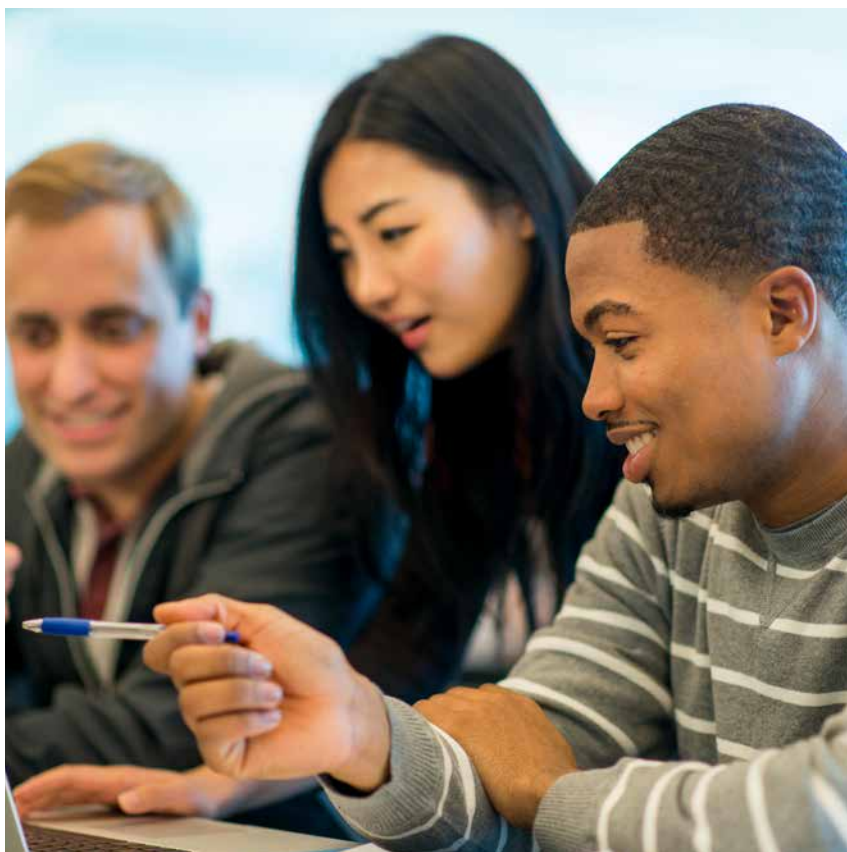




# 2019-2020 ANNUAL REPORT

SETTING A HIGHER STANDARD TOGETHER®



## 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.

## Letter from the Chair and CEO

It's difficult to even recall anything before COVID-19. While the months between mid-March and the end of May only occupy the final quarter of the 2019-2020 fiscal year, the impact of this unprecedented time is significant and lasting. We would be remiss not to begin by acknowledging the outstanding response and sheer tenacity of our staff, volunteers and Board of Directors, and – most importantly – the NAVLE candidates themselves. From the continued change in NAVLE testing dates and windows, to the transition to remote proctoring for both the VEA and the Species Specific Examination, adversity was no match for our dedicated veterinary community. This past fiscal year was again marked by a historically large number of candidates completing the North American Veterinary Licensing Examination (NAVLE); the second successful year of the ICVA Assessment Grant program; the addition of two full-time essential staff members; and continued progress on the Foresight project.

During the 2019-2020 testing cycle, 6159 candidates took the NAVLE, representing a slight decline from the 6173 candidates who tested during the 2018-2019 testing cycle. This decline was due to the substantial number of candidates who deferred to the next testing window because of the COVID-19 situation. Our Veterinary Educational Assessment (VEA) experienced year-over-year growth, with 1601 students taking the examination in 2019-2020 – representing a 3.9 percent increase since last year.

Although we've had to shift timeframes slightly, ICVA is continuing our commitment to provide a second year of grants to fund research projects focused on veterinary assessment within academia. Our recent experiences have shown the need to think beyond the usual in terms of educating tomorrow's experts, and this grant-assisted research can point the way to new modes of measuring knowledge and expertise.

Following up from a presentation at the January 2020 ICVA Board Meeting, we have moved towards the next step in the Foresight process, a project in partnership with the University of Houston to explore the future of veterinary medicine. When we began to talk last December about foresighting and the need to think through the next decade for ICVA, the world was in a very different place. Considering the implications of different futures and various scenarios is much less of an academic exercise now and something much more immediate and tangible. As we continue with the Foresight project, we will start to implement our learnings as we update our strategic plan.

Speaking of foresight, we could not have added Dr. Elizabeth Johnson Million or Kelly Collins to the ICVA team at a more opportune time. Dr. Million joined ICVA full-time on March 1 as the Assistant Director of Outreach and Engagement (after working part-time in the position beginning in June of 2019). Little did we know that barely two weeks later, we would be in a global pandemic and the trajectory of her entire role would be different. Ms. Collins joined the staff in July of 2019 as an Executive Assistant. While that role is always hectic in nature, the added ambiguity brought immense amounts of extra work with increased working days, long hours, and constant changes.

In the midst of a global pandemic, complete with challenges and uncertainty, we remain thankful – to our tenacious volunteers, to our outstanding staff, to our talented colleagues and candidates, and to the entire veterinary community. The solidarity of people helping each other through hard times shows the extreme commitment of the entire team.



Dr. Mike Chaddock



Dr. Heather Case

**Mike Chaddock, DVM, EML**

ICVA Chair  
At-Large

**Heather Case, DVM, MPH, DACVPM, CAE**

Chief Executive Officer



## The ICVA Volunteer Community



**THANK YOU** to our many talented and tenacious volunteers who help support the efforts of the ICVA to provide world-class examinations and other assessment tools that protect the public, and animal health and welfare.

**300+**  
total volunteers



Volunteering with the ICVA is a wonderful opportunity to help set standards for the profession, as well as to improve your individual ability to understand assessment on a professional level. It's also a great place to meet experts in different areas of veterinary medicine!"

– Tamara Swor, DVM, DACVS-LA,  
Iowa State University College of Veterinary Medicine



As a veterinary student and graduate of Cornell University College of Veterinary Medicine, I did not realize the commitment, intensity or passion for item-writing that NAVLE authors bring to the table. I keep on coming back to the table, year after year, because I am inspired by the authors that I work with on an annual basis."

– Ryane E. Englar, DVM, DABVP, Associate Professor,  
University of Arizona College of Veterinary Medicine

### Representing

- basic sciences
- clinical sciences
- academicians
- veterinarians in clinical practice
- veterinarians in public health, food safety, herd management, and wildlife conservation



Volunteering for the ICVA allows you to share your area of expertise and meet wonderful, dedicated colleagues from across the many specialties of veterinary medicine, all while working towards the common goal of improving the assessments used in veterinary medicine. It is very rewarding to give back to our profession!"

– Teresa Morishita, DVM, MPVM, MS, PhD, DACPV, Professor of Poultry Medicine & Food Safety and Associate Dean for Academic Affairs at Western University of Health Sciences College of Veterinary Medicine

### ICVA Volunteer Opportunities

- Subject Matter Experts
- Item, Form and Pool Reviewers
- Committee and Task Force Representatives
- Working Group Members
- Assessment Development Committee (ADC) Members
- Board of Directors

If you are interested in learning more about volunteer opportunities with the ICVA, please contact our office at [mail@icva.net](mailto:mail@icva.net).



## 2019-2020 TESTING CYCLE

**6,159**  
candidates took the  
NAVLE

**1,147**  
candidates tested since  
the pandemic started

## 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 U.S. 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.

**79,885**

candidates completed the NAVLE  
since 2000-2001

**11.5%** ↑

increase in candidate pool  
in the last five years

**% of candidates  
passing exam**

remains relatively consistent  
for the past five years



## COVID-19 RESPONSE

The ongoing COVID-19 pandemic resulted in several changes to the Spring and Fall 2020 NAVLE administrations. As COVID-19 precautions and guidelines were released, and continued to rapidly evolve, the ICVA worked hand-in-hand with the National Board of Medical Examiners (NBME) and Prometric Testing Centers to make informed decisions regarding testing.

### KEY CHANGES:

#### Extended Exam Completion Options for Candidates

The NAVLE is typically offered twice a year – during a four-week window in November-December, and again during a two-week window in April. This provides most candidates two opportunities to pass the NAVLE before graduating from veterinary school.

In March 2020, as the scale and scope of Prometric Test Center closures began to increase, ICVA proactively gave all current April 2020 NAVLE candidates an extension to complete the exam by May 31, 2020. Once several governmental entities implemented longer closure times and stay-at-home directives, ICVA lengthened the extension to June 30, 2020.

Then, to further assist with candidate scheduling and test administration, ICVA announced all examinees with a current scheduling permit could take the NAVLE through September 30, 2020 – regardless of the country where testing.

#### Opportunity to Defer

ICVA also provided candidates with an option to defer to the November-December 2020 testing window with no additional fee.

#### Multiple Score Report Releases

Normally all scores for a testing window come out at once on the same day about a month after the testing window ends. Now, with the expanded testing window, scores are released about mid-month EVERY month for tests taken the month before, so candidates can get licenses and begin practice.

#### FREE Self-Assessment

Candidates were offered one FREE web-based NAVLE Self-Assessment (SA) practice exam through December 31, 2020, as they prepared to take the test under unprecedented conditions.



2019 NAVLE Item Writers



## NAVLE ITEM WRITERS FOR 2019

NAVLE item writers were appointed by the Assessment Development Committee according to the main content areas of the examination. The following served as NAVLE item writers for 2019-2020:



### **Aquatics:**

Drs. Lester Khoo, Stoneville, MS; and Gregory Lewbart, Raleigh, NC



### **Bovine:**

Drs. Steven Foulke, Annville, PA; Keith Poulsen, Lodi, WI; and Travis White, Sioux Center, IA



### **Camelidae/Cervidae:**

Dr. Rose Baker, Baton Rouge, LA



### **Canine:**

Drs. Cheryl Dhein, Pullman, WA; Julie Fixman, Holmes, NY; Christine Savidge, Charlottetown, PEI; Gretchen Schoeffler, Ithaca, NY; and Karen Tefft, Garner, NC



### **Equine:**

Drs. Lauren Kleine, Saugerties, NY; Kathleen MacMillan, Charlottetown, PEI; Fernando Marqués, Madison, WI; and Jean-Yin Tan, Calgary, AB



### **Feline:**

Drs. Serge Chalhoub, Calgary, AB; Allan Corber, East York, ON; Ryane Englar, Tucson, AZ; Matthew Kornya, Hamilton, ON; and Helen Tuzio, Rego Park, NY



### **Other Small Animal:**

Dr. Karen Rosenthal, Brookfield, NY



### **Ovine/Caprine:**

Dr. Philippa Gibbons, College Station, TX



### **Pet Bird:**

Dr. Amanda Marino, Fort Collins, CO



### **Porcine:**

Dr. Rick Tubbs, Jasper, AL



### **Poultry:**

Dr. Jason Schewe, Emmons, MN



### **Professional Behavior, Communications, and Practice Management:**

Drs. Jason Coe, Guelph, ON; Laura Garrett, Urbana, IL; and Donna Harris, West Olive, MI



### **Public Health:**

Dr. Katie Steneroden, Ames, IA

November 11-13, 2019  
Philadelphia, PA

### **NAVLE ITEM REVIEW MEETING**

NAVLE item writers gathered at NBME headquarters to review new items for inclusion in the pretest pool and possible future addition to the NAVLE item bank. New items approved at this meeting may appear for the first time as pretest items on examination forms developed for the 2020-2021 testing cycle.

January 15-16, 2020  
Atlanta, GA

### **NAVLE POOL REVIEW**

With assistance from NBME test development staff, NAVLE SMEs from the US and Canada met to review pretest item performance information for new items that appeared on the November-December NAVLE. Items that were approved for use on future NAVLE exams were added to the NAVLE item bank.

February 27, 2020  
Philadelphia, PA

### **NAVLE ITEM WRITER TRAINING WORKSHOP**

NAVLE SMEs met at NBME headquarters to learn how to write test questions for the NAVLE. After completing the workshop, these trained experts were added to the pool of NAVLE volunteers and may be called upon to write future test questions for the NAVLE.

March 9–April 3, 2020  
**VIRTUAL**

### **NAVLE SELF-ASSESSMENT FORM REVIEW MEETING**

SMEs met virtually to review and approve new NAVLE self-assessment forms that will be released in Fall 2020. One of these new forms will have extended feedback to assist in preparing for the NAVLE.

April 7-9, 2020  
**VIRTUAL**

### **NAVLE FORM REVIEW MEETING**

SMEs met virtually to review and approve NAVLE forms to be administered during the 2020-2021 testing cycle. The SMEs receive the opportunity to review complete forms for quality, content overlap and to ensure content equivalence. They also evaluated all associated images online for quality and clarity. Recent graduates also participate in this meeting to ensure the content is current.

## STANDARD SETTING EXERCISE

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. Specifically, for the NAVLE, standard setting is the process by which expert judgment and expertise about the tested content is mapped to the test score scale to describe how much content mastery is required for passing candidates. In the case of veterinary licensure, the goals are to ensure that successful examinees have the minimum knowledge required to safely and effectively practice veterinary medicine in the U.S. or Canada, while simultaneously protecting the public from inadequately prepared veterinary practitioners who do not have the knowledge required to pass the test.

Best practices associated with standard setting:

- The panel of participants is typically made up of 5-15 SMEs with diverse demographic characteristics, geographical location of practice, years of experience and veterinary medicine area of focus.
- Participants in the exercise should be guided by a practice analysis, highly familiar with the nature of practice being evaluated, collectively understand practice within important specialty areas and have a stake in the pass/fail decisions to be based on test performance.
- A standard setting exercise is recommended on a periodic basis to make sure the current passing rates still represent the standard of minimal competency necessary for safe and effective practice.



NAVLE Standard Setting Panels

As one of the final steps in the updating process, the ICVA and National Board of Medical Examiners® (NBME®) completed three standard setting meetings to ensure the NAVLE passing score criterion is still appropriate and reflects minimum competency:

**October**  
3-4, 2019

**October**  
28-29, 2019

**November**  
14-15, 2019

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

### Performance on November-December 2019 NAVLE by Examinee Group

|                      | Mean Scale Score | SD Scale Score | Number of Examinees Failing | Percent of Examinees Failing | Total Examinees |
|----------------------|------------------|----------------|-----------------------------|------------------------------|-----------------|
| Criterion Group      | 499              | 65             | 474                         | 11.5%                        | 4122            |
| Non-Criterion Group  | 447              | 64             | 179                         | 34.0%                        | 526             |
| Non-Accredited Group | 396              | 69             | 238                         | 65.4%                        | 364             |
| <b>Total Group</b>   | <b>486</b>       | <b>72</b>      | <b>891</b>                  | <b>17.8%</b>                 | <b>5012</b>     |

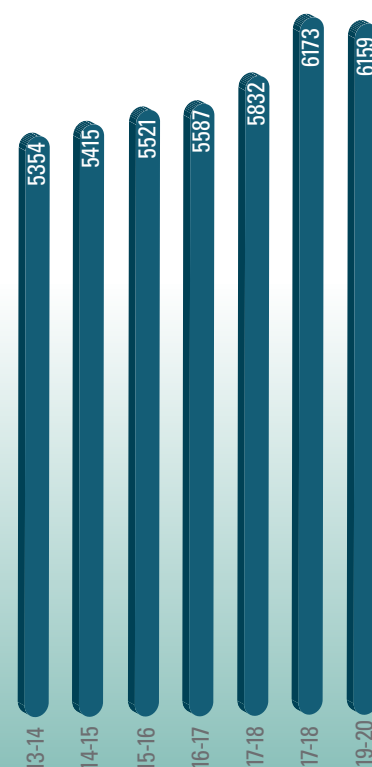
### Performance on April 2020 NAVLE by Examinee Group

|                      | Mean Scale Score | SD Scale Score | Number of Examinees Failing | Percent of Examinees Failing | Total Examinees |
|----------------------|------------------|----------------|-----------------------------|------------------------------|-----------------|
| Criterion Group      | 463              | 61             | 57                          | 25.0%                        | 228             |
| Non-Criterion Group  | 443              | 50             | 203                         | 33.5%                        | 606             |
| Non-Accredited Group | 412              | 70             | 169                         | 54.0%                        | 313             |
| <b>Total Group</b>   | <b>439</b>       | <b>61</b>      | <b>429</b>                  | <b>37.4%</b>                 | <b>1147</b>     |

### Performance on Both Administrations by Examinee Group

|                      | Mean Scale Score | SD Scale Score | Number of Examinees Failing | Percent of Examinees Failing | Total Examinees |
|----------------------|------------------|----------------|-----------------------------|------------------------------|-----------------|
| Criterion Group      | 498              | 65             | 531                         | 12.2%                        | 4350            |
| Non-Criterion Group  | 445              | 57             | 382                         | 33.7%                        | 1132            |
| Non-Accredited Group | 403              | 70             | 407                         | 60.1%                        | 677             |
| <b>Total Group</b>   | <b>477</b>       | <b>72</b>      | <b>1302</b>                 | <b>21.4%</b>                 | <b>6159</b>     |

### NAVLE Growth Chart



(1) Criterion Group: senior students of accredited veterinary schools who took the NAVLE for the first time under standard testing conditions;

(2) Non-Criterion Group: senior students of accredited veterinary schools who had previously taken the NAVLE or took the NAVLE with test accommodations or graduate veterinarians from accredited schools; and

(3) Non-Accredited Group: graduates or senior students of foreign veterinary schools that are not accredited by the American Veterinary Medical Association's Council on Education.

## 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 2019-2020:

**1,601**

students took the VEA over three testing windows at 12 schools, including three schools testing 143 candidates remotely

**4% ↑**

over 2018-2019 testing cycle

**49.2% ↑**

over the last five years



**New VEA proctoring option was piloted in 2020 and remote proctoring started in May**

VEA

### VEA RESEARCH

Dr. Jared Danielson, Associate Dean for Academic and Student Affairs at the Iowa State University College of Veterinary Medicine, completed a research study comparing internal veterinary school assessments to students' performance on the VEA and how well both measures predict clinical science knowledge. This study differs from previous research conducted in 2011 in that it focuses on how students perform at school in the five major content areas the VEA tests: anatomy, physiology, pharmacology, microbiology and pathology. Five schools are participating in the study, with a data set totaling 4,750 students. Findings from the research were initially set for release in early 2020, but with the COVID-19 situation, that window has been pushed to 2021.



Dr. Jared Danielson

In the interim, Dr. Danielson and ISU's Dr. Rebecca Burzette completed a paper discussing the use of undergraduate GPA and GRE Verbal Scores to predict achievement on three important subsequent measures, including the VEA, NAVLE, and veterinary GPA. Their work found significant positive relationships between both predictors and VEA. This paper has just been accepted for publication in the Frontiers in Veterinary Science journal.

## VEA POOL REVIEW MEETING

The VEA Pool Review Meeting was held on June 26-28, 2019 in Philadelphia, PA.

The following served as pool reviewers at the meeting:

Dr. Lora Ballweber  
Colorado State University College of  
Veterinary Medicine, Fort Collins, CO

Dr. Linda Berent  
University of Missouri College of Veterinary  
Medicine, Columbia, MO

Dr. Daniel Brown  
University of Florida College of Veterinary  
Medicine, Gainesville, FL

Dr. Jennifer Buur  
Western University College of Veterinary  
Medicine, Pomona, CA

Dr. Deidre Campion  
University College Dublin School of  
Veterinary Medicine, Dublin, Ireland

Dr. Stephen Cole  
University of Pennsylvania School of  
Veterinary Medicine, Philadelphia, PA

Dr. David Cross  
University of Missouri College of Veterinary  
Medicine, Columbia, MO

Dr. Benjamin Darien  
University of Wisconsin School of Veterinary  
Medicine, Madison, WI

Dr. Theo de Waal  
University College Dublin School of  
Veterinary Medicine, Dublin, Ireland

Dr. Tim Evans  
University of Missouri College of Veterinary  
Medicine, Columbia, MO

Dr. Hari Goyal  
Tuskegee University College of Veterinary  
Medicine, Tuskegee, AL

Dr. James Herman  
Texas A&M University College of Veterinary  
Medicine, College Station, TX

Dr. Sanjay Kapil  
Oklahoma State University College of  
Veterinary Medicine, Stillwater, OK

Dr. Jennifer Ketzis  
Ross University School of Veterinary  
Medicine, St. Kitts

Dr. Judy Klimek  
Kansas State University College of Veterinary  
Medicine, Manhattan, KS

Dr. M. Cathleen Kovarik  
University of Missouri College of Veterinary  
Medicine, Columbia, MO

Dr. Arun Kumar  
University College Dublin School of  
Veterinary Medicine, Dublin, Ireland

Dr. Brendan Lee  
St. Matthew's University School of Veterinary  
Medicine, Grand Cayman

Dr. Martha Littlefield  
Louisiana State University School of  
Veterinary Medicine, Baton Rouge, LA

Dr. Elizabeth Mauldin  
University of Pennsylvania School of  
Veterinary Medicine, Philadelphia, PA

Dr. Jeffrey Musser  
Texas A&M University College of Veterinary  
Medicine, College Station, TX

Dr. Carly Patterson  
Texas A&M University College of Veterinary  
Medicine, College Station, TX

Dr. Karen Russell  
Texas A&M University College of Veterinary  
Medicine, College Station, TX

Dr. Cathryn Sparks  
Kansas State University College of Veterinary  
Medicine, Manhattan, KS



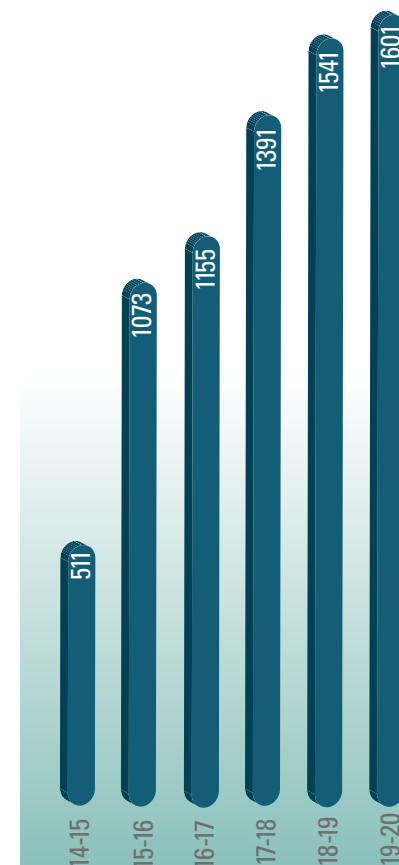
Dr. Michael Stonerook  
Lincoln Memorial University College of  
Veterinary Medicine, Harrogate, TN

Dr. Shannon Washburn  
Texas A&M University College of Veterinary  
Medicine, College Station, TX

Dr. Alan Wolfe  
University College Dublin School of  
Veterinary Medicine, Dublin, Ireland



VEA Growth Chart



# Species Specific Examinations

At the request of licensing boards, in 2000 the ICVA developed the Species Specific examinations to evaluate a veterinarian’s knowledge in companion animal or equine medicine. Veterinarians may take one or both of the examinations, depending on the needs of the licensing board.

Available in multiple forms of each examination, the 100 multiple-choice exam is only available to licensing boards. Exams are used to assess a veterinarian’s competency in disciplinary cases or as verification of competency for a veterinarian who is licensed in another jurisdiction.



Species Specific exams given:

21

Total tests in 2019

15

Tests to date in 2020



I CVA implemented options to allow remote proctoring

29%

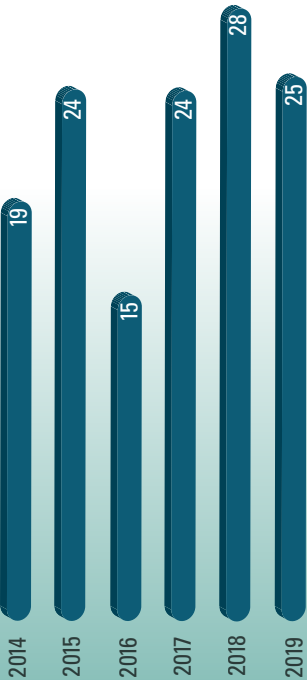
Percent paper/pencil

vs

71%

Online

Species Specific Use



Use of Species Specific Exams by Licensing Board and Year

|                     | 2014  | 2015  | 2016  | 2017  | 2018   | 2019  | 2020* |
|---------------------|-------|-------|-------|-------|--------|-------|-------|
| Arizona             | 5.3%  | -     | -     | -     | -      | -     | -     |
| California          | 26.3% | 29.2% | 13.3% | 29.2% | 14.29% | 9.0%  | -     |
| Georgia             | -     | -     | -     | -     | 3.57%  | 4.0%  | -     |
| Kansas              | -     | 4.2%  | -     | -     | -      | -     | -     |
| Massachusetts       | -     | -     | -     | 4.2%  | 7.14%  | -     | -     |
| Minnesota           | 15.8% | -     | -     | 4.2%  | -      | 4.0%  | 7.0%  |
| Nevada              | 52.6% | 66.7% | 86.7% | 58.3% | 67.86% | 86.0% | 93.0% |
| Ontario             | -     | -     | -     | 4.2%  | 3.57%  | 5.0%  | -     |
| U.S. Virgin Islands | -     | -     | -     | -     | 3.57%  | -     | -     |

\*2020 numbers are year to date.

## Mission and Outreach

Beyond providing world-class examinations like the NAVLE and other assessment tools to protect the public, and animal health and welfare, ICVA demonstrates a commitment to its core mission by educating stakeholders on current assessment tools, identifying unmet assessment needs, and creating solutions to assist veterinary medicine.



## OUTREACH TO STAKEHOLDERS

Continued communication with deans, faculty, licensing board members, the Board of Directors, and candidates to share information and keep all parties informed about the evolving options for NAVLE testing in spring and summer.



The global pandemic brought about a significant amount of additional work answering questions, providing updates and releasing NAVLE scheduling and admission permits on a periodic basis. Both incoming and outgoing communications more than tripled in a short period of time.

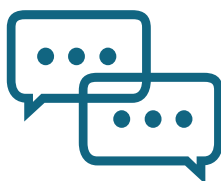
## ICVA MARKETING UPDATE

Incoming communications:



**4x**

the regular amount of e-mail traffic to mail@icva.net from mid-March through mid-April



**Regular Contact**

with NBME regarding candidates and their testing issues

## OUTGOING COMMUNICATIONS

Tremendous increase in announcements via email, web and social media:

### Extended

April testing window multiple times

### Extended

fall testing window

### Announced

free self-assessment

### Multiple communication

updates as situations continued to change

### Ongoing outreach

with candidates, including candidates who had not yet applied for the NAVLE

### Addressed questions

with candidates, licensing boards and schools





Dr. Elizabeth Johnson Million presenting  
*The Life of An Item*



From March 23 – June 29, Dr. Elizabeth Million, who became an ICVA full-time team member on March 1, 2020, presented 30 “*Life of an Item*” Zoom webinars.

- Including U.S. schools, Atlantic Veterinary College (Canada), University of Edinburgh (Scotland), University of Queensland (Australia), and University of Sydney (Australia)
- Dr. Million reached out to student leaders through the SAVMA House of Delegates and SAVMA chapters as well as CVM administrators to gauge interest and schedule webinars.
- On average, each webinar had over 30 participants.
- Dr. Heather Case presented one “*Life of an Item*” Zoom webinar to the College of Veterinary Medicine at Seoul National University, South Korea and one to the Michigan Board of Veterinary Medicine.

ICVA provides this presentation at no cost to veterinary schools or licensing boards.

## OUTREACH TO VETERINARY SCHOOLS – THE LIFE OF AN ITEM PRESENTATION

*The Life of an Item* is a presentation created for veterinary school students to demystify the NAVLE. It provides an overview of the International Council for Veterinary Assessment, the creation of NAVLE items, and test administration.

## ADDITIONAL 2019-2020 INITIATIVES INCLUDED:



New ICVA YouTube channel with over 100 current subscribers



Continued enhancements to the ICVA website, including the addition of the Assessment Tools and Resources page



Complete pivot from in-person to virtual meetings, including the redesign of electronic handouts and creation of Zoom tips sheet



Ongoing updates to the ICVA LinkedIn page to provide timely information and news



Implementation of Google Analytics to better track Web traffic



Customized infographic emails in MailChimp to educators, licensing boards, and candidates



## FINANCE

As a not-for-profit corporation with 501(c)(3) status from the Internal Revenue Service, ICVA’s bylaws require an annual financial audit.

ICVA’s annual Form 990 is available electronically at [www.guidestar.org](http://www.guidestar.org) under the organization’s previous name, the National Board of Veterinary Medical Examiners.

## ICVA ASSESSMENT GRANT PROGRAM

In 2019, the Academic Veterinary Assessment Working Group (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.

The grant pilot program was announced at the Association of American Veterinary Medical Colleges (AAVMC) 2019 Annual Conference and also promoted to veterinary colleges through email and social media. The ICVA received 13 letters of intent and from those letters of intent, the AVAWG sent invitations for full proposals to all 13 applicants. Ten full proposals were received and then individually reviewed by each member of the AVAWG. Scores, comments and feedback was compiled, and the entire working group then reviewed the comments and voted on the final recipients.



## 2020 ASSESSMENT GRANT PROGRAM

The entry deadline for the second year of the Assessment Grant program was extended to July 6, 2020. The ICVA received 6 letters of intent and from those letters of intent, the AVAWG sent invitations for full proposals to all 6 applicants.



## CONGRATULATIONS TO THE INAUGURAL ICVA ASSESSMENT GRANT PROGRAM RECIPIENTS

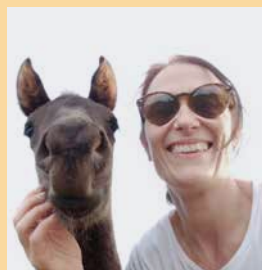
AVAWG awarded two \$10,000 grants to be used by the recipients to execute the selected research proposals.



Grant recipient Dr. Harold Bok,  
Utrecht University

The first 2019 ICVA AVAWG grant recipients are Dr. Harold Bok and his research assistant, Dr. Lubberta de Jong, both faculty at Utrecht University. Their proposal is titled "Can we effectively assess students' learning over time? The informative function of students' learning trajectories in high-stakes decision making."

As a grant recipient, Dr. Bok said, "we will explore the usability of innovative data-driven systems (e.g., machine learning techniques) to effectively monitor and guide students' performance to optimize the learning function of workplace-based programmatic assessment approaches."



Grant recipient Dr. Martina Mosing,  
Murdoch University School of  
Veterinary Medicine

The second proposal that received a grant is titled "The use of an e-portfolio for summative assessment of clinical skills in veterinary medicine." This proposal was submitted by Dr. Martina Mosing and her associates, Drs. Anthea Rasis, Melinda Bell, Cristy Secombe, and Ms. Silvia Dewiyanti. All are associated with Murdoch University School of Veterinary Medicine, except Ms. Dewiyanti, who is an instructional/learning designer at Murdoch.

Dr. Mosing and her team will use the grant money to study a completely new approach of using assessment for learning, instead of assessment of learning for technical tasks in veterinary medicine. "Our study will evaluate if Video-recorded Observed Procedural Skills (VOPS) improves learning experience, skill acquisition and assessment tasks by using surveys, exam marks and focus group answers," Dr. Mosing explained.

# Leadership and Staff



Drs. Heather Case and Mike Chaddock at the AVMA Economic Summit

## STAFF

Dr. Heather Case, Jeanne Blasewitz, Anita Casey-Reed, Laurie Holverson, and Tonee VanderVliet served as full-time employees for ICVA.

Dr. Elizabeth Johnson Million joined ICVA full-time on March 1, 2020 (after working part-time in the role since June of 2019) as the Assistant Director of Outreach and Engagement.

Kelly Collins joined the ICVA staff in July of 2019 as an Executive Assistant.



Dr. Elizabeth Johnson Million



Kelly Collins

## THE ICVA BOARD OF DIRECTORS

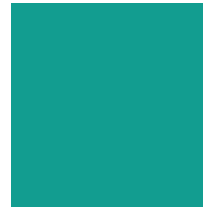
The following officers were elected to serve during the 2020-2021 term (Please note that, due to the COVID-19 situation, many of these officers are in the same roles as they were during the 2019-2020 term):

- Dr. Bruce Louderback, Secretary-Treasurer
- Dr. Karen Robertson, Chair-Elect
- Dr. Mike Chaddock, Chair
- Dr. Patty Provost, Past Chair

The other Board members for 2020-2021 are:  
Drs. Jon Betts, Robert Cherenson, Fernando J. Marqués, Fern Tablin, Helen Tuzio, Maureen Wichtel, Jack Wilson, Donald Yool, and Ms. Kathy Bowler.

The thirteen members of the ICVA Board are either elected or designated. The composition of the ICVA Board of Directors is as follows:

|   |                                  |                                      |                                    |                                       |
|---|----------------------------------|--------------------------------------|------------------------------------|---------------------------------------|
| <b>AAVSB</b><br><b>4</b> designees<br>[including a public member] | <b>CNEB</b><br><b>1</b> designee | <b>AVMA COE</b><br><b>1</b> designee | <b>AAVMC</b><br><b>2</b> designees | <b>At-Large</b><br><b>5</b> directors |
|---|----------------------------------|--------------------------------------|------------------------------------|---------------------------------------|



## 2019-2020 Board Meetings

June 21-22, 2019  
Charlottesville, VA

January 16-18, 2020  
Atlanta, GA

### Strategic Priorities

In collaboration with stakeholders, transition NAVLE to an enhanced competency-based set of assessments

- Continue to focus on NAVLE as our premier product
- Explore innovative assessment modes

Expand ICVA's suite of world-class assessments, being responsive to the global needs of society & veterinary medicine

- Respond to international requirements
- Responsive to the needs of licensing boards & Colleges of Veterinary Medicine (CVMs)

Further develop ICVA's assessment capabilities and expertise

- Expand ICVA's resource network
- Leverage and develop technical skills

Be a proactive leader and collaborator in veterinary medicine

- Increase engagement with licensing boards, CVMs and other components of veterinary medicine that further ICVA's mission

Operational excellence through continuous improvement

- Deliver reliable services to licensing boards, CVMs, examinees, and other clients
- Continue to leverage strong NBME partnership

Promote a healthy & positive working environment

- Staff, Board and volunteers are team members critical to and collaborators in the ICVA mission
- Provide enrichment through opportunities for growth, empowerment, work-life balance, & respect



#### ICVA OFFICES

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The International Council for Veterinary Assessment (ICVA), formerly the National Board of Veterinary Medical Examiners (NBVME), is an independent not-for-profit 501(c)(3) mission-driven organization.