

Results after the 4'th VetRepos tests (First half of 2023)

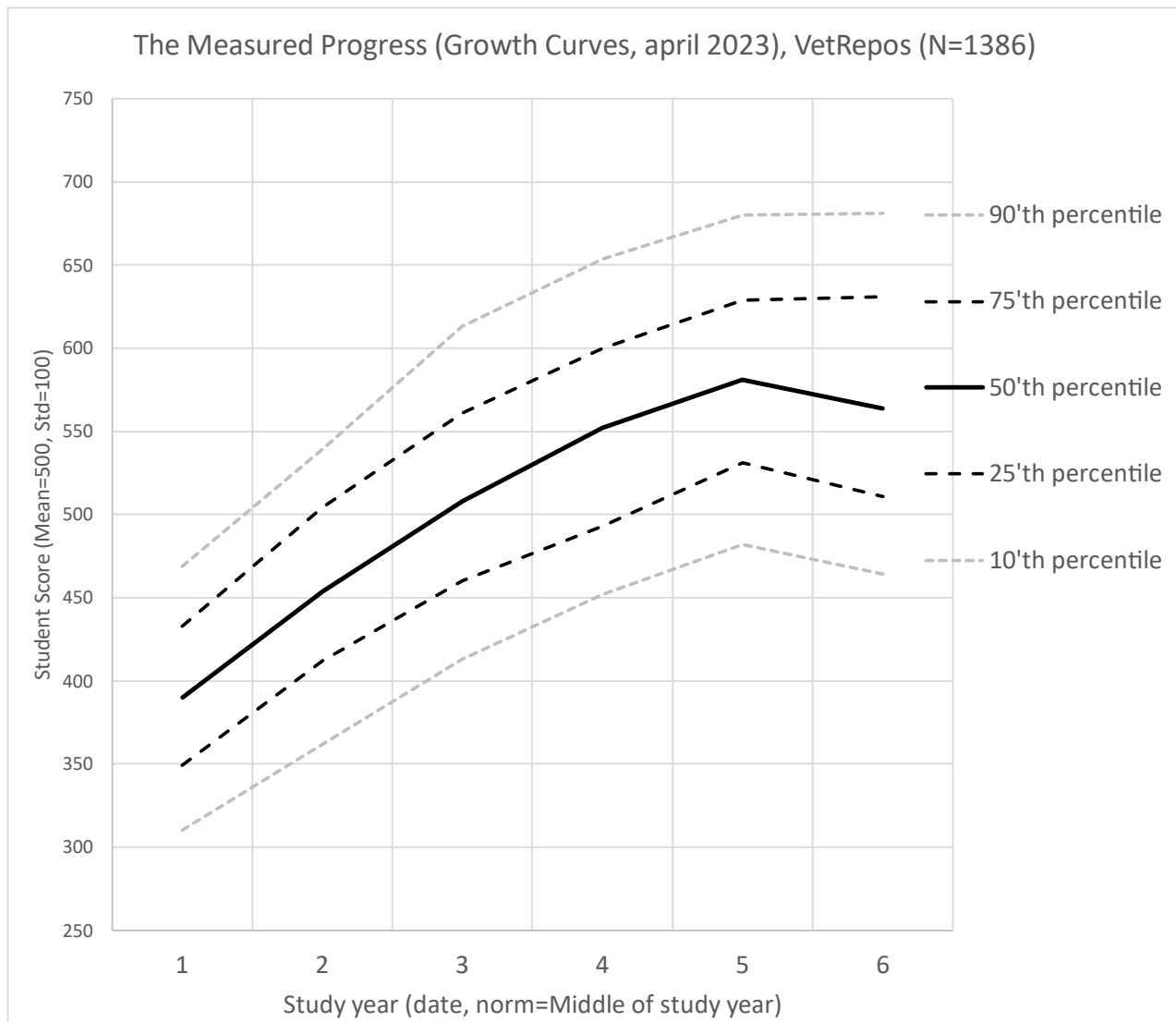
Test for quality assurance, item trialing and feedback for students

The purpose of the item trailing tests is double:

- We use the student responses to validate the test questions (rasch analysis) and improve the test.
- We want to provide feedback to the respondents on their performance in the test.

The intention of the test is to evaluate the competences a newly educated Veterinarian (the EAEVE “Day one competences”) is supposed to master.

The norm has been updated and re-estimated each time we get new data. After the 4'rd trial tests we have 1390 student responses and are able to calculate a relatively stable norm, illustrating the general pattern in study progress across study years (see figure below).



The norm is based on a scale-score that are common for all students in the project (across universities and study year). The scale has a mean=500 and SD=100. This scale is commonly used by other international large scale assessment (eg. TIMMs & PIRLS done by IEA).

As it is shown in the figure, the progress is largest during the first years (the learning curve is steepest), after which it is gradually declining. This is consistent and a general trend in most data on educational progress. It could though seem contra- intuitive that the students in their final (here the 6'th) study year generally score lower than the year before. But it is not uncommon that a massive focus on practical skills and writing final thesis can cost a bit in the more theoretical skills and general veterinary knowledge.

Hopefully this illustration of the general results will be helpful for the students who want to interpret their scores. For example:

- A medium performing student (signified by the 50%-percentil – the curve in the middle) at study year 3 gets a score of 508 points.
- The best performing first-year student (90'th perc.) is performing at approximately the same level as the lowest performing students (10'th perc.) at year 6.
- The general yearly progress is about 50 points.

In the table below is shown the data behind the figure of the progress norm.

	Study Year (total score)						Average annual progress (study year 1-5)
	1'st	2'nd	3'rd	4'th	5'th	6'th	
90'th percentile	469	539	613	654	680	681	53
75'th percentile	433	504	561	600	629	631	49
50'th percentile	390	454	508	552	581	564	48
25'th percentile	349	412	460	493	531	511	46
10'th percentile	310	362	413	452	482	464	43

Results after the 3rd VetRepos tests (second half of 2022)

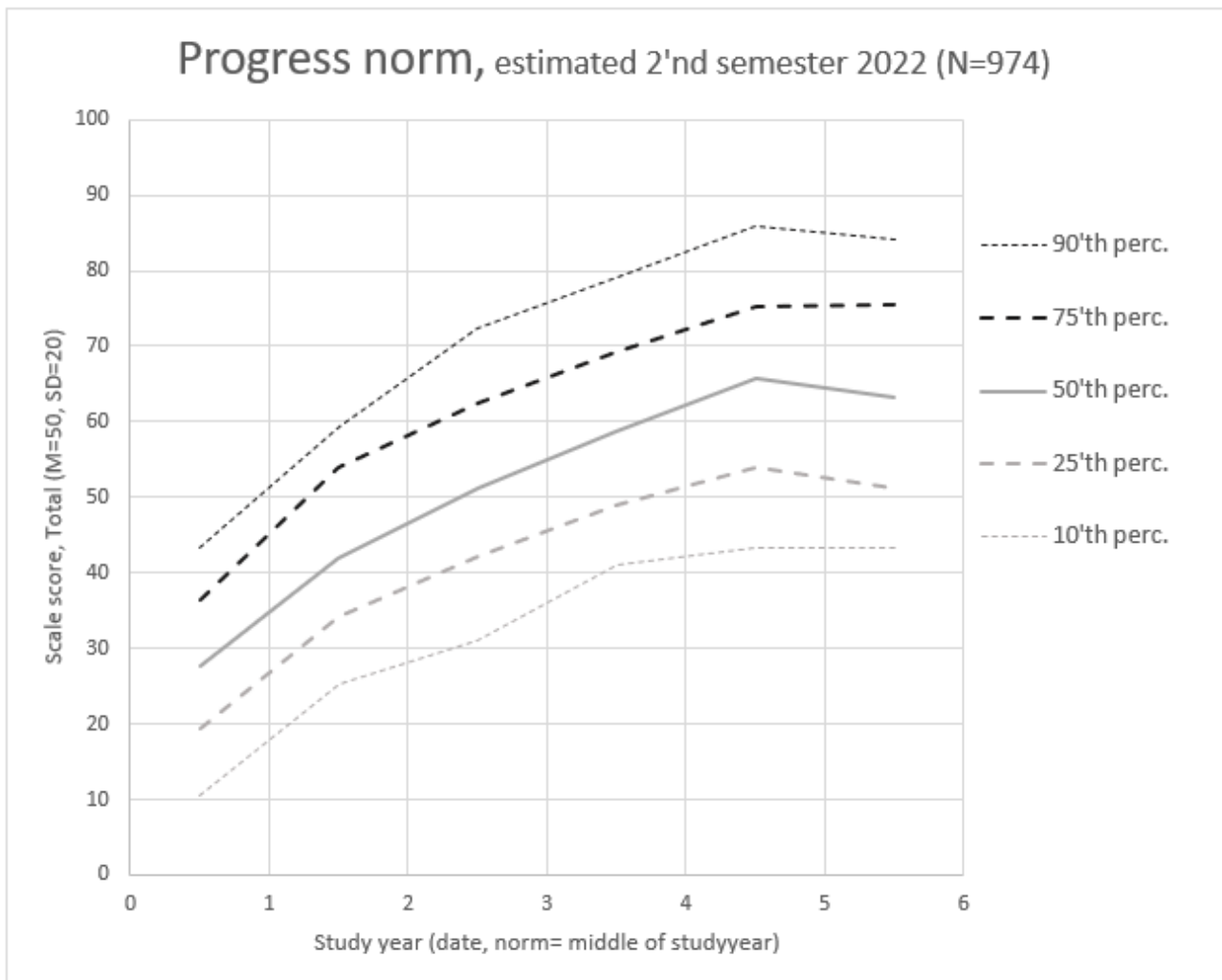
Test for quality assurance, item trialing and feedback for students

The purpose of the item trailing tests is double:

- We use the student responses to validate the test questions (rasch analysis) and improve the test
- We want to provide feedback to the respondents on their performance in the test

The intention of the test is to evaluate the competences a newly educated Veterinarian (the EAEVE “Day one competences”) is supposed to master.

After the 3rd trial tests we have more data (974 student responses) and are able to revise the general norm, illustrating the general pattern in study progress across study years (see figure below).



The norm is based on a score that are common for all students in the project (across universities and study year). The norm will be updated and re-estimated each time we get new data.

As I is shown in the figure, the progress is largest during the first years (the learning curve is steepest), after which it is gradually declining. This is consistent and a general trend in most data on educational progress. It could though seem contra- intuitive that the students in their final (here the 6'th) study year generally score lower than the year before. But it is not uncommon that a massive focus on practical skills and writing final thesis can cost a bit in the more theoretical skills and general veterinary knowledge.

Hopefully this illustration of the general results will be helpful for the students who want to interpret their scores. For example:

- A student at study year 3 that gets a score of 45 points is performing a bit below the average (signified by the 50%-percentil – the curve in the middle) of third-year students.
- If a first-year student gets the same score (45 points) she is well above the 90%-percentile and as such among the best performing 10% of the students.

In the table below is shown the data behind the figure of the progress norm.

	Study Year (total score)						Average annual progress (study year 1-5)
	1'st	2'nd	3'rd	4'th	5'th	6'th	
90'th percentile	43,4	59,4	72,5	79,1	86,0	84,2	10,6
75'th percentile	36,4	53,9	62,6	69,1	75,3	75,4	9,7
50'th percentile	27,7	42,0	51,2	58,8	65,8	63,1	9,5
25'th percentile	19,4	34,2	42,2	48,8	53,9	51,3	8,6
10'th percentile	10,6	25,3	31,1	41,1	43,3	43,3	8,2

Results after the first two VetRepos tests (dec 2021 and april 2022)

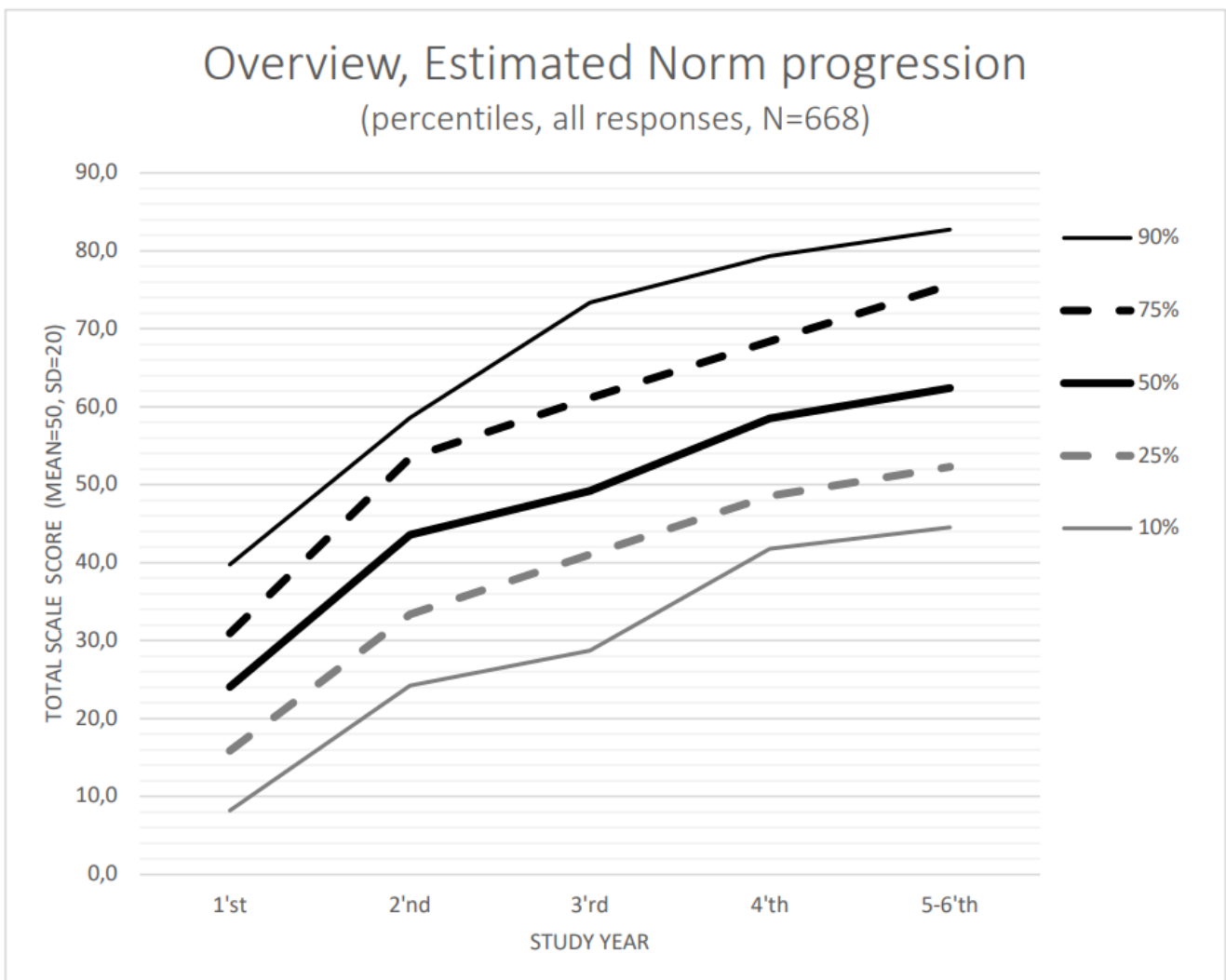
Test for quality assurance, item trialing and feedback for students

The purpose of the item trailing tests is double:

- We need student responses to validate the test questions and improve the test
- We want to provide feedback to the respondents on their performance in the test

The intention of the test is to evaluate the competences a newly educated Veterinarian (the EAEVE “Day one competences”) is supposed to master.

After the two first tests we have enough data (668 student responses) to generate the first general norm, illustrating the general pattern in study progress across study years (see figure below).



The norm is based on a score that are common for all students in the project (across universities and study year). The norm will be updated and re-estimated each time we get new data.

It's obvious from the figure, that the progress is largest during the first years (the learning curve is steepest), after which it is gradually declining. This is consistent and a general trend in most data on educational progress.

Hopefully this illustration of the general results will be helpful for the students who want to interpret their scores. For example:

- A student at study year 3 that gets a score of 45 points is performing a bit below the average (signified by the 50%-percentil – the curve in the middle) of third-year students.
- If a first-year student gets the same score (45 points) she is well above the 90%-percentile and as such among the best performing 10% of the students.

The table below displays the data supporting the figure.

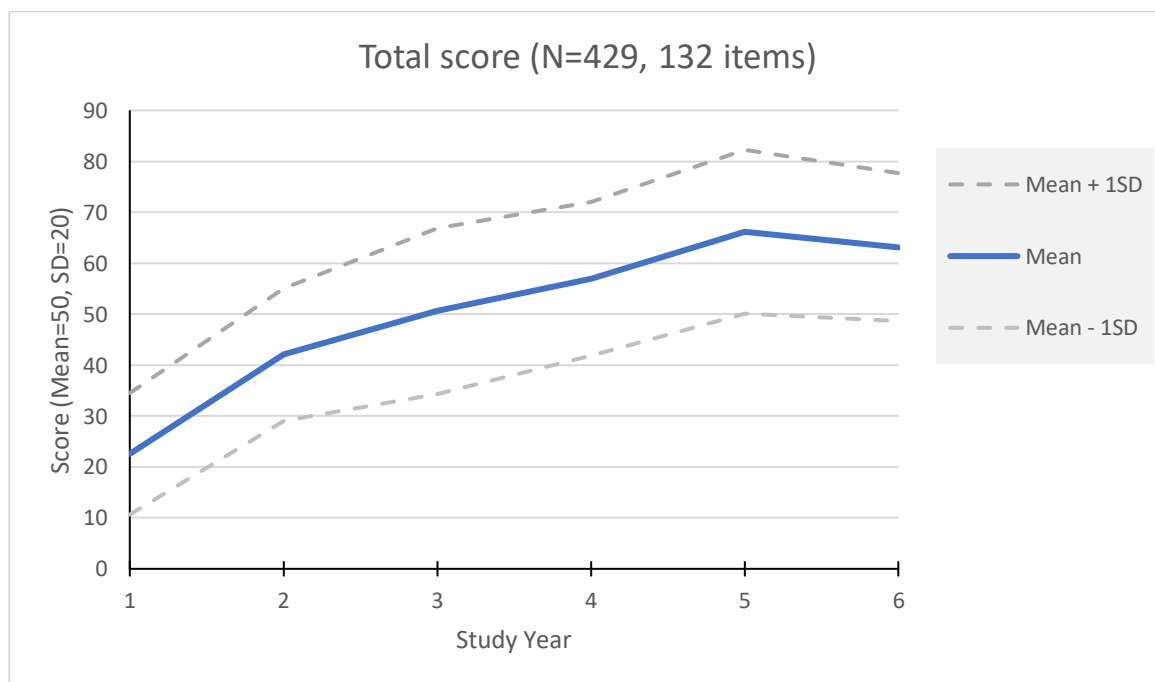
	Study Year (total score)					Average Annual Progress
	1'st	2'nd	3'rd	4'th	5-6'th	
90%	39,8	58,6	73,3	79,3	82,7	9,5
75%	30,9	53,5	61,1	68,4	75,6	9,9
50%	24,1	43,5	49,2	58,5	62,4	8,5
25%	15,9	33,4	41,0	48,6	52,3	8,1
10%	8,2	24,2	28,7	41,8	44,5	8,1

Scores from First trial

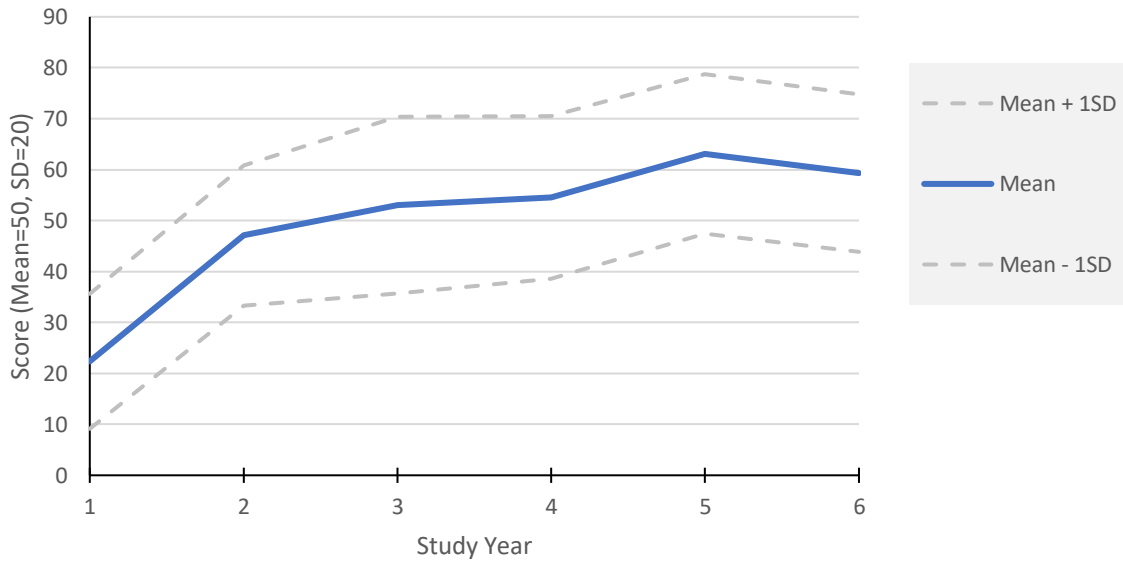
All scales are estimated so the mean score of all students (all study years and all universities) is exactly 50 and the standard deviation is 20. It gives student scores that normally vary between 0 and 100 points with a mean value of 50 points.

Overview

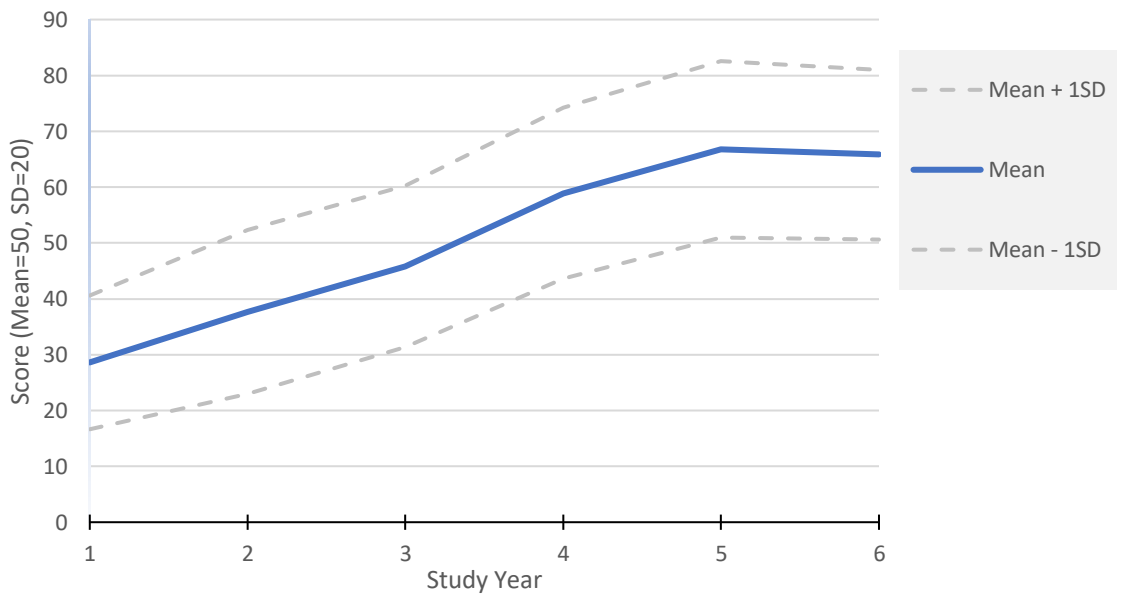
Study year	No students	Total score		Sub scale 1		Sub scale 2		Sub scale 3		Sub scale 4	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	62	22,6	11,9	22,4	13,2	28,6	12,0	31,1	15,9	31,1	16,5
2	78	42,1	13,0	47,1	13,8	37,7	14,7	44,0	16,2	42,3	16,3
3	85	50,6	16,3	53,0	17,3	45,8	14,5	47,4	17,3	53,5	17,5
4	93	57,0	15,1	54,6	15,9	58,9	15,4	54,1	15,8	55,5	18,6
5	55	66,2	16,1	63,1	15,7	66,8	15,8	65,8	17,1	59,3	18,7
6	56	63,1	14,5	59,3	15,5	65,8	15,2	60,4	18,1	58,6	16,5
Total	429	50	20	50	20	50	20	50	20	50	20



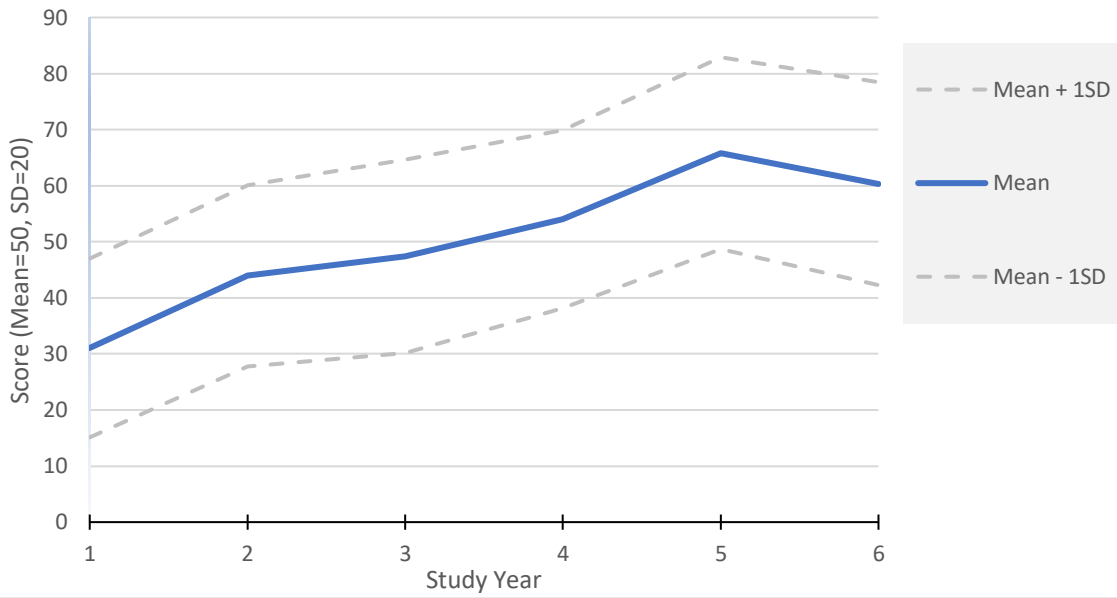
Sub Scale 1 (N=429, 67 items)



Sub Scale 2 (N=429, 43 items)



Sub Scale 3 (N=429, 29 items)



Sub Scale 4 (N=428, 16 items)

