

Veterinary Medicine: First Professional Degree, CIP Code: 51.2401

The College of Veterinary Medicine (CVM) at Kansas State University (KSU) offers the Doctor of Veterinary Medicine (D.V.M.) degree. Since the program was established in 1905, a total of 6,000 men and women have been granted the degree. Kansas State University is one of only 28 veterinary colleges in the United States. These CVMs are accredited by the American Veterinary Medical Association Council of Education (AVMA COE). There are nine accredited foreign veterinary colleges and five accredited Canadian veterinary colleges. Departments within the KSU College of Veterinary Medicine are anatomy and physiology, clinical sciences, diagnostic medicine/pathobiology.

The KSU CVM is dedicated to scholarship through innovation and excellence in teaching, research, and service to promote animal and human health for the public good. The KSU CVM is committed to creating an environment that is fulfilling and rewarding, being recognized for good communication, productive collaboration, mutual respect, diversity, integrity, and honesty. The KSU CVM has maintained full veterinary college accreditation from the Council of Education of the American Veterinary Medical Association/U.S. Department of Education.

One of the major measures of the quality of KSU's veterinary students is the successful pass rate for KSU CVM graduates on the North American Veterinary Licensing Examination (NAVLE). The latest pass rate for KSU CVM reported during the April 2008 and November-December 2007 testing cycle was a cumulative 99%. KSU's overall pass rate as well as the mean test scores for each species, veterinary practice role and organ system are consistent with the national average pass rate and mean test scores of all participating CVMs. The KSU CVM graduate more veterinarians interested in large and mixed animal practice than any other CVM in the U.S. The debt forgiveness program act passed two years ago by the Kansas State Legislature (House Bill No. 3005) has significantly contributed to CVM graduates going into rural practice and serving the livestock industry. The KSU CVM has enrolled 15 students in the program, five in each of the freshman, sophomore, and junior classes. Five will graduate in 2010 and begin filling needed positions in rural practice in the State of Kansas.

The applicant pool for the Class of 2012 was a record number of over 1100, approximately 200 applicants higher than the previous year. Virtually every KSU veterinary graduate has several job opportunities following graduation. With only 28 veterinary colleges in the United States, the profession is struggling to meet the demands for new veterinarians in an environment of increasing U.S. population, increased pet ownership, increasing demand for specialized care, and increasing needs for animal food products. There is an existing and projected shortage of veterinarians in academia, research, private practice, public health, food safety and industry. In fact, the current difficulty that colleges and schools of veterinary medicine face in attracting clinical specialists has been termed a national crisis. With the global concerns related to infectious diseases of animals, zoonotic diseases affecting humans, and trade, the demand for veterinarians in public health, bio-security and biological risk assessment is of paramount importance. The KSU CVM graduates are highly sought and valued for private and public positions because the KSU CVM provides a broad-based curriculum with a strong focus in technical skills training, which produces "ready-to-practice" graduates. Approximately 68% of the graduates enter private practice upon graduation (approximately 34% for mixed animal, 24% small animal, 10% for large animal). The remaining students enter advanced clinical training (28%), military, or research positions (4%). Unlike other colleges of veterinary medicine throughout the United States, many of CVM graduates seek positions with a food animal component.

The college's nationally recognized instructional and research programs provide the highest standards of professional education. A rich, varied, and extensive agricultural program in the area surrounding the college, a city with many pets and a zoo, a satellite teaching center in a major metropolitan center (Omaha, NE), and referrals from Kansas and surrounding states provide a wealth of clinical material for professional education in veterinary medicine.

Despite the fact that the KSU CVM ranks fifth from the bottom among the nation's 28 accredited veterinary colleges relative to state appropriations and must depend on tuition revenue, grants and gifts to fund nearly 80% of its operations, the KSU CVM offers a total cost for a veterinary education that ranks well below the national average. In order to function within accreditation standards, the KSU CVM have increased class sizes to maximum facility capacity (108 per class), increased the proportion of non-resident students while continuing to meet the demand of Kansas residents, and become more dependent on non-recurring funding sources such as research grants and revenue generated through the services of the

Veterinary Medical Teaching Hospital and the Veterinary Diagnostic Laboratory. The KSU CVM teaches more veterinary students with less faculty numbers than nearly any other accredited veterinary college.

Summarized Assessment of Student Learning – D.V.M.

Student Learning Outcomes Assessed:

Preclinical Education Student Learning Outcomes: 1) apply central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations; 2) apply and compare the knowledge of normal function, homeostasis, pathophysiology mechanisms of health/disease, and the natural history and manifestations of important domestic and global animal diseases in a diverse society.

Core Clinical Competencies or Student Learning Outcomes: 1) ability to use problem solving skills to analyze a patient and to synthesize a diagnosis or differential diagnosis by applying appropriate use of clinical laboratory testing; 2) ability to develop a comprehensive treatment plan including patient referral when indicated; 3) ability to apply learned material in managing anesthesia, pain, and patient welfare; 4) proficient abilities in basic surgery skills and to evaluate cases to provide case management; 5) proficient abilities in basic medicine skills and to evaluate cases to provide the adequate management; 6) proficient abilities in emergency and intensive care cases; 7) ability to identify ways to prevent disease, identify organisms that require biosecurity measures, identify zoonotic disease and food safety issues and to promote awareness of the public and animal health; 8) proficient abilities in client communications and ethical conduct as it relates to patient/client communications and proper interactions with a diverse population of clients; 9) demonstrate strong appreciation for the role of research in furthering the practice of veterinary medicine.

Results:

The National American Veterinary Licensing Examination is used for the pre-clinical and post clinical assessment. For core clinical competences or SLOs 1 – 9, the following measurements are used: Rotational grades; Examination results for each rotation; Videotaped Client Interactions; Ethical Cases; Mentorships (including mentor evaluations); Senior Exit Survey; and Alumni Survey. KSU has had an excellent record of a high passing rate for the NAVLE over the last recorded 8 years (87% - 99% passing rate for KSU students compared to 88 – 95% for all candidates taking the examination).

Actions/Revisions:

A curriculum task force (CTF) met from 2005 – 2007 and evaluated input from senior exit interviews, alumni surveys, faculty and student interviews, and from national needs reports presented by the Association of American Veterinary Medical Colleges (AAVMC). Based on this review, the CTF proposed the following changes in the KSU CVM curriculum: 1) Adjust semester structure and organization of courses; 2) Identify core content for entry level skills; 3) Increase flexibility through elective course work throughout the 4 year program; and 4) Increase clinical skills training.