Evaluating Utilization of Supplemental First Year Veterinary Anatomy Learning Resources

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Purpose: This is a student-based project done by Konnor Stueve under the supervision of Dr. Sarah Brown and Dr. Emily Truckenbrod. This project examined the current supplemental learning resources offered to the students by the University of Minnesota for studying anatomy. Surveys were created and administered to all current first through fourth year DVM students who were currently enrolled in anatomy 1 or had completed anatomy 1 at the University of Minnesota. All surveys administered were voluntary and anonymous by the students and had no impact on the students' grade or academic standing in the course. The purpose of this research was to evaluate if students are using the supplemental resources offered, if students found the supplemental resources helpful and if usage of the supplemental resources has any bearing on examination performance. There has not been any research done on this topic at the University of Minnesota, College of Veterinary Medicine. Since the Covid pandemic, there was a lot of thought put into ways the traditional in-person learning could be supplemented for courses that are highly dependent on hands-on activities like Gross Anatomy. As a result, instructors came up with various supplemental resources to aid student learning. There is no data on how useful these resources are to students. The primary intention of this project is limited to curriculum evaluation designed specifically to evaluate and improve the Anatomy 1 and Anatomy 2 courses along with performance within the College of Veterinary Medicine.

Key Findings: The most used supplemental resource was the Dissection Pre-Lab Videos made by Abby Brown with (83.7%) of respondents saying they utilized these. The least commonly used supplemental resource was the Textbook of Veterinary Anatomy with (88%) of respondents saying they did not use this resource. For all the supplemental resources offered, >80% of responding students who used the resource agreed or strongly agreed that the resource increased their knowledge or skills for dissection exams (on the survey, if students selected they used the resource 0-1 hours or they did not use the resource, they were not able to answer if they felt the resource increased their knowledge or skills for dissection exams). The most common time spent studying for an anatomy dissection practical exam was 10-15 hours for the Classes of 2026, 2027, and 2028. 5-10 hours was the most common for the Class of 2025.

Conclusions: The majority of supplemental resources offered are being used by students and have perceived benefits. Conclusions are limited due to low response rates, reducing generalizability of findings. There was no correlation found between time spent studying with a specific supplemental resource and exam performance. While statistically significant results were not found, valuable information was learned about how students are studying for the course and feedback can be implemented to improve the course for future cohorts.

2) Word/PDF highlighting purpose, key findings, and conclusions. The poster submission deadline is May 2, 2025.