

21.11. Outcomes Assessment

STANDARD

11. Outcomes Assessment

Outcomes assessment measures that address the college mission must be developed and implemented.
Outcomes assessment results must be used to improve the college programs.

OUTCOMES ASSESSMENT *

Outcomes assessment and student achievement. Colleges are required to provide an analysis of outcomes involving student achievement. For example, student attrition must be analyzed to separate students leaving the program (never returning) and those that recycle or transfer to other DVM programs.

Data to demonstrate outcomes of the educational and/or institutional program(s) may be collected by a number of means including, but not limited to, surveys, interviews, focus groups, self-assessments, third-party provider, information held by the college, and other. Where appropriate, the data must be analyzed/summarized for brevity.

21.11.1. Student outcomes.

Student educational outcomes must include, but are not limited to:

- 21.11.1.a. NAVLE (NBE and CCT) school score report data and passage rates over the past five years (Table A),

Each college must submit a copy of the annual North American Veterinary Licensing Examination (NAVLE) School Score Report with the AVMA-COE Interim Report each year. The Council on Education expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation. Colleges with recurring passing percentages less than 80% for two successive years will be placed on Limited Accreditation. Colleges with passing percentages less than 80% for four (4) successive years will, for cause, be placed on Terminal Accreditation.

- 21.11.1.b. student attrition rates with reasons (Table B),
21.11.1.c. employment rates of graduates (within one year of graduation),
21.11.1.d. assessments of graduating seniors; and assessments of alumni at some post-graduation point (for example, three and/or five years post-graduation) assessing educational preparedness and employment satisfaction,
21.11.1.e. assessments of employers of graduates to determine satisfaction with the graduates,
21.11.1.f. assessments of faculty (and other instructors, for example interns and residents) related to such subjects as adequacy of clinical resources, facilities and equipment, library and information resources, etc.; and preparedness of students entering phases of education, and
21.11.1.g. additional assessment that might assist the college in benchmarking its educational program.

Describe how outcomes findings are used by the college to improve the educational program (give examples).

* Except for NAVLE, the Council does not assign numerical values to describe levels of achievement for students in any of the outcome delineators, but closely analyzes trends for the college. Trends that imply significant decrease(s) in student achievement over a five-year period may imply deficiencies in the program. The trends are used by the Council in its analysis of the compliance of the college with the Standards. In the case of declining trends in the delineators, the college must provide an explanation for the decline(s), and must provide a plan to reverse the trend(s).

21.11. Outcomes Assessment (cont'd)

21.11.2. Institutional outcomes.

- 21.11.2.a. Describe how the college evaluates progress in meeting its mission (for example, benchmarking with other institutions, etc.).
- 21.11.2.b. Describe the adequacy of resources and organizational structure to meet the educational purposes (dean should provide).
- 21.11.2.c. Describe outcomes assessed for college activities that are meaningful for the overall educational process (for example, scholarly activity of the faculty, faculty awards, faculty and staff perception of teaching resources, student satisfaction with the educational program, teaching improvement benchmarks, and others). If your program assesses other outcomes, briefly describe the results.

Describe how outcomes findings are used by the college to improve the educational program (give examples)

Table A – NAVLE (NBE and CCT)

Year	Students taking exam(s)	Students passing exams	Average scores

Table B – Attrition

Entering Class	Attrition*	Reason for Relative Attrition		Absolute Attrition**	
		Academic	Personal	Number	Percentage

* Students that are either withdrawing from the program or moving to a different (earlier) class

** Students who leave and never return