

4.2.5 Appendix I — Comprehensive Site Visit Evaluation Rubric

**THE STANDARDS OF ACCREDITATION  
SITE TEAM SCORING RUBRIC**

**Standard 1, Organization**

***The college must develop and follow its mission statement.***

Intent: A well-developed mission statement is helpful in communicating the values and purpose of the college, as long as it is followed and reflected in the actual practices of the college.

What to look for: Evidence of overall teaching, research, and service commitment; commitment to professional DVM program or equivalent; commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

**Y MD N**

The college has a well-developed mission statement that is followed.

**Comments:**

***Accreditation is a voluntary process. To achieve accreditation or remain accredited, the institution must comply with Council policies, processes, procedures, and directives.***

Intent: To maintain accreditation a college must be in compliance with Council policies, processes, procedures, or directives.

What to look for: Evidence the college has followed Council policies, for example, has the college sought approval prior to a substantive change.

**Y MD N**

The college is in compliance with the Council's policies, procedures, and directives.

**Comments:**

***An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government.***

Intent: The COE is recognized by the US Department of Education and Council on Higher Education Accreditation as a programmatic accreditor and does not evaluate independent veterinary colleges. Institutional accreditation in the United States, provincial recognition in Canada, and governmental recognition in other countries provides a measure of institutional quality assurance and accountability beyond the college level.

What to look for: The institutional accrediting body has been identified; the accreditation status of the university is provided; deficiencies noted by the accreditor that may impact compliance with the Standards of Accreditation are being addressed adequately.

**Y MD N**

The college is part of an institution accredited or federally recognized for this purpose.

**Comments:**

***A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in***

**that institution.**

Intent: Effective veterinary colleges are complex, multidisciplinary, and resource intensive. Access to senior institutional leaders is essential to ensure ongoing needs are fully appreciated and adequate resources are made available to sustain the teaching, research, and service mission of the college.

What to look for: A flow chart indicating the position of the college of veterinary medicine in the university structure; lines of authority and responsibility are shown; names and titles of principal administrative officers are provided to the level of college.

The college is a major academic administrative division of the university and will be afforded the same recognition, status, and autonomy as other professional colleges. **Y MD N**

**Comments:**

***The chief executive officer/dean must be a veterinarian. This individual must have overall budgetary and supervisory authority necessary to assure compliance with accreditation standards. The officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital(s) or equivalent must also be veterinarians.***

Intent: Veterinary medicine is a unique, multidisciplinary health profession. Decisions affecting the education of veterinarians are best understood and administered by veterinarians.

What to look for: A flow chart of the organizational design of the college, listing names, titles (deans or chief executive officer, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the college administrators. Verify that the dean and chief academic officer of the hospital (or the individual with senior leadership responsibility for the clinical programs) are veterinarians.

The dean and academic head of the veterinary teaching hospital are veterinarians. **Y MD N**

**Comments:**

***There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.***

Intent: Administrative staff (including administrators) play an essential role in all phases of college operation. The administrative staff and structure must be adequate to support students and faculty and fulfill the teaching, research and service mission of the college.

What to look for: Description of the role of administrators (deans, associate/assistant deans, directors, department heads, including academic credentials), faculty, support staff, and students in the governance of the college; listing of major college committees including committee charge, appointment authority, terms of service (term length/rotation), and current members;

College committee structure, representation, and function are adequate to meet the operational needs of the college effectively. **Y MD N**

Sufficient administrative staff is present to support the operational needs of the college. **Y MD N**

Does the college plan to change its current organization? **YES NO**

Intent: Accreditation site visits represent a snapshot of current conditions. However, program sustainability can be positively or negatively impacted by planned organizational changes.

What to look for: A rationale and summary of planned organizational changes including timelines and how the planned changes are expected to improve the existing conditions or address anticipated future needs

**Comments:**

***The college must have and follow a statement on diversity, equity, and inclusion, consistent with applicable law. The college must create and promote an institutional structure and climate academic environment that does not discriminate and seeks to enhance diversity, equity, and inclusion, consistent with applicable law. Diversity may include, but is not limited to, race, color, religion, ethnicity, age, gender, gender identity, sexual orientation, first language, cultural and socioeconomic background, national origin, tribal membership, citizen status, and disability. The college or institution must establish a reliable, effective reporting and response system, and, if warranted, a process to remedy instances of discrimination and other forms of harassment involving faculty, staff and students.***

Intent: The college must have policies and activities that demonstrate the value of a diverse culture within the institution and the workplace outside the institution.

What to look for: Policies and procedures, activities, recruiting strategies and other evidence to show that a diverse culture is valued.

The college has a statement on diversity, equity, and inclusion, consistent with applicable law, that is followed. **Y MD N**

Policies and procedures and college activities demonstrate an institutional value and commitment to promoting a diverse academic and workplace environment. **YES NO**

There is a reporting and response system in place to remedy instances of discrimination or other forms of harassment. **YES NO**

**Comments:**

**YES MD NO**

**Overall, can the college be said to be in compliance with Standard 1?**

**Standard 2, Finances**

***Finances must be adequate to sustain the educational programs and mission of the college.***

Intent: Veterinary colleges must have adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

What to look for: Documentation and data including a financial summary and analysis of actual revenues and expenses for the past five years; actual or projected revenues and expenses for current year; and actual or projected revenues and expenses for next year. Financial analyses must demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission

Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission. **Y MD N**

Financial resources are adequate and deployed efficiently and effectively to:

	<b>Y MD N</b>
Support all aspects of the mission, goals, and strategic plan	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Ensure stability in the delivery of the program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Maintain and improve physical facilities, equipment, and other educational and research resources	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Measure, record, analyze, document, and distribute assessment and evaluation activities	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

***Colleges with non DVM undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs.***

Intent: It is important to evaluate the impact non DVM, undergraduate degree programs offered by the college have on the professional program.

What to look for: Clear reporting of the expenditures and revenues specific to non DVM, undergraduate degree programs offered by the college and impact on the DVM program.

Non DVM undergraduate degree programs offered by the college do not adversely affect resources available to deliver the professional program.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Comments:**

	<b>YES MD NO</b>
Overall, can the college be said to be in compliance with Standard 2?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Standard 3, Physical Facilities and Equipment**

***All aspects of the physical facilities to which students are exposed must provide an appropriate learning environment. Safety of personnel and animals must be a high priority. Classrooms, teaching laboratories, teaching hospitals, and other clinical teaching sites which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students and personnel utilizing these facilities.***

***Offices, workspaces, laboratories, toilets, and locker rooms must be sufficient for the needs of the students,***

**faculty, and staff.**

**An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals or other training sites used for teaching. Off-campus required training sites must be directly (in-person) and regularly (no less than annually) inspected and overseen by qualified college personnel to provide a safe and effective learning environment.**

**Appropriate diagnostic and therapeutic service components must be present to meet the expectations of the practice type. These include, but are not limited to, pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities in the teaching hospital(s) and/or facilities that provide required clinical training. Operational policies and procedures must be posted in appropriate places. Standards related to providing an adequate teaching environment and safety of personnel and animals shall apply to all teaching hospitals and locations where required training takes place.**

Intent: Colleges must have adequate and appropriate physical facilities to facilitate interaction among administration, faculty and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped. Colleges must demonstrate compliance with relevant institutional practices and the American Disabilities Act to provide appropriate access to learning and clinical facilities for students with disabilities.

What to look for:

Evidence that all aspects of the physical facilities provide an appropriate learning environment for the number of students enrolled, including students with disabilities. Effective biosecurity and safety measures are in place and regularly monitored.

Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field services vehicles, seminar rooms, and other teaching spaces are:

	<b>Y</b>	<b>MD</b>	<b>N</b>
Clean and well maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate in number, size, and equipment for the instructional purposes intended.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate in number, size, and equipment for the number of students enrolled.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate on-campus veterinary teaching hospital(s), or formal affiliation with one or more adequate off-campus veterinary hospitals are provided for teaching.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:			
	<b>Y</b>	<b>MD</b>	<b>N</b>
Pharmacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Diagnostic imaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Diagnostic support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y MD N</b>
Isolation facilities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Intensive/critical care	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Ambulatory/field service vehicles	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Necropsy facilities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence that building materials, especially flooring and wall surfaces are in good repair, promote animal and personnel safety, and can be adequately disinfected for infectious disease control	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Operational policies and procedures are posted in appropriate places.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of appropriate controlled substance management and auditing in the hospital pharmacy, at distributed dispensing sites in clinical facilities and in ambulatory facilities, including policies related to student access to/use of controlled substances	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of safe handling of chemotherapeutic/cytotoxic drugs	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of regular monitoring of radiation safety	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of regular monitoring (at least annually) of formaldehyde levels in anatomy laboratories and compliance with OSHA or other state regulations	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence that learning and clinical facilities are accessible to disabled students	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

***Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college.***

Intent: Teaching and research animals must be maintained and cared for in accordance with the accepted animal welfare standards including the Animal Welfare Act

What to look for: Evidence that the housing and care provided for teaching and research animals is

consistent with the Animal Welfare Act and other accepted animal welfare standards, for example, an appropriately functioning Institutional Animal Care and Use Committee (IACUC) is in place, favorable USDA inspection reports, and AAALAC accreditation (not required). Evidence that the college/institutional biosecurity/safety committee is appropriately structured and functions effectively are covered above.

Housing for teaching and research animals provides sufficient space that is properly constructed and maintained in accordance with accepted animal welfare standards. Y MD N

Adequate teaching, laboratory, research, and clinical equipment are available for examination, diagnosis, and treatment of all animals used by the college. Y MD N

Adequate safety and facilities management plans are in place and followed. Y MD N

**Comments:**

Overall, can the college be said to be in compliance with Standard 3? YES MD NO

**Standard 4, Clinical Resources**

***Normal and diseased animals of various domestic and exotic species must be available for instructional purposes. Normal animals can be provided by the institution in on or off-campus settings, or be client-owned animals presented for preventive veterinary medical care, on or off-campus. Diseased animals must include client-owned clinical patients with spontaneous diseases presented for veterinary medical care or testing in on or off-campus environments. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction. The program must be able to demonstrate, using its assessment of clinical competency outcomes data, that the clinical resources are sufficient to achieve the stated educational goals and mission.***

***It is essential that a diverse and sufficient number of surgical and medical patients be available during on-campus and off-campus clinical activities for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college regularly, via in-person or virtual interpersonal communication with students and off-campus instructors reviews and monitors these clinical experiences and educational outcomes. All required clinical training sites must demonstrate a commitment to instructional quality. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with practitioners who serve as adjunct faculty members and off-campus field practice centers.***

***The required on-campus and off-campus clinical training sites must provide nursing care and instruction in nursing procedures, as well as instruction in managing health care teams. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations, students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem-oriented decision making.***

Intent: The clinical resources available through the veterinary college should be sufficient to ensure the breadth and quality of outpatient and inpatient teaching. These resources include adequate numbers and types of patients (e.g., species, physiologic status, intended use) and physical resources in appropriate learning environments.

What to look for: Documentation and analysis of caseload in the Teaching Hospital, Ambulatory/Field Service, Herd/Flock Programs, and Off-campus Facilities for the past five years; Analysis must demonstrate the availability of adequate, sustainable numbers of diseased animals to fulfill the teaching, research, and service mission. The number and variety of normal animals must be consistent with student enrollment. Assess the college response to increasing/decreasing medical resources and efforts to maximize the teaching value of each case across the curriculum. Core off-campus clinical sites must provide an appropriate learning environment and be regularly reviewed and monitored.

There are adequate numbers of normal and diseased animals; analysis of five-year caseload data are consistent with student enrollment	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There is an adequate mix of domestic and exotic animal species	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There are adequate numbers of in-hospital patients and outpatients	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There is adequate access to a reasonable number of surgical and medical patients	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Required off-campus clinical experiences occur in settings/field practice centers that provide:	
Consistent and appropriate access to subject matter expertise.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate reference resources	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Access to modern and complete clinical laboratories	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Appropriate numbers of adjunct faculty members	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students have multiple opportunities to obtain clinical experience under field conditions.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem-oriented decision making and client communication	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Qualified personnel from the College regularly evaluate students' clinical experiences and educational outcomes at off-campus sites by in-person or virtual direct communication with students and instructors	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

***Medical records must be comprehensive and maintained in an effective retrieval system to efficiently***



***support the teaching, research, and service programs of the college. Students must be trained in the use of an electronic medical records system.***

Intent: Comprehensive, retrievable medical records are an essential instructional resource for student learning and fulfillment of the research and service mission.

Although not specifically mentioned in the P&P, it is understood that the medical records include the record keeping and tracking of controlled substances. This is considered under pharmacy in Standard 3 but should be documented within this standard as well.

What to look for: Evidence of effective, retrievable medical recordkeeping across clinical service areas.

A comprehensive medical records system is maintained and kept in an effective retrieval system for major species **Y MD N**

Students have the opportunity to learn the use of an electronic medical records system. **Y MD N**

**Comments:**

**Overall, can the college be said to be in compliance with Standard 4?** **YES MD NO**

**Standard 5, Information Resources**

***Timely access to information resources and information professionals must be available to students and faculty at required training sites. The college must have access to up-to-date human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and for development of instructional materials, and provide appropriate training and technical support for students and faculty. The program must be able to demonstrate, using its outcomes assessment data, that students are competent in retrieving, evaluating, and applying information through the use of electronic and other appropriate information technologies.***

Intent: Timely access to information resources and information professionals is essential to veterinary medical education, research, public service, and continuing education.

What to look for: Evidence that the college provides adequate access to the human, digital, and physical resources for students, faculty, staff, and graduate students for information retrieval and the development of instructional materials.

Access to information resources for students and faculty is adequate on and off-campus **Y MD N**

The qualifications of personnel who support learning and information technology resources for faculty and students are adequate **Y MD N**

Access to personnel who support learning and information technology resources for faculty and students is adequate **Y MD N**

Access to qualified personnel necessary for development of instructional materials is adequate **Y MD N**

The college provides adequate access to the information technology resources necessary for development of instructional materials. **Y MD N**

The college provides adequate resources (training, support) for students to improve their skills in accessing and evaluating information relevant to veterinary medicine from sources in various media **Y MD N**

Students demonstrate skills in retrieving, evaluating, and applying information through information technologies **Y MD N**

Current plans for improvement are adequate, if indicated. **Y MD N**

**Comments:**

**Overall, can the college be said to be in compliance with Standard 5?** **YES MD NO**

**Standard 6, Students**

***The number of professional degree students in all phases of the program, DVM or equivalent, must be consistent with the resources and the mission of the college. The program must be able to demonstrate, using its outcomes assessment data, that the resources are sufficient to achieve the stated educational goals for all veterinary students engaged in its programs.***

Intent: Accredited colleges must have sufficient resources to accommodate the number of students enrolled and meet the stated mission.

What to look for: Evidence that the facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs. Analyze five-year trends for enrollment, the percent minorities, and the number of students in other educational programs offered by the college.

Facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs **Y MD N**

**Comments:**

***The college must expose students to opportunities in post-DVM programs such as internships, residencies, fellowships, and advanced degrees (e.g., MS, PhD). Colleges should establish such post-DVM programs that complement and strengthen the professional program. Such programs must not adversely affect the veterinary student experience. The college must expose students to post-DVM programs.***

Intent: Post-DVM training programs and the presence of interns, residents, and graduate students enrich the learning environment for professional students

What to look for: The number of post-DVM students over the last five years and evidence of appropriate integration of interns, residents, and graduate students into the education of professional students. On clinical rotations, there should be sufficient caseload to support the education of professional students and interns and residents with appropriate balance between professional student and intern exposure to, and opportunity to participate in, entry-level clinical skills/competencies.

The college exposes students to post-DVM programs such as internships, residencies, fellowships, and advanced degrees (e.g., MS, PhD). **Y MD N**

College has established post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program and do not adversely affect the student experience

Y MD N

**Comments:**

***Student support services must be available, accessible, and publicized within the college or university. Colleges must provide or facilitate access to support services to students when engaged in off-campus learning experiences. These must include, but are not limited to, appropriate services to support student wellness and to assist with meeting the academic and personal challenges of the DVM program; support for students with learning or other disabilities; support diversity, equity, and inclusion awareness programs for students; and support of extra-curricular activities relevant to veterinary medicine and professional growth.***

***The college or parent institution must provide information and access to counselling services regarding financial aid, debt management, and career advising. Career advising must include selection of clinical experiences.***

Intent: To ensure student support services are readily available and adequate.

What to look for: Evidence that the college provides adequate student services for the number of students enrolled, including registration, testing, mentoring/advising, counseling (career and mental health), tutoring, services for students with disabilities, financial aid, debt management, peer assistance, and clubs and organizations

Adequate student support services are available within the college or university, including mental health counseling, career, and financial advising

Y MD N

**Comments:**

***The college must promote an institutional climate and culture that fosters diversity, equity, and inclusion, within the student body, consistent with applicable law.***

Intent: Accredited colleges must demonstrate through policies, procedures, and activities that a diverse student body is valued.

What to look for: Evidence that the college has policies and procedures in place that are enforced to promote diversity and inclusion within the student body.

The college has policies and procedures in place that are enforced to promote diversity within the student body.

Y MD N

**Comments:**

***In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, provide an accurate academic calendar, clearly state information on educational cost and debt risk, for the college. The college must provide information on procedures for withdrawal including the refund of student's tuition and fees allowable. Information available to prospective students must include relevant requirements for professional licensure. This must include an indication of which US states the college's curriculum meets, does not meet, or it is undetermined whether it meets the requirements for professional licensure, as applicable.***

Intent: Accredited colleges must provide accurate, complete information for recruiting purposes. The college catalog should provide accurate admission requirements and procedures, withdrawal processes, financial aid information, licensure requirements, and an accurate academic calendar.

What to look for: Evidence the college provides accurate, complete information for recruiting purposes on its web site, catalog, and advertisements covering area listed below

	Y	MD	N
College provides clear and current information for prospective students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed catalog or electronic information:			
	Y	MD	N
States the purpose and goals of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Provides admission requirements and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
States degree requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Presents faculty descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
States information on tuition and fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
States procedures for withdrawal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Gives necessary information for financial aid programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Provides an accurate academic calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Includes relevant requirements for licensure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

***Each accredited college must notify students and provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. These materials shall be made available to the Council annually.***

Intent: This is a USDE recognition requirement. It represents another method to help ensure that the evidence gathered for accreditation decisions is complete.

What to look for: A reasonable mechanism for students to comment anonymously regarding the college's compliance with the 11 Standards of Accreditation. If comments have been received – how has the College responded?

	Y	MD	N
College provides a mechanism for students, including anonymous means, if students wish, to offer suggestions, comments, and complaints regarding compliance of the college with the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards of Accreditation.

Y MD N

Student comments have been made available to the Council annually

**Comments:**

YES MD NO

Overall, can the college be said to be in compliance with Standard 6?

**Standard 7, Admission**

*The college must have a well-defined and officially stated admissions policy and a process that ensures a fair and consistent assessment of applicants. The policy must provide for an admissions committee, a majority of whom must be full-time faculty members. The membership of the admissions committee should rotate on a regular basis with the exception of ex-officio members (e.g. three to five year terms with defined term limits). The committee must make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.*

*Participants contributing to the evaluation of applicants must have received training in how to recognize and address bias in the admission process.*

Intent: Accredited colleges are expected to have a fair and unbiased admission policy (selection process and minimum criteria) that is clearly stated and easily accessible for prospective students.

A properly appointed faculty committee is expected to be responsible for developing and implementing the admissions process and criteria, and making recommendations regarding the candidates admitted to college.

What to look for: The admissions process should be standardized as much as possible to ensure applicants are evaluated fairly and consistently. The admissions process and minimum criteria for acceptance must be clearly stated in the college catalogue and web site.

The majority of the admissions committee must be full-time faculty members. Adequate training should be provided for committee members and others involved in the selection process to ensure applicants are evaluated fairly and consistently. Rotating terms for committee members is considered best practice. Recommendations for admission to the college are made by the admissions committee according to the stated criteria. The admissions committee should periodically evaluate the success of the admissions process.

The college has a well-defined admissions policy that is fair and unbiased

Y MD N

The selection process is fair and unbiased

Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum

Y MD N

Y MD N

The admissions policy is clearly stated and readily accessible

**Comments:**

***The policy must provide for an admissions committee, a majority of whom must be full-time faculty members. The membership of the admissions committee should rotate on a regular basis with the exception of ex-officio members (e.g., three-to-five-year terms with defined term limits). The committee must make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.***

***Participants contributing to the evaluation of applicants must have received training in how to recognize and address bias in the admission process.***

Intent: A properly appointed faculty committee is expected to be responsible for developing and implementing the admissions process and criteria, and making recommendations regarding the candidates admitted to college.

What to look for: The majority of the admissions committee must be full-time faculty members. Adequate training should be provided for committee members and others involved in the selection process to ensure applicants are evaluated fairly and consistently. Rotating terms for committee members is considered best practice. Recommendations for admission to the college are made by the admissions committee according to the stated criteria. The admissions committee should periodically evaluate the success of the admissions process.

	Y	MD	N
Admission policy provides for an admissions committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Majority of the admission committee are full-time faculty members.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adequate training program is in place to ensure the admissions process is conducted fairly and consistently for all applicants	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee makes recommendations regarding the students to be admitted to the professional curriculum	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidates recommended meet the academic and other requirements defined in the college's formal admission policy	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Five-year trends for applicant/position and offers made/acceptances are stable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five-year trends for absolute and relative student attrition are consistent with the mission of the college	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The admissions committee periodically assesses the success of the selection process to meet the mission of the college	YES	NO	
	<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

***The college must demonstrate its commitment to diversity, equity, and inclusion through its recruitment and admission processes, as consistent with applicable law. Such initiatives should include programs that promote achieving diversity among qualified applicants for veterinary college admission. The college must review its admissions processes at least every seven years, including identifying and reducing barriers in the application process. The college's admissions policies must be non-discriminatory, as consistent with***

**applicable law.**

Intent: The college must demonstrate its commitment to a diverse student body through its admissions policies and procedures.

What to look for: A commitment to a diverse student body, as is consistent with applicable laws.

The admissions policies and procedures demonstrate a commitment to a diverse and inclusive student body.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
The admissions process has been reviewed within the last seven years.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

***Subjects for admission must include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.***

Intent: The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

What to look for: The pre-veterinary curriculum includes requirements to prepare students for the professional curriculum, as well as a broad base for professional and personal development and lifelong learning.

Subjects for admission includes courses prerequisite to the professional program in veterinary medicine	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subjects for admission include courses that contribute to a broad general education.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

***Factors other than academic achievement must be considered for admission criteria.***

Intent: Effective veterinarians have a number of attributes unrelated to academic performance. Accredited colleges are required to consider other factors that contribute to the ability of their graduates to be successful members of the profession

What to look for: Non-academic factors must be included in the selection process, for example, experience with animals and an understanding of veterinary medicine, effective interpersonal skills, leadership experience, economically disadvantaged background, etc.

Factors other than academic achievement are considered for admission	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selected candidates meet academic and non-academic requirements as defined in the college's formal admission policy	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transfer policies are academically appropriate and the five-year trend for admittance is reasonable based on available resources.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

YES MD NO

Overall, can the college be said to be in compliance with Standard 7?

**Standard 8, Faculty**

***Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college.***

Intent: Accredited veterinary colleges must have a cohort of faculty members with the qualifications and time needed to deliver the curriculum and to meet the other needs and mission of the college.

What to look for: Evidence that the number of faculty with appropriate qualifications in each functional area are adequate to deliver the didactic and clinical curriculum and fulfill the mission of the college.

The curricular responsibilities of faculty lost over the last five years have been replaced through faculty renewal, other appropriate personnel, or mitigated by curricular change.

Y MD N

Faculty numbers and qualifications in each functional area are sufficient to deliver the educational program and fulfill the mission of the college.

Y MD N

Comments:

***Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college must provide evidence that it utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.***

Intent: A comprehensive faculty evaluation program stimulates continuous professional development.

What to look for: Evidence that promotion and tenure policies and procedures and annual performance review process include consideration of professional growth, development, and scholarly activity, for example, student and peer course evaluations, publications, research funding, etc.

The college utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.

Y MD N

Appropriate weight is assigned to teaching, research and service activities for career advancement.

Y MD N

Comments:

***Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law. Search committees must be trained on best practices resulting in inclusive searches, including recognizing and addressing bias in the search process. The college must strive to create an inclusive and supportive environment for all faculty. The college must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation for all faculty***



**members, as consistent with applicable law. Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.**

Intent: Accredited colleges must provide adequate security and benefits to maintain a stable group of core faculty to provide continuity and assure ongoing faculty competence

What to look for: Evidence that security and benefits are adequate to attract and retain competent faculty, for example, competitive salary and benefit packages, adequate start-up funds, support for professional activities, such as, scientific meetings, invited presentations, sabbatical leave, development in methods of effective teaching.

	<b>Y</b>	<b>MD</b>	<b>N</b>
Faculty turnover the last five years is within normal limits (typically $\leq 10\%$ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate professional development opportunities are available for faculty growth	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic positions offer adequate security and benefits to attract and retain qualified faculty	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

***The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law. Search committees must be trained on best practices resulting in inclusive searches, including recognizing and addressing bias in the search process. The college must strive to create an inclusive and supportive environment for all faculty. The college must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation for all faculty members, as consistent with applicable law.***

Intent: Accredited colleges must demonstrate a commitment to diversity among the faculty.

What to look for: Policies and procedures in recruiting and retention activities that promote a diverse faculty

The college demonstrates that it values faculty diversity through its recruitment and retention policies	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A process is in place to provide training in inclusive searches.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

***Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.***

Intent: To ensure adequate full-time, permanent faculty members are present to effectively supervise teaching assignments of part-time faculty, residents, and interns. Whereas colleges may need to engage part-time faculty or locums for didactic teaching or clinical rotations, to meet curricular objectives, it is important to assess plans for hiring permanent faculty to provide this instruction, especially in core disciplines, so that there is stability, so students have regular access to this disciplinary expertise.

What to look for: Evidence that full-time, permanent faculty provide adequate supervision of part-time faculty, residents, and interns. If part-time faculty are used, evidence that there is stability/consistency of curricular contributions and that there are plans to replace these faculty

with permanent faculty. If residents and graduate students are used in instruction of professional students, evidence that they are appropriately mentored in effective teaching and not solely responsible for student grades for didactic and clinical courses/rotations.

Full-time, permanent faculty ensure supplementary teaching efforts by part-time faculty, residents, and graduate students are appropriately integrated into the instructional program **Y MD N**

The amount of the core curriculum delivered by part-time faculty does not impact the effectiveness or quality of the educational program and that student access to this disciplinary expertise is not compromised **Y MD N**

**Comments:**

**Overall, can the college be said to be in compliance with Standard 8?** **YES MD NO**

**Standard 9, Curriculum**

***The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.***

Intent: Adequate coverage of the material necessary to educate a competent veterinarian requires a minimum of four academic years, including at least one academic year of hands-on clinical education.

What to look for: The curriculum extends an equivalent of four academic years, including a minimum of one academic year of hands-on, clinical education

The curriculum extends an equivalent of four academic years; including a minimum of one academic year of hands-on, clinical education **Y MD N**

**Comments:**

***The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be guided by a college curriculum committee. The curriculum as a whole must be reviewed at least every seven (7) years. The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.***

Intent: The curriculum must be established by a competent faculty and managed centrally by the dean's office in conjunction with an appropriately configured faculty curriculum committee according to the stated mission of the college. The curriculum requires regular review and management by the curriculum committee based on the collection and analysis of sufficient qualitative and quantitative evidence.

What to look for: The curriculum is regularly reviewed and managed by an appropriately configured faculty curriculum committee (e.g., staggered terms of appointment or rotating membership). A holistic review of the curriculum that has occurred within the last seven years or is currently in

review. This does not require the curriculum to be revised, but that all facets of the curriculum, as one unit, is reviewed. Curricular review should include the collection and analysis of sufficient qualitative and quantitative data to ensure curricular revisions promote instructional quality and effectiveness and include current concepts and principles necessary to meet societal needs.

	Y	MD	N
The majority of the members of the curriculum committee are full-time faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum is regularly reviewed and managed (revised), as indicated, by the dean's office in conjunction with an appropriately configured college curriculum committee.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Adequate process for assessing curricular overlaps, redundancies, omissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum, as a whole has been reviewed within the last seven years.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

***The curriculum must provide:***

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.***
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.***
- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery and dentistry), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.***
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.***
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.***
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services; personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.***
- g. Opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity, equity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual's personal circumstance on the delivery of veterinary medical services.***
- h. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the***

***health and well-being of animals in the context of ever-changing societal expectations.***

- i. fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.***

Intent: Accredited veterinary colleges must prepare entry level veterinarians with sufficient understanding of basic biomedical sciences, clinical sciences, and effective clinical and professional skills to meet societal needs

What to look for: Evidence that the curriculum provides all the curricular elements listed in the standard.

Stated curricular objectives are appropriate and clearly integrated into individual courses	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The curricular digest indicates courses and rotations as a whole provide appropriate rigor and sequence to meet curricular objectives and the mission of the college	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curriculum content provides current concepts and principles that underlie animal health and disease	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic animal diseases is adequate	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important foreign animal diseases is adequate	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curricular delivery is rooted in scientific, discipline-based instruction	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy)	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in disease prevention	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in biosecurity	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery and dentistry)	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures)	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction emphasizes problem-solving that results in making and applying medical judgments	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction allows for opportunities for students to learn how to acquire information from clients (e.g., history) and about patients (e.g. medical records).	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Opportunities throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services; personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Opportunities throughout the curriculum for students to gain an understanding of the influence of diversity and inclusion in veterinary medicine, and the impact of implicit bias related to personal circumstance in the delivery of veterinary medical services.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Opportunities throughout the curriculum for students to gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curriculum provides for knowledge, skills, values, attitudes, aptitudes, and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment of student progress is fair and equitable.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate procedures in place to uphold academic standards	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The grading system is relevant and applied to all students in a fair and uniform manner.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

**Overall, can the college be said to be in compliance with Standard 9?** **YES MD NO**

**Standard 10, Research Programs**

***The college must maintain substantial research activities of high quality that integrate with and strengthen the professional program. Continuing scholarly productivity within the college must be demonstrated and***

***the college must provide opportunities for any interested students in the professional veterinary program to be exposed to or participate in on-going high-quality research. All students must receive training in the principles and application of research methods and in the appraisal and integration of research into veterinary medicine and animal health.***

Intent: The research standard serves to ensure student exposure to performance of high-quality research and ability to acquire, evaluate, and use new knowledge. The development and maintenance of a community of scholars enhances the educational experience for students. DVM students must be introduced to how new knowledge is developed and disseminated and have access to participation in coursework and career development in research.

What to look for: The existence of a college research program that is adequate in scope and quality to expose students to high quality research. Examples of learning objectives may include acquisition and evaluation of scientific literature, experimental and non-experimental design, critical analysis of data, scientific writing including writing of research proposals and submission of manuscripts for publication, and hands-on experience in bench, clinical, or field research.

Objective metrics indicate substantial, high quality level of faculty research activity, for example: (note: achievement in most, but not all of these metrics must be documented to demonstrate a high quality research program)	<b>Y</b>	<b>MD</b>
	<b>N</b>	
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	
Number of individual faculty members within each department involved in research (total research FTE)	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Number of publications in refereed scientific journals, book chapters, case-reports	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Involvement in external research panels, commissions, and advisory or editorial boards	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Number and amount of competitive, extramural research grants received	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
National and international faculty research recognitions received	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
D.V.M. program learning objectives demonstrate emphasis on which of the following:	<b>YES</b>	<b>NO</b>
Acquisition and evaluation of scientific literature	<input type="checkbox"/>	<input type="checkbox"/>
	<b>YES</b>	<b>NO</b>
Experimental and non-experimental research design	<input type="checkbox"/>	<input type="checkbox"/>
	<b>YES</b>	<b>NO</b>
Critical analysis of data	<input type="checkbox"/>	<input type="checkbox"/>
	<b>YES</b>	<b>NO</b>
Scientific writing	<input type="checkbox"/>	<input type="checkbox"/>
Students have had opportunities to do which of the following:	<b>YES</b>	<b>NO</b>
Write research proposals	<input type="checkbox"/>	<input type="checkbox"/>
	<b>YES</b>	<b>NO</b>

Submit manuscripts for publication	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
Hands-on experience in bench, clinical, or field research	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
Interaction with graduate students	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
Evidence that students learn to acquire, evaluate, and use new knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of student involvement in research after graduation	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
Adequate student exposure to performance of high-quality research	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD N
	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

	YES	MD	NO
Overall, can the college be said to be in compliance with Standard 10?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Standard 11, Outcomes Assessment**

*Outcomes of the veterinary medical degree program must be measured, analyzed, and considered to improve the program. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Student achievement must be included in outcome assessment. Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.*

*The college should have in place a system to gather outcomes data on recent graduates to ensure that the competencies and learning objectives in the program result in relevant entry level competencies. Data must be collected from both graduates and employers of graduates and evaluated.*

*The college must have processes in place whereby students are observed and assessed formatively and summatively, with timely documentation to assure accuracy of the assessment for having attained the following competencies:*

- 1. comprehensive patient diagnosis (problem solving skills), appropriate use of diagnostic testing, and record management*
- 2. comprehensive treatment planning including patient referral when indicated*
- 3. anesthesia and pain management, patient welfare*
- 4. basic surgery skills and case management*
- 5. basic medicine skills and case management*
- 6. emergency and intensive care case management*
- 7. understanding of health promotion, and biosecurity, prevention and control of disease including zoonoses and principles of food safety*
- 8. ethical and professional conduct, including the knowledge, skills, and core professional attributes needed to provide culturally competent veterinary care in a multidimensional and diverse society; communication skills; including those that demonstrate an understanding and sensitivity to how diversity and individual circumstance impact veterinary care*

**9. critical analysis of new information and research findings relevant to veterinary medicine.**

**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 that do not meet this criterion will be subjected to the following analysis. The Council will calculate a 95% exact binomial confidence interval for the NAVLE scores for colleges whose NAVLE pass rate falls below 80%. Colleges with an upper limit of an exact 95% binomial confidence interval less than 85% for two successive years in which scores are available will be placed on Probationary Accreditation. Colleges with an upper limit of an exact 95% binomial confidence level less than 85% for four successive years in which scores are available will, for cause, be placed on Terminal Accreditation. If no program graduates take the NAVLE, the Council will use other student educational outcomes in assessing compliance with the standard including those listed in 12.11.1.*

**Intent:**

Outcomes of the DVM program must be measured, analyzed, and acted upon, as needed, to maintain compliance with the standards of accreditation and promote continuous program improvement.

**What to look for:**

Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. Evidence produced through outcomes assessment data collection and analysis must demonstrate that new graduates have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

Learning objectives for each of the nine listed competencies and a summary of the analysis of evidence-based data collected for each of the nine competencies must demonstrate graduates are prepared for entry-level practice. Evidence that there is a process to provide remediation for those students who have not demonstrated competence in one or more of the nine competencies. Evidence of student learning outcomes for the nine clinical competencies must be obtained and that students are observed and assessed formatively and summatively. Evidence that outcomes assessment results have been used to improve the curriculum are required for compliance.

Outcome assessment includes evidence of student achievement during the:

Pre-clinical years	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Clinical years	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
After graduation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Outcome assessment includes evidence that students and graduates at the time of graduation, have:

	<b>Y MD N</b>
The program's stated learning outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Basic scientific knowledge	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Entry-level clinical skills	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Values to provide entry-level health care independently	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Direct and indirect evidence exists for student competency in:	
Comprehensive patient diagnosis (problem solving skills)	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Appropriate use of clinical laboratory testing	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Record management	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comprehensive treatment planning including patient referral when indicated	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Patient welfare	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Anesthesia and pain management	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Basic surgery skills, experience, case management	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Basic medicine skills, experience, case management	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Emergency and intensive care case management	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Health promotion, disease prevention/biosecurity	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Zoonoses and food safety	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Client communications	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ethical conduct	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Critical analysis of new information and research findings relevant to veterinary medicine	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evidence that students have been assessed formatively and summatively.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of a process for remediation of students who have not demonstrated attainment of each of the clinical competencies.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of plan to reverse negative trend(s) if and when necessary	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If applicable, adequate explanation and corrective remediation measures for decrease in in NAVLE passing percentages	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>N/A</b> <input type="checkbox"/>
Evidence of assessments of educational preparedness and employment satisfaction of:	
Graduating seniors	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Alumni at some post-graduation point.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Employers of graduates	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Program Outcomes:	
Five-year trends in student attrition rates within reason	<b>Y N</b>
	<input type="checkbox"/> <input type="checkbox"/>
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates	<b>Y N</b>
	<input type="checkbox"/> <input type="checkbox"/>
	<b>N/A</b> <input type="checkbox"/>
Five-year trends in one-year post-graduation employment rates	<b>Y N</b>
	<input type="checkbox"/> <input type="checkbox"/>
If applicable, adequate explanation and corrective remediation measures for decrease in employment rates	<b>Y N</b>
	<input type="checkbox"/> <input type="checkbox"/>
	<b>N/A</b> <input type="checkbox"/>
Evidence of assessments of faculty, instructors, interns, residents	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of assessments of adequacy of clinical resources, facilities and equipment	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Institutional Outcomes	
Evidence of evaluation of college progress	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequacy of resources and organizational structure to meet the educational	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

purposes

Appropriateness of outcomes assessed that are meaningful for the overall educational process

**Y MD N**

Evidence that outcome findings are used by the college to improve the educational program

**Y MD N**

**Comments:**

**Overall, can the college be said to be in compliance with Standard 11?**

**YES MD NO**

