NC STATE UNIVERSITY

College of
Veterinary Medicine
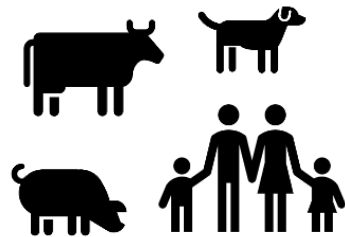
CURRICULAR REVIEW SUMMARY

MISSION AND VISION

Veterinary professional competence **=** Resourceful, capable, and ethical provision of veterinary services

Requires

Skills, knowledge, and dispositions

- Self-regulated learning and working habits
- Interpersonal and cultural awareness
- Appropriate professional values

Competence in core cognitive, interpersonal, and psychomotor skills **transferable across species and contexts**
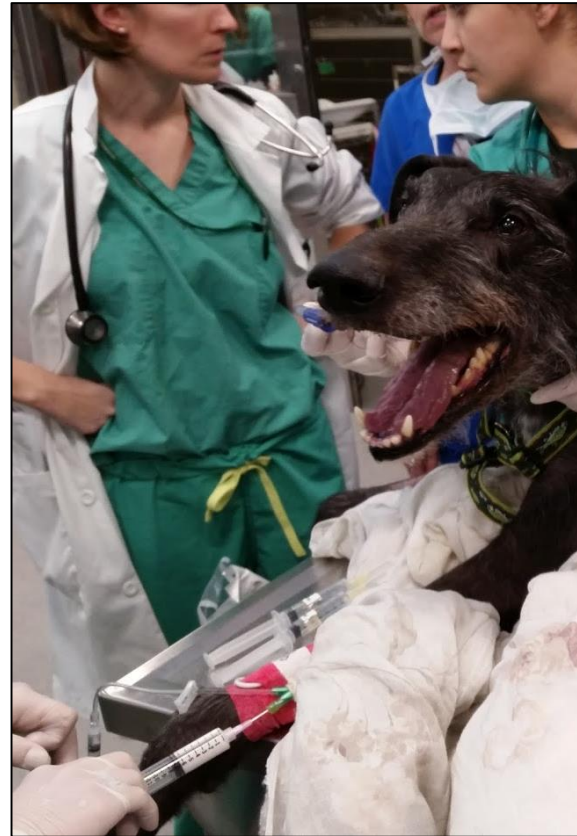
Opportunities for proficiency within areas of professional interest

GUIDING PHILOSOPHIES

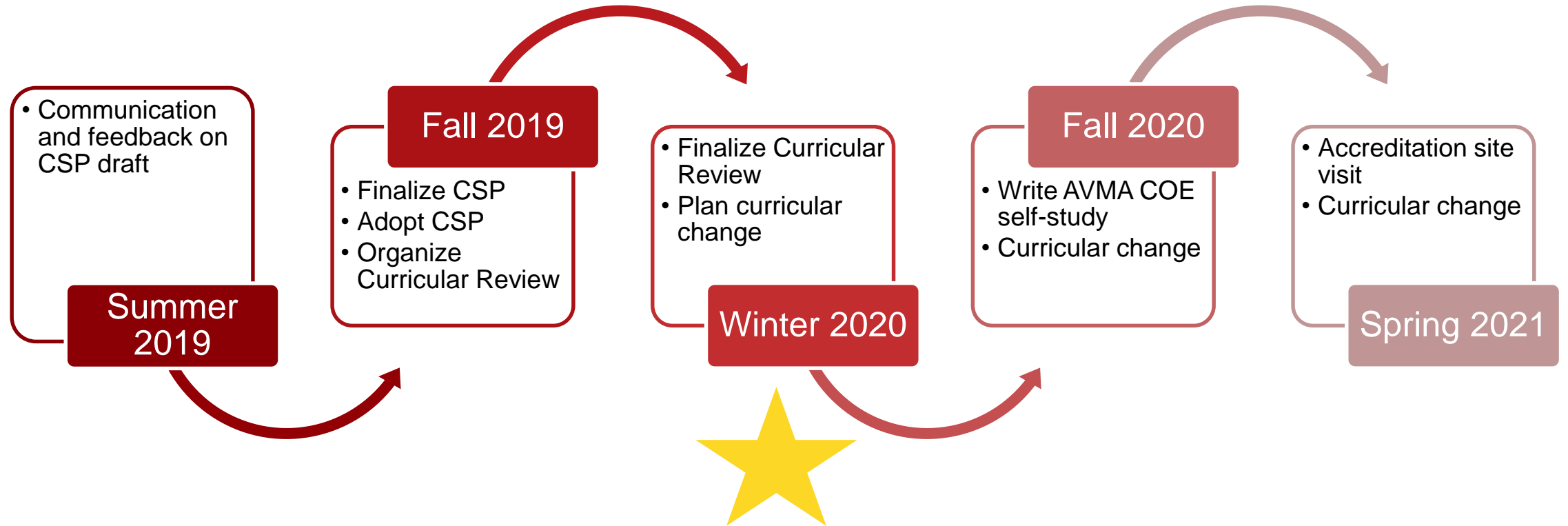**The end goals of the curriculum guide content and structure**

Knowledge, skills, and dispositions are interconnected and critical to competence

Veterinary practice requires flexible and creative transfer of knowledge across contexts

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TIMELINE AND NEXT STEPS

- Communication and feedback on CSP draft

Summer 2019

Fall 2019

- Finalize CSP
- Adopt CSP
- Organize Curricular Review

- Finalize Curricular Review
- Plan curricular change

Winter 2020

Fall 2020

- Write AVMA COE self-study
- Curricular change

- Accreditation site visit
- Curricular change

Spring 2021

What do we mean by "curriculum"?
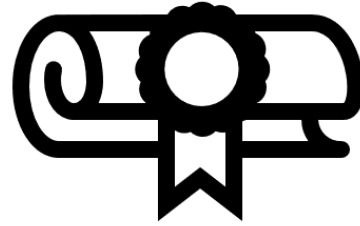
Everything students experience during the educational process

Explicit ← ─────────────────── → **Hidden**

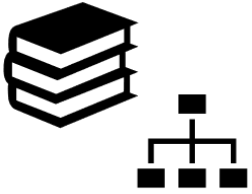| Written curriculum | Taught curriculum | Assessed curriculum | Schedule and structure | Extra-curriculars | Student-educator interactions | Social environment | Implicit rewards | What we don't teach |

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CHARGE

To evaluate and determine strengths, weaknesses, and opportunities for the following dimensions:

Curriculum
Content

Alignment

Duration

Management

Evaluation

Educational Practices
Learning outcomes

Pedagogy

Effectiveness & efficiency

Instructional Quality

Outcomes Assessment
NAVLE

Graduate & employer feedback

Competency attainment

Formative & Summative

Student Experience
Engagement

Support structures

Wellness

Climate/Culture

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WHO AND HOW

Core Team

Phil Sannes

Jonathan Fogle

Katie Sheats

Lysa Posner

Adeline Noger

Derek Foster

John Jeon

Laura Nelson

Jesse Watson

CSP Team

Kathy Lunn

Rocio Crespo

Mat Gerard

Amy Snyder

Mat Gerard

Adam Birkenheuer

John Gadsby

Eli Cohen

Megan Jacob

Regina Schoenfeld

Brenda Stevens

Representatives

Student Services

ESS

Teaching staff

6 meetings

1 major topic per meeting

Blue team/Red team

Results summarized and shared

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GOALS FOR TODAY

1. **Share findings**
2. **Seek input**

What conclusions most resonate with you?

What surprises you?

Where do you need more information?

Is anything missing?

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SUMMARIZED FINDINGS

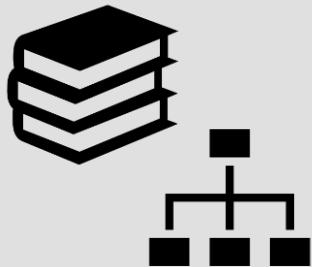# CURRICULUM (AVMA COE STANDARD 9)

Dimensions:

Content

Alignment

Duration

Management

Evaluation

Strengths

- Instructional time devoted to each AVMA CoE competency area

- Early mapping of learning outcomes is helpful

CURRICULUM (AVMA COE STANDARD 9)
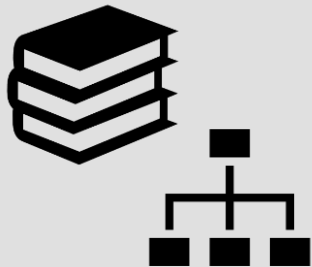
Dimensions:

Content

Alignment

Duration

Management

Evaluation

Weaknesses

- Content organization does not effectively scaffold development of competence

- Skills and knowledge not integrated to facilitate co-development over time

- Selectives used to fill gaps in smaller focus areas due to narrow core curriculum with a small animal focus

- Limited access to key selectives and electives for some focus areas

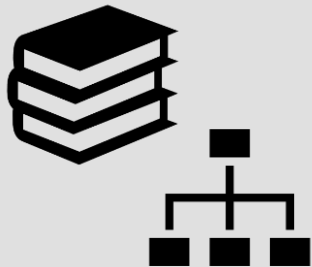# CURRICULUM (AVMA COE STANDARD 9)

Dimensions:

Content

Alignment

Duration

Management

Evaluation

Recommendations

- Reorganize content delivery around integrated systems or processes (currently, organized by discipline and species) using a backward design approach

- Review balance of Core content with Elective/Selective, with transition toward a broader Core

Selectives?

Focus areas?

Dimensions:

Learning outcomes

Pedagogy

Effectiveness & efficiency

Instructional quality

Strengths

- Session-level learning outcomes are available for most courses.

- Clinical problem-solving courses, labs, and other courses engage students in interactive learning activities that stress higher order thinking

- Various organizations provide a suite of educational skills development opportunities

- Moodle course page quality and consistency improving

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EDUCATIONAL PRACTICES

Dimensions:

Learning outcomes

Pedagogy

Effectiveness & efficiency

Instructional quality

Weaknesses

- Mixed understanding of best practices; uneven engagement in professional development

- Learning outcomes specific to courses, not integrated into curriculum

- No system or map to determine course prerequisites or timing of content delivery

- Skills and knowledge not mapped together, not integrated

- Assessment of teaching quality based predominantly on student evals, with rare peer reviews tied to promotion

- Unclear reward for improving educational practice

- Need to reframe mission and approach to team-teaching to provide a more consistent experience

EDUCATIONAL PRACTICES

Dimensions:

Learning outcomes

Pedagogy

Effectiveness & efficiency

Instructional quality

Recommendations

- Develop a functional curricular map for content integration

- Consider how faculty are prepared, assigned, and evaluated for teaching assignments, particularly in core curriculum

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OUTCOMES ASSESSMENT (AVMA COE STANDARD 11)

Dimensions:
NAVLE

Graduate & employer feedback

Competency attainment

Formative & Summative

Strengths

- Surveys and summative assessments show basic knowledge, values, and most skills required of entry-level graduates

- Student and alumni survey responses are valuable; alumni participation rising

- All 9 COE competencies summatively assessed; formative assessment increasing across most courses

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OUTCOMES ASSESSMENT (AVMA COE STANDARD 11)

Dimensions:
NAVLE

Graduate & employer feedback

Competency attainment

Formative & Summative

Weaknesses

- Limited development and observed evaluation of competence in clinical or advanced settings

  o Sense that students not prepared for clinics

  o Evaluation of skills not explicitly mapped across clinical curriculum; skills "falling through cracks"

- Lack of timely assessment and remediation opportunities when needed

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OUTCOMES ASSESSMENT (AVMA COE STANDARD 11)

Dimensions:
NAVLE

Graduate & employer feedback

Competency attainment

Formative & Summative

Recommendations

- Integrated capstone assessments for years 1-3

- Revise skills assessment and remediation systems in clinical rotations to increase clarity and ensure competence in core concepts

- Increased exposure to clinical concepts, environments, and practices in years 1-3

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Dimensions:

Engagement

Support structures

Wellness

Climate/ Culture

Strengths

- Selectives, electives, clubs, externships provide excellent learning outside of Core.

- Student feedback heavily used to evaluate course quality and to influence direction of development

- Student evaluations generally positive about college and learning experience; alumni satisfaction with career and specialization high

Dimensions:

Engagement

Support structures

Wellness

Climate/ Culture

Weaknesses:

- Increasing levels of stress and anxiety related to academics and quality of life

- Too much variance in quality of advising

- Mixed messaging about academic priorities; curricular structure emphasizing/conflating grades over mastery; limited formative development

- Trends toward solo study, avoidance of lectures creates disconnect between students, faculty

Grading?

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STUDENT EXPERIENCE

Dimensions:

Engagement

Support structures

Wellness

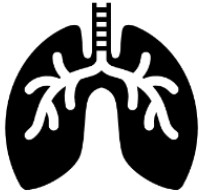Climate/ Culture

Recommendations

- Restructure week to allow more student flexibility

- Review training and support for advisors

- Develop feedback systems for values and professional dispositions development

What do you think?

CURRICULAR CHARACTERISTICS

Curriculum determined by outcomes (learner-centered)

Content integrated vertically and horizontally

Core competency with opportunity for specialized proficiency

Purposeful integration of skills, knowledge, dispositions

Effective map and management

FRAMEWORK

**Competency criteria** define core and specific content and annual targets for growth

Instruction connects and develops core skills and concepts across years and content areas

Assessment guides student development and measures student, course, and curricular outcomes

CURRICULAR STRATEGIC PLAN GOALS

1. **Define desired graduate outcomes, inclusive of knowledge, skills, and dispositions**

2. **Identify evidence that would reflect successful attainment of graduate outcomes**

3. **Define curricular characteristics that improve the likelihood that all students attain desired outcomes**

Outcome

↓

Assessment

↓

Organization, pedagogy, environment

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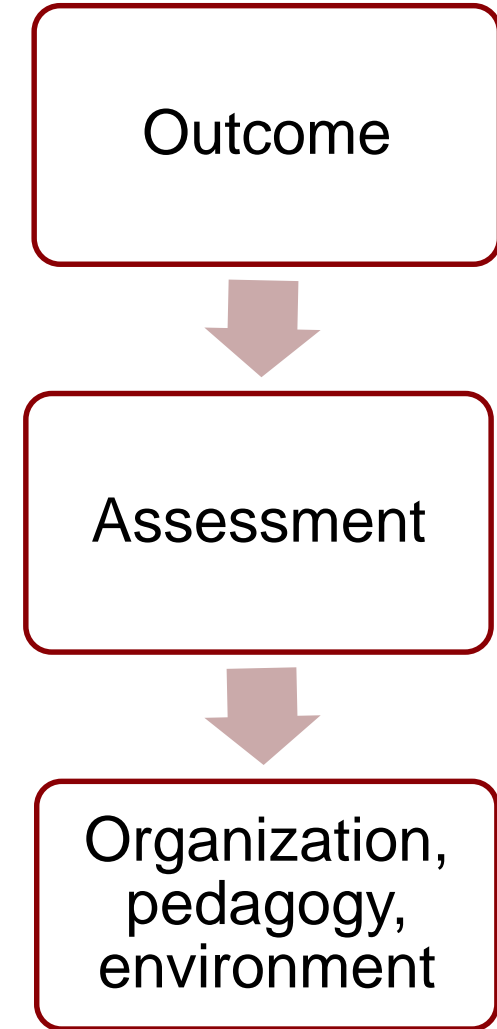
ESTABLISHING CRITERIA: DISPOSITIONS

Self-Regulation

Risk-comfortable, adaptable, resilient, self-aware, engaged, realistic, positive outlook

Professional Values

Creative problem-solvers, independent life-long learners; collaborative; organizational pride, confident, have integrity, act professionally; animal advocates.

Interpersonal Awareness

Collegial, caring, and compassionate; open-minded, culturally aware, service-oriented

ESTABLISHING MEASUREMENT: PHILOSOPHY

Assessment is driven by curricular and course goals

Consistency in assessment methods within and between courses

Assessment of learner, course, curriculum

Opportunities for remediation

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ESTABLISHING MEASUREMENT: LEVELS

Learner

Formative: frequent, low-stakes
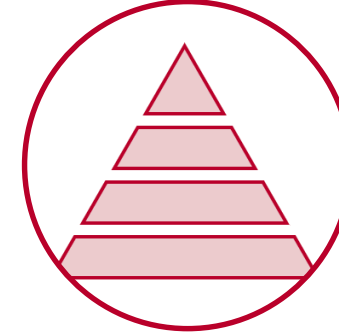
Summative: periodic; course or thread-focused

Milestone: end of year/term; integrated, applied content

Course

Effectiveness at meeting learning goals (learner data)

Student feedback

Curriculum

Effectiveness of combined courses in meeting year learning goals/preparation for next year

Goals of curriculum in light of changes in profession