

Report for Veterinary Schools

2019 By the Numbers



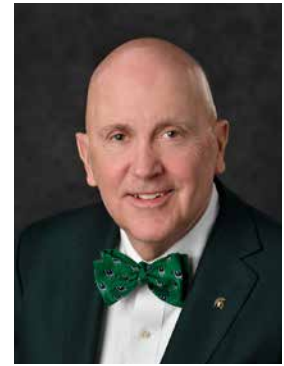
Letter to Our Stakeholders

As we highlight in this **2019 By the Numbers** report, over the last year ICVA has continued our focus to improve our standardized tests by incorporating today's needs from the field, taken steps to identify additional areas where ICVA can best serve the assessment needs of academic veterinary medicine, and enhanced our communication channels and materials to increase engagement with all of our stakeholders.

Through these efforts, ICVA remains on a strong path forward to be the world leader in veterinary assessments and to provide world-class examinations and other assessment tools to protect the public, and animal health and welfare.

It would be impossible for the ICVA to fulfill our vision and mission without the collaboration and support of our stakeholders in academia.

On behalf of the entire ICVA, thank you – for your ongoing dedication, feedback, and partnership.



Dr. Mike Chaddock



Dr. Heather Case

Dr. Mike Chaddock, DVM, EML
ICVA Chair
Association of American Veterinary
Medical Colleges Designee

**Heather Case, DVM, MPH,
DACVPM, CAE**
Chief Executive Officer

ICVA VISION

The world leader in veterinary assessments.

ICVA MISSION

Provide world-class examinations and other assessment tools to protect the public, and animal health and welfare.

Provide leadership and facilitate collaboration throughout veterinary medicine.

VALUES

Transparency

organizationally and in testing procedures, materials and content

Confidentiality

when collecting and reporting personal information, credit card data, and test scores

Reliability

in relevant test design, implementation, and scoring

Service

to candidates, licensing boards, and society at large

Respect, Civility & Collegiality

towards staff, stakeholders, board members, and across veterinary medicine

Integrity

in all actions and business relationships

Fiscal Responsibility

to ensure continuous improvements in our testing products and customer service, as well as a viable future for our organization

Diversity and Inclusion

treat everyone with fairness, respect and dignity, and purposefully act to attract and retain staff and Board members with a broad range of ideas, viewpoints, perspectives, expertise and experiences reflecting the diversity of the populations we serve. We respect and value these differences and encourage opportunities to learn from and be enriched by them as they challenge us to grow and think differently.





North American Veterinary Licensing Examination (NAVLE®)

Administered since 2000, the NAVLE consists of 360 clinically relevant multiple-choice questions and is a requirement for licensure to practice veterinary medicine in all licensing jurisdictions in the US and Canada.

Developed in collaboration with the National Board of Medical Examiners® (NBME®) through the Collaboration for Veterinary Assessments Governance Committee (CVAGC), the NAVLE is offered at Prometric computer testing centers throughout North America and certain overseas sites during a four-week testing window in November-December, and a two-week window in April.

Cumulative Exam Completions by Candidates

2018-2019 TESTING CYCLE

6,173 ↑
candidates took the NAVLE

6% ↑
increase over 2017-2018 testing cycle

73,726

candidates completed the NAVLE since 2000-2001

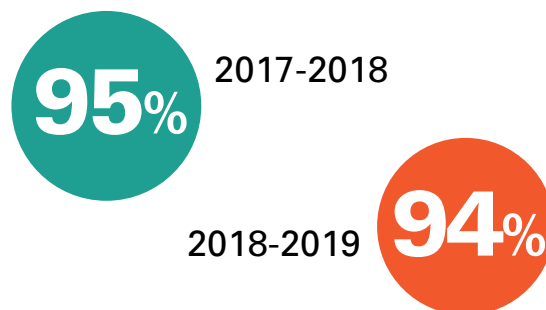
14% ↑

increase in candidate pool in the last five years

Ultimate Performance Passing Rate

The good news: More people are graduating from AVMA-accredited schools having passed the NAVLE.

The challenge: There are also more people graduating from AVMA-accredited schools **without** passing the NAVLE.



Performance Data

Visit <https://www.icva.net/faqs/> and click on the heading “How have others done on the NAVLE?” for complete NAVLE performance data.

Standard Setting

As examinations like the NAVLE receive ongoing updates, the passing standard – the amount of knowledge required for passing – is also periodically evaluated through a standard setting exercise to ensure that it continues to be relevant, valid, and defensible. This exercise serves as a mechanism to generate evidence on item level of performance that corresponds with minimum competency, which is then used in establishing an appropriate pass/fail cut scores for the examination.

As one of the final steps in the updating process that began with the most recent practice analysis, the ICVA and National Board of Medical Examiners (NBME) recently completed three standard setting meetings to ensure the NAVLE passing score criterion is still appropriate and reflects minimum competency. Additional exercises allow for more SMEs to participate, and the aggregated feedback from the larger group participation ensures that NAVLE passing standard was appropriately comprehensive and consistent with best practice standards for educational and psychological testing.

NAVLE®

Standard Setting [continued]

To ensure that the broad range of species and competencies on the NAVLE are all evaluated appropriately, approximately 30 experts across a range of species and competency specialties participated in the exercises.

For more information about the NAVLE standard setting process, please contact the ICVA.

3

standard setting
exercises

30

experts
participated

November-December 2019 Testing Window



implementation of NAVLE
forms per the new
NAVLE blueprint

Launched updated performance reports with a more visually-engaging format to provide more useful information to candidates – especially for those who may need to retake the examination in the future.

NAVLE Self-Assessments

NAVLE Self-Assessments are web-based practice examinations designed to help NAVLE candidates identify their strengths and weaknesses as they prepare for the NAVLE and to help examinees become familiar with the exam format.

Research confirms that the projected score range for examinees who take the practice exams under the standard-paced timing mode is predictive of later performance on the NAVLE.

Practice exams are available for purchase through the ICVA website. Each 200-item assessment costs \$50 and the fee is non-refundable. The assessments are offered in English and French.

2019 METRICS 

6,928 VETERINARY STUDENTS
TOOK THE ASSESSMENT

PAYMENT

20%
BY SCHOOLS
FOR STUDENTS

vs



80%
BY CANDIDATES
DIRECTLY

Recoding and new blueprint work underway to align Self-Assessments to the updated NAVLE, with new forms available by September 2020.

Veterinary Educational Assessment (VEA)

Designed as an independent assessment of basic veterinary medical sciences knowledge, the VEA is a 240-item web-based standardized examination.

The VEA is made available to veterinary schools to assess students' knowledge of subjects taught in the first two years of the curriculum of accredited veterinary schools and to give them experience taking a standardized multiple-choice examination.



The VEA covers five content areas:



During 2018-2019:

1,541
students took the VEA

11%↑
over 2017-2018 testing cycle

201%↑
over the last five years

VEA Research

Dr. Jared Danielson, Associate Dean for Academic and Student Affairs at the Iowa State University College of Veterinary Medicine, began conducting a research study, which compares internal veterinary school assessments to students' performance on the VEA and how well both measures predict clinical science knowledge.

Dr. Danielson's study differs from previous research conducted in 2011 because it focuses on how students perform at school in the five major content areas the VEA tests: anatomy, physiology, pharmacology, microbiology, and pathology.

The collected data has been analyzed and manuscript preparation will begin soon, with a goal of journal article submission by June 2020.



Dr. Jared Danielson

VEA Score Report Format

As part of continuous improvement for the VEA, beginning with the August-September 2018 testing window:

Individual examinees receive score reports showing their performance and a comparison to other examinees' performance during that administration

Percentage and scaled scores are available to schools and students after the end of each testing window

Detailed breakdowns by content area, comparisons to other candidates' performance, and guidelines for what scores may need remediation are provided

Academic Veterinary Assessment Working Group (AVAWG)

The AVAWG was created by ICVA's Board of Directors in 2017, charged to identify what assessment and measurement resources currently exist across veterinary academia, and areas where ICVA can best serve the assessment needs of academic veterinary medicine.

Inaugural ICVA Assessment Grant Program

As part of their focus, in 2019, the AVAWG initiated the ICVA Assessment Grant pilot program to fund research projects focused on veterinary assessment within academia. The purpose of an ICVA assessment grant is to validate current, discover new, implement, and support best practices in veterinary medical education assessment.



13

letters of intent received

13

invitations sent for full proposals

10

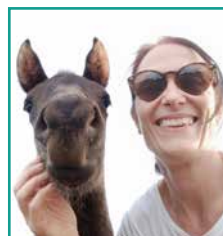
full proposals received, scored individually, and voted on by the AVAWG

2

\$10,000 grants to execute the selected research proposals awarded to:



Dr. Harold Bok and his research assistant, **Dr. Lubberta de Jong**, faculty at State University of Utrecht, "Can we effectively assess students' learning over time? The informative function of students' learning trajectories in high-stakes decision making."



Dr. Martina Mosing and her associates from the Murdoch University School of Veterinary Medicine, **Drs. Anthea Raisia, Melinda Bell, Cristy Secombe, and Ms. Silvia Dewiyanti**, an instructional/learning designer at Murdoch, "The use of an e-portfolio for summative assessment of clinical skills in veterinary medicine."

Accepting letters of intent for the 2020 Assessment Grant Program beginning April 1

Expanding the Assessment Grant Program

Based on the success of the inaugural program, the ICVA Board of Directors (BOD) approved continuing the assessment grant program for the next three years.

For information about the next round of the ICVA Assessment Grant Program, visit icva.net.

"There are **many great avenues** to be explored in veterinary education and assessment. This is just the beginning and I'm excited to see what will be next in the months and years to come."

– Dr. Kent Hecker, co-chair of the AVAWG, and Associate Professor of Health Professional Education in Veterinary Medicine with a joint appointment in Community Health Sciences at the University of Calgary.