Competency Goals (Appendix 4). Outcomes assessment efforts focused on measuring student learning across the UGA CVM Competency Goals will be utilized to provide measures of our students' achievement of the AVMA COE's competencies:

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*Outcomes of the veterinary medical degree program must be measured, analyzed, and considered to improve the program. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Student achievement must be included in outcome assessment. Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.*

*The college should have in place a system to gather outcomes data on recent graduates to ensure that the competencies and learning objectives in the program result in relevant entry level competencies.*

*The college must have processes in place whereby students are observed and assessed, with timely documentation to assure accuracy of the assessment for having attained each of the following competencies:*

- 1. comprehensive patient diagnosis (problem solving skills), appropriate use of diagnostic testing, and record management*
- 2. comprehensive treatment planning including patient referral when indicated*
- 3. anesthesia and pain management, patient welfare*
- 4. basic surgery skills and case management*
- 5. basic medicine skills and case management*
- 6. emergency and intensive care case management*
- 7. understanding of health promotion and biosecurity, prevention and control of disease including zoonoses, and principles of food safety*
- 8. ethical and professional conduct; communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care*
- 9. critical analysis of new information and research findings relevant to veterinary medicine*

## Outcomes Assessment Cycle

Outcomes assessment is the process by which UGA CVM's evaluates the adequacy of its achievement of curricular goals. As depicted in the mode below, outcomes assessment envelops the entirety of student learning as a continuous process which uses objective measures to assess each component of our learning model: SLOs, student learning outcomes, and student competencies. This model reflects the continuous and circular nature of outcomes assessment and the bidirectional nature of the interactions between outcomes assessment and each of the central components of learning (SLOs, learning outcomes, and student competencies).

### Assessment of SLOs

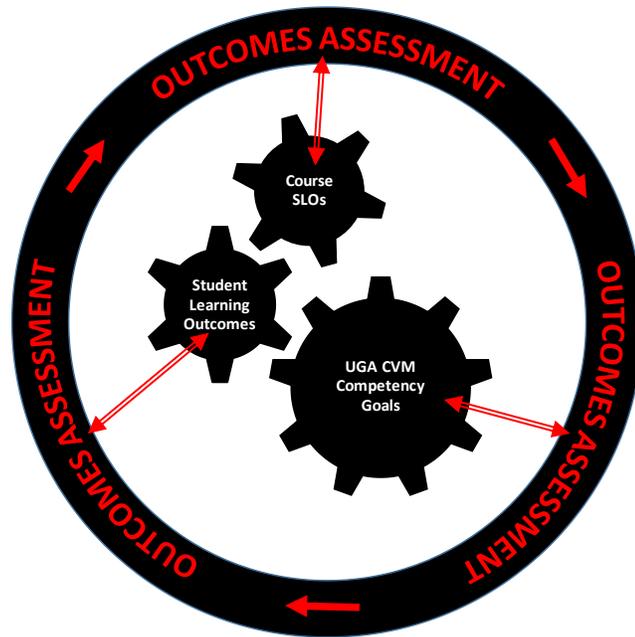
Each course in the UGA CVM Curriculum is tasked with identifying SLOs that are linked to our competency goals. These are reviewed on a rotating basis by the UGA CVM Curriculum Committee.

### Assessment of Student Learning Outcomes

Upon exposure to courses and other learning experiences, the degree of success in achieving the intended learning objectives (SLOs) will be assessed, typically through testing of individual students. Data such as individual and collective student performance on examinations (course, comprehensive and standardized examinations), student grades, and students GPAs will reflect how effectively students have mastered course material and course SLOs.

### Assessment of Student Competencies

While course- and SLO-based examinations provide information on how effectively students have mastered subject matter and SLOs, they do not necessarily provide evidence as to how effectively our students have achieved the desired competencies. Courses, SLOs, items on course and comprehensive tests, and clinical rotation evaluations will be mapped to the UGA CVM Competency Goals, Ideal UGA CVM Veterinary Graduate Statement and/or AVMA COE Competencies. Further evidence of competency attainment may include institutional data, feedback collected directly from individuals, surveys, focus groups or review of pertinent documents.



### ***Gathering of Evidence***

Information will be gathered on an annual cycle to determine whether identified goals have been achieved. Our focus will be on assessing how effectively our students have mastered the desired competencies and learning outcomes.

### ***Analyze***

Once information related to outcomes assessment has been gathered, data will be analyzed and connections will be identified between the evidence gathered and our competency frameworks.

### ***Review & Implementation***

After the assessment data has been analyzed, data will be reviewed by the Office of Academic Affairs and the UGA CVM Curriculum Committee and will be reported to the faculty, students, and staff. This evidence will be used to develop recommendations and to drive decision-making processes, which may result in changes to the curriculum or outcomes assessment plan. The implementation aspect of this stage will involve reporting information to key constituents to facilitate implementation of the assessment.

### **Annual Process Timeline**

The following table provides a general timeline for the annual outcomes assessment efforts in the Office of Academic Affairs.

<b>Deadline</b>	<b>Task</b>	<b>Submission</b>
July	Determine assessment projects for year	Timeline for assessment projects for fall semester
August – December	Conduct fall semester outcomes assessment projects	Monthly project reviews within the Office of Academic Affairs
December	Synthesize data from fall semester projects	Report and recommendations provided to Curriculum Committee, Dean, and other groups as deemed appropriate
January - May	Conduct spring semester outcomes assessment projects	Monthly project reviews within the Office of Academic Affairs
June – Aug	Synthesize data from spring semester projects	
July	Determine assessment projects for next year	Timeline for assessment projects for fall semester
Aug	Year-end reporting	Submit yearly report to Curriculum Committee, Dean, and other groups as deemed appropriate
		Outcomes Assessment Plan Revisions

## OUTCOMES ASSESSMENT MEASURES

Student learning will be measured through the collection of data in order to determine outcomes in relation to student mastery of course SLOs, UGA Competency Goals, the Ideal UGA CVM Veterinary Graduate and the AVMA COE Standard 11 Competencies.

Types of data utilized within the process may include:

- Objective evaluations of student achievement of course SLOs (course exams, comprehensive exams, grades, GPA, clinical rotation evaluations)
- Direct and indirect evaluations of student development of competencies (items on course exams, comprehensive exams, clinical rotation evaluations)
- Surveys of constituent groups:
  - Recent graduates – 1, 5 and 10 years post-graduation
  - Current students - end of 2<sup>nd</sup> and 4<sup>th</sup> years of curriculum
  - Employer feedback on preparation of graduates (day-one competencies)
- Wellness and Diversity climate surveys and focus groups
- Course evaluations (student evaluations of overall quality of individual courses)
- Standardized test results (NAVLE) - results will be examined in comparison to pass rates for the four years prior and in relation to additional outcomes.
- Placement of graduates (rates, types of employment, salaries)

The AVMA COE requires an annual reporting of outcomes-based assessment, which is focused into three broad areas:

1. Measurement of outcomes & student achievement
2. New graduates: Basic scientific knowledge and skills
3. Student remediation: Assessment of process for students who have not developed adequate levels of competence

Strategies to collect information for each of these three broad areas will be integrated into on-going assessment efforts.

**Schedule for assessment of UGA CVM Competency Goals (repeating 3-yr cycle starting in 2019-20):**

	2017-2018	2018-2019	2019-2020	2020-2021	2020-2021
Clinical Reasoning and Decision Making	X	X	X		
Individual Animal Care and Management	X	X	X		
Animal Population Care and Management	X	X	X		
Public Health	X	X		X	
Communication and Collaboration	X	X		X	
Professionalism and Professional Identity	X	X		X	
Financial and Practice Management	X	X			X
Scholarship	X	X			X

**Initiatives**

In support of our Outcomes Assessment Plan, the following initiatives are priorities at the time of the preparation of implementation of this plan. Initiatives are subject to change, based upon the needs of current students and the Office for Academic Affairs.

These initiatives include:

- Development of curricular mapping to competencies within EValue<sup>®</sup>
- Comprehensive year-end examinations (ends of years 1 and 2)
- Implementation of electronic testing system (ExamSoft<sup>®</sup>) with class of 2021
- Student remediation program
- Development and implementation of survey to assess preclinical curriculum (years 1 & 2) and other constituent groups
- Diversity & Inclusiveness Program
- DVM Student Wellness Program
- Admissions - Correlation between admissions criteria and success in the DVM program
  - *How well are students prepared to be successful prior to admission?*

The following reflects the schedule for work on initiatives that during this 5-years period either are important components of, or have an impact on, our overall outcomes assessment plan:

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Development and implementation (2017-18) and revision (2019-20 & 2021-22) of curricular mapping to competencies	X		X		X
Development and implementation (2017-18) and revision (2019-20 & 2021-22) of year 1 comprehensive examination	X		X		X
Development and implementation (2018-19) and revision (2019-20 & 2021-22) of year 2 comprehensive examination		X		X	
Implementation of electronic testing system (ExamSoft®) with Class of 2021	X	X	X	X	
Revision of student remediation program	X		X		X
Development of survey instrument to assess preclinical curriculum for students at end of Year 2	X				
Revision of existing constituent group survey instruments for graduating seniors, employers of graduates and alumni at 1, 5 & 10 years post-graduation	X	X			X
Formation of diversity committee (2017-2018) and development (2017-18) and revision (2019-20 & 2021-22) of diversity strategic plan	X		X		X
Formation of wellness committee (2017-2018) and development (2017-18) and revision (2019-20 & 2021-22) of wellness strategic plan	X		X		X
Admissions: Student preparation for success?	X			X	

### **Communication**

An important component of the UGA CVM Outcomes Assessment Plan is the dissemination of results. Information and findings will be shared with the UGA CVM Curriculum Committee by August 15 of each year for discussion and determination of actions for the upcoming year. In concert with the UGA CVM Curriculum Committee, a report will be prepared by the Office of Academic Affairs detailing the results and recommended actions. This report will be circulated to UGA CVM administrators, faculty, staff, and students by September 15 and opportunities will be provided for input. A summary of the report will be presented to faculty at a college-wide faculty meeting during the fall semester with opportunity for discussion and further input. Based on the input received, the Outcomes Assessment Plan will be revised by the Office of Academic Affairs and UGA CVM Curriculum Committee, as appropriate, and distributed to faculty, students, and staff by December 15 of each year. The information may also be shared with key external stakeholders.

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**APPENDIX 1:**  
**Assessment terminology used in this document**

AVMA COE Competencies	A set of competencies which is outlined in Accreditation Standard 11 by the AVMA COE.
AAVMC Domains of Competency	A comprehensive set of competency domains, developed collectively by the AAVMC Academic Affairs Committee and reported at the Annual Meeting of the AAVMC on 08Mar17 in Washington, DC. A modified version of these competencies, the UGA CVM Competency Goals, serves as the primary framework for competency-based outcomes assessment in the UGA CVM.
Competency	The ability of an individual student to apply knowledge, skills, and attitudes to successfully perform tasks or exhibit behaviors expected of a veterinarian.
Competency domain	A broad area of competence or group of related competencies.
Data	Information collected through the outcomes assessment process. Once collected becomes a part of evidence within the outcomes assessment process, used for curricular evaluation and to motivate curricular revision.
Direct assessment of competency (measure)	Collection of information that assesses student performance in a specific competency. This typically requires that the student display or demonstrate the outcome or competency that is being measured. For certain competencies (e.g., AVMA COE Competency 4: Basic surgery skills or AVMA COE Competency 8: Communications) this may be most effectively done through observation of a student by an instructor, in a didactic course or clinical rotation. A direct assessment may also be achieved for competencies (e.g., AVMA COE Competency 1: Problem-solving skills) through evaluation of student responses to competency-linked test items.
Ideal UGA CVM Veterinary Graduate	A statement of day-one competencies, which reflects the knowledge, skills, aptitudes, and attitudes expected of a new UGA CVM graduate.
Indirect assessment of competency (measure)	Collection of information that reflects a mixture of competencies or opinions about student competencies. Examples would include student grades, and student evaluations of overall course quality for courses in which specific competencies are addressed. Surveys of constituent groups are also indirect assessments.
Outcomes assessment	A systematic process to measure how well students achieve the desired competencies based upon pre-determined measures with information obtained from this process informing accountability and opportunities for improvement.
Outcomes assessment plan	Document providing scope and direction for outcomes assessment activities to be undertaken within a specified period of time at various organizational levels.

Student learning objectives (SLOs)	What a student is expected to know or be able to do as a result of a learning activity, typically within a course. The SLOs are goals that are specific to courses or experiences within the curriculum and are linked to competencies.
Student learning outcomes	Once a student is exposed to the curriculum we can measure a student's (or a group of students') mastery of the student learning objectives (SLOs) in the courses they have taken. May be assessed within a course by quizzes, examinations or course grade, among courses in all or part of the curriculum by cumulative GPA, or by comprehensive or standardized examinations.
UGA CVM Competency Goals	A comprehensive set of 8 competencies (A-H), based on the AAVMC Academic Affairs Committee's Domains of Competency (08Mar17). Each of the competencies delineated by the Ideal Veterinary Graduate statement and AVMA COE Standard 11 lies within one or more of these goals.



**APPENDIX 3:**

**Ideal UGA CVM Veterinary Graduate Statement Day-One Competencies  
mapped to UGA CVM Competency Goals \***

<p><b>UGA CVM Competency Goal A: Clinical Reasoning and Decision Making.</b> <i>Students will demonstrate critical thinking and problem solving to arrive at justifiable, evidence-based decisions, using an inferential process that considers animal needs, client needs, social context, and available resources.</i></p>
<p><b>Ideal Veterinary Graduate.</b></p> <p>A. Veterinary Medical Knowledge</p> <ol style="list-style-type: none"> <li>1. Understand the biomedical basis and evolving nature of veterinary health and disease and its application to a wide variety of species</li> <li>2. Understand evidence-based practice, which relies on the identification, evaluation and application of basic and clinical research</li> </ol> <p>B. Veterinary Medical Skills</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic preventive, diagnostic and therapeutic skills, and use of evidence-based practice to address a variety of animal species' health concerns in compliance with prevailing laws</li> </ol>

<p><b>UGA CVM Competency Goal B: Individual Animal Care and Management.</b> <i>Students will be able to perform preventive, diagnostic, medical, and surgical procedures for the health, wellness, and treatment of animals, appropriate to the context and life stage of the animal.</i></p>
<p><b>Ideal Veterinary Graduate.</b></p> <p>A. Veterinary Medical Knowledge</p> <ol style="list-style-type: none"> <li>1. Understand the biomedical basis and evolving nature of veterinary health and disease and its application to a wide variety of species</li> <li>2. Understand evidence-based practice, which relies on the identification, evaluation and application of basic and clinical research</li> </ol> <p>B. Veterinary Medical Skills</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic preventive, diagnostic and therapeutic skills, and use of evidence-based practice to address a variety of animal species' health concerns in compliance with prevailing laws</li> <li>3. Evaluate the impact of health management on animal productivity and welfare</li> </ol>

<p><b>UGA CVM Competency Goal C: Animal Population Care and Management.</b> <i>Students will be able to design and implement programs in disease prevention and control to improve the health, well-being and productivity of animal populations.</i></p>
<p><b>Ideal Veterinary Graduate.</b></p> <p>A. Veterinary Medical Knowledge</p> <ol style="list-style-type: none"> <li>1. Understand the biomedical basis and evolving nature of veterinary health and disease and its application to a wide variety of species</li> <li>2. Understand evidence-based practice, which relies on the identification, evaluation and application of basic and clinical research</li> </ol> <p>B. Veterinary Medical Skills</p> <ol style="list-style-type: none"> <li>1. Demonstrate basic preventive, diagnostic and therapeutic skills, and use of evidence-based practice to address a variety of animal species' health concerns in compliance with prevailing laws</li> <li>2. Apply One Health<sup>a</sup> concepts to promote human, domestic animal and wildlife health</li> <li>3. Evaluate the impact of health management on animal productivity and welfare</li> </ol>

**Appendix 3 continued.** Ideal UGA CVM Veterinary Graduate Statement Day-One Competencies mapped to UGA CVM Competency Goals

<p><b>UGA CVM Competency Goal D: Public Health.</b> <i>Students will be able to promote the health and safety of people by responding to issues at the interface of animals, human beings, and the environment utilizing comparative medicine and a global perspective with sensitivity to local cultures and the context of the issue.</i></p>
<p><b>Ideal Veterinary Graduate.</b></p> <p>A. Veterinary Medical Knowledge</p> <ol style="list-style-type: none"><li>1. Understand the biomedical basis and evolving nature of veterinary health and disease and its application to a wide variety of species</li><li>2. Understand evidence-based practice, which relies on the identification, evaluation and application of basic and clinical research</li></ol> <p>B. Veterinary Medical Skills</p> <ol style="list-style-type: none"><li>1. Demonstrate basic preventive, diagnostic and therapeutic skills, and use of evidence-based practice to address a variety of animal species' health concerns in compliance with prevailing laws</li><li>2. Apply One Health<sup>a</sup> concepts to promote human, domestic animal and wildlife health</li></ol> <p>C. Aptitudes and Attitudes</p> <ol style="list-style-type: none"><li>1. Appreciate the importance of research for the advancement of health</li><li>2. Be ethically and socially responsible to the profession and the global community</li><li>5. Appreciate the veterinarian's leadership role in various communities (workplace, local, national, global, scientific, professional)</li></ol>
<p><b>UGA CVM Competency Goal E: Communication and Collaboration.</b> <i>Students will effectively communicate with diverse clients, colleagues, other healthcare professionals, and the public to promote animal, human, and environmental health and, in doing so, will demonstrate skills as a leader and team member to improve outcomes and reduce errors.</i></p>
<p><b>Ideal Veterinary Graduate.</b></p> <p>B. Veterinary Medical Skills</p> <ol style="list-style-type: none"><li>1. Communicate effectively with clients, colleagues and responsible authorities, in oral and written formats</li><li>2. Work as part of multi-disciplinary teams to achieve optimal veterinary care and scientific advancement</li></ol> <p>C. Aptitudes and Attitudes</p> <ol style="list-style-type: none"><li>2. Be ethically and socially responsible to the profession and the global community</li><li>3. Appreciate that cultural diversity impacts both delivery of and access to veterinary medical care and the perception of the veterinary medical profession</li><li>5. Appreciate the veterinarian's leadership role in various communities (workplace, local, national, global, scientific, professional)</li></ol>
<p><b>UGA CVM Competency Goal F: Professionalism &amp; Professional Identity.</b> <i>Students will be able to demonstrate ethical reasoning and behaviors that are expected of a veterinarian, engaging in reflective practice and self-regulation, and attending to professional development and personal wellness.</i></p>
<p><b>Ideal Veterinary Graduate.</b></p> <p>C. Aptitudes and Attitudes</p> <ol style="list-style-type: none"><li>2. Be ethically and socially responsible to the profession and the global community</li><li>3. Appreciate that cultural diversity impacts both delivery of and access to veterinary medical care and the perception of the veterinary medical profession</li><li>4. Adapt to changing professional, scientific and societal norms</li><li>5. Appreciate the veterinarian's leadership role in various communities (workplace, local, national, global, scientific, professional)</li></ol>

**Appendix 3 continued.** Ideal UGA CVM Veterinary Graduate Statement Day-One Competencies mapped to UGA CVM Competency Goals

**UGA CVM Competency Goal G: Financial and Practice Management.** *Students will be able to utilize business acumen to manage professional and personal decisions, comply with legal and regulatory requirements and ensure safety of the workplace.*

**Ideal Veterinary Graduate.**

B. Veterinary Medical Skills

4. Communicate effectively with clients, colleagues and responsible authorities, in oral and written formats
5. Work as part of multi-disciplinary teams to achieve optimal veterinary care and scientific advancement
6. Manage business and finances for growth and appropriate utilization of resources

C. Aptitudes and Attitudes

2. Be ethically and socially responsible to the profession and the global community
3. Appreciate that cultural diversity impacts both delivery of and access to veterinary medical care and the perception of the veterinary medical profession
4. Adapt to changing professional, scientific and societal norms
5. Appreciate the veterinarian's leadership role in various communities (workplace, local, national, global, scientific, professional)

**UGA CVM Competency Goal H: Scholarship.** *Students will be able to demonstrate systematic identification, evaluation, integration, and adaption of evidence to formulate a question, investigate a problem, and educate others.*

**Ideal Veterinary Graduate.**

C. Aptitudes and Attitudes

1. Appreciate the importance of research for the advancement of health
4. Adapt to changing professional, scientific and societal norms

\*UGA CVM Competency Goals modified from AAVMC Academic Affairs Committee Domains of Competency Statement (08Mar17).

**APPENDIX 4:**

**AVMA COE Competencies mapped to UGA CVM Competency Goals**

UGA CVM Competency Goals*	AVMA COE Competencies	1. Comprehensive Patient Diagnosis; Problem-solving; Diagnostic Testing; Record Management	2. Comprehensive Treatment Planning	3. Anesthesia & Pain Management	4. Basic Surgery Skills and Case Management	5. Basic Medicine Skills and Case Management	6. Emergency and Intensive Care Case Management	7. Health Promotion; Biosecurity; Disease Control; Zoonoses; Food Safety	8. Ethical & Professional Conduct; Communication; Diversity & Situational Awareness	9. Critical Analysis of New Information and Research Findings
<b>A. Clinical Reasoning and Decision Making</b>		<b>X</b>							<b>X</b>	
<b>B. Individual Animal Care and Management</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>C. Animal Population Care and Management</b>		<b>X</b>	<b>X</b>					<b>X</b>	<b>X</b>	
<b>D. Public Health</b>							<b>X</b>	<b>X</b>		
<b>E. Communication and Collaboration</b>							<b>X</b>	<b>X</b>		
<b>F. Professionalism, &amp; Professional Identity</b>								<b>X</b>	<b>X</b>	
<b>G. Financial and Practice Management</b>								<b>X</b>		
<b>H. Scholarship</b>									<b>X</b>	

\*Modified from AAVMC Academic Affairs Committee Domains of Competency Statement (08Mar17).

**APPENDIX 5:**  
**Outcomes Assessment Plan Timeline for 2017-2019**

#	Task	Assigned To	Start	End	Dur	2017			2018				2019					
						Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
	<b>Outcomes Assessment Plan Implementation</b>		5/1/17	8/26/19	848													
1	Exam Soft: Standardize laptop computer OS for Class of 2021		5/1/17	5/1/17		●												
2	Administer surveys to Classes of 2006, 2011, and 2015 and employers of class of 2016		5/1/17	5/30/17	30	●												
3	Develop survey instrument for yr 2 students		5/2/17	5/31/17	29	●												
4	Exam Soft: Notify faculty of plans and rationale		6/1/17	6/1/17	1	●												
5	Exam Soft: Develop software approach for linkage of test items to UGA CVM Learning Objectives and AVMA COE Competencies (meet with Eve Gallman)		6/1/17	6/22/17	22	●												
6	Admissions: Collect admissions, and student performance in the curriculum, data		6/1/17	6/30/17	30	●												
7	Comprehensive Exam Yr 1: Assemble committee		6/1/17	7/1/17	31	●												
8	Hire Outcomes Assessment Specialist		6/1/17	7/14/17	44	●												
9	Remediation program: revision		6/1/17	7/15/17	45	●												
10	Exam Soft: System Test: Link 1-2 pre-existing exams to UGA CVM Learning Objectives and AVMA COE Competencies to assess reporting capabilities		6/1/17	7/31/17	61	●												
11	ExamSoft: training session during Orientation of Class of 2021		8/3/17	8/5/17	3		●											
12	Admissions: Analyze admissions and student performance data, prepare report, and share report with Admissions Committee		7/1/17	8/30/17	61	●												
13	Curricular mapping: Link courses and SLOs to UGA CVM Learning Objectives and modify AVMA COE linkages if needed		7/1/17	12/31/17	184	●												
14	Curricular mapping: Upload curricular map to EValue and test		1/1/18	2/15/18	46				●									
15	Comprehensive Exam Yr 1: Develop exam		7/1/17	3/1/18	244	●												
16	Comprehensive Exam Yr 1: Administer exam		5/1/18	5/7/18	7					●								
17	Administer surveys to Classes of 2008, 2013, and 2017 and employers of class of 2017		5/1/18	5/30/18	30					●								
18	Administer survey instrument to yr 2 and 4 students		5/8/18	6/4/18	28					●								
19	Comprehensive Exam Yr 1: Analyze results		5/8/18	6/7/18	31					●								
20	Remediation: reports to students in need based on ExamSoft and EValue results		6/15/18	6/25/18	11						●							
21	ExamSoft: training sessions for Yr 2 faculty		6/1/18	7/15/18	45					●								
22	Remediation: review remediation plan with re mediated students		8/1/18	8/11/18	11						●							
23	Prepare AY 17/18 outcomes assessment report for UGA CVM Curriculum Committee		8/15/18	8/26/18	12							●						
24	Administer surveys to Classes of 2007, 2012, and 2016		9/1/18	9/30/18	30							●						
25	ExamSoft: Link fall semester yrs 1 & 2 exams to UGA CVM Learning Objectives and AVMA COE Competencies		1/1/19	1/24/19	24								●					
26	ExamSoft: Link spring semester yrs 1 & 2 exams to UGA CVM Learning Objectives and AVMA COE Competencies		4/15/19	5/19/19	35										●			
27	Gather and analyze competency data from ExamSoft and EValue		6/1/19	6/11/19	11											●		
28	Gather and analyze competency data from ExamSoft and EValue		6/1/19	6/11/19	11											●		
29	Remediation: reports to students in need based on ExamSoft and EValue		6/15/19	6/25/19	11												●	
30	Remediation: reports based on comp exam 1 to students in need		6/15/19	6/25/19	11												●	
31	Remediation: review remediation results with re mediated students		8/1/19	8/11/19	11													●
32	Remediation: review remediation results with students		8/1/19	8/11/19	11													●
33	Prepare AY 18/19 outcomes assessment report for UGA CVM Curriculum Committee		8/15/19	8/26/19	12													●