

4.2 Principles of Accreditation Appendices

4.2.1 Appendix E – Self Study Guidelines

**EXECUTIVE SUMMARY**

**OBJECTIVES**

State the major goals and objectives of the college, and comment on how they are being met. Describe methods and/or tools used to measure outcomes of the total program of instruction, research, and service.

List the major strengths and weaknesses of the college.

Recommendations

**ACRONYMS**

**1. ORGANIZATION**

**Standard 1, Organization**

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

The college must develop and follow its mission statement.

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. 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.

The chief executive officer/dean must be a veterinarian. This individual must be employed full-time with a faculty appointment within the college throughout the calendar year, without conflicting outside employment or activities. Any secondary employment or activities must be approved and monitored by the parent institution and must not conflict with the CEO/dean's commitment to, or the interests of, the college. The CEO/dean is responsible for the ongoing development and administration of the college and must have sufficient qualifications, experience, and time to provide effective leadership. There must be a clear definition of the CEO's/dean's authority and responsibility for the veterinary medical education program. 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.

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

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 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.

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- 1.1. Provide a college mission statement for the undergraduate, DVM, or equivalent program. The college mission statement must address:
  - the overall teaching, research, and service commitment,
  - the commitment to undergraduate education,
  - the commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal,
  - and the commitment to excellence in program delivery.
- 1.2. Identify the body that accredits the university and the current status of accreditation.
- 1.3. Provide a flow chart indicating the position of the college of veterinary medicine in the university structure and show lines of authority and responsibility, and give the names and titles of principal university administrative officers related to the college.
- 1.4. Provide a flow chart of the organizational design of the college listing names, titles (deans, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the college administrators.
- 1.5. Describe the role of faculty, staff and students in the governance of the college.
- 1.6. Provide a short (3 sentences or less) description of the charge of each of the standing committees listed in the CVM governance table.
- 1.7. If the college plans to change its current organization, provide a summary of those plans.
- 1.8. Provide the college’s statement on diversity, equity, and inclusion.
- 1.9. Provide documentation of policies and activities that demonstrate that diversity, equity, and inclusion are important parts of the institutional structure and climate, as consistent with applicable law. Information should document how the college fulfils its statement on diversity, equity, and inclusion.
- 1.10. Describe how the college collects and uses information on diversity, equity, and inclusion to inform college decisions.
- 1.11. Describe the system for reporting and responding to allegations of discrimination or harassment.
- 1.12. Provide a statement from the appropriate institutional authority that the CEO/dean is employed full-time and is not engaged in any outside activities that would constitute a conflict of interest or conflict of commitment (in accordance with institutional policies) for their service as dean.

CVM Governance Table: Standing Committees

Standing Committee	Reports to	Appointed by:	Membership Structure	Current Membership	Term Lengths	Renewable T
<i>Example</i>	<i>Dean CVM</i>	<i>3 Faculty</i>	<i>Dr Jessica Fawn (Chair) Dr Jane Doe Dr Joe Buck</i>		<i>3-year term, 1-year term (students)</i>	<i>Yes, renewable once</i>

**2. FINANCES**

**Standard 2, Finances**

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

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.

- 2.1.** Complete Tables A, B, and C for the past five years and analyze the trends for each category.
- 2.2.** Comment on the strengths and weaknesses in revenues over the past five years.
- 2.3.** Provide a comprehensive trend analysis of revenue sources that have supported the professional teaching program over the past five years (graphs or other visual presentations would be helpful).
- 2.4.** Describe how revenues over the past five years have impacted the college’s ability to provide a contemporary professional teaching program and ancillary support services.
- 2.5.** Describe anticipated trends in future revenues and expenditures.

EXPENDITURES FOR IMMEDIATE PAST FIVE FISCAL YEARS

TABLE A

Expenditure	Fiscal year					% change
1. TOTAL Instruction, academic support, and student services <sup>1,2</sup>						
1A. Expenditures related to college owned and operated sites on and off campus						
1B. Expenditures and fees paid to privately-owned, off-campus entities for providing instruction						
1C. Fees paid to other accredited institutions for providing instruction						
2. Research expenditures <sup>1</sup>						
3. Outreach/continuing education <sup>1</sup>						
4. College/university/government-owned clinical service operations <sup>1</sup>						
5. Diagnostic lab and other clinical lab services						
6. Facilities operations and maintenance, utilities, and other expenditure for infrastructure <sup>3</sup>						
7. Capital expenditures (renovations and new construction) <sup>4</sup>						
8. Student aid (extramurally)						

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sponsored grants to students selected by the institution)						
9. Student aid (university-sponsored aid to students, inclusion of gifts and endowment income)						
10. Other expenditures						
11. Total expenditures <sup>5</sup>						

**EXPENDITURE TABLE FOOTNOTES**

E1A, E2, E3, E4<sup>1</sup> These should include salary, wages and fringe benefits for faculty and staff engaged in each category of activity (instruction, research, and outreach/continuing education and teaching hospital services).

E1B<sup>2</sup> This should include total fees paid to privately owned and operated entities for providing instruction for the home institution’s students.

E1C Fees paid by the home accredited institution to another accredited institution for training the home institution’s students.

E6<sup>3</sup> If colleges are assessed fees for infrastructure support provided by the university, they should be recorded here. These could include expenditures for facilities operations and maintenance (O&M), utilities, and central university administration.

E7<sup>4</sup> Capital expenditures include the acquisition and maintenance of fixed assets, such as land, buildings, and equipment. If capital expenditures are paid from college resources, they should be entered here.

E11<sup>5</sup> This should be the sum of expenditure rows 1-10.

**COLLEGE REVENUE FOR IMMEDIATE PAST 5 FISCAL YEARS**

TABLE B

Revenue	Fiscal year					% change
1. Government appropriation to college <sup>1</sup>						
2. University appropriation to college (If veterinary student tuition is returned in this appropriation, subtract it and include it in line 3). <sup>2</sup>						
3. Revenue derived from students (tuition and other fees) that is available for college use. (Do not include any amount kept by or remanded to the university for central university use). <sup>3</sup>						
4. Tuition and fee revenue paid by other entities on the students’ behalf (e.g. educational contracts & fees for clinical instruction) <sup>4</sup>						
5. TOTAL Clinical Services						

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revenue <sup>5</sup>						
5A. Clinical services revenue from college/ university/ government-owned facilities						
5B. Clinical services revenue generated in privately-owned entities remanded to the college						
6. Diagnostic lab and other clinical lab revenue <sup>6</sup>						
7. Extramural grants and contracts <sup>7</sup>						
8. Overhead (indirect costs or F&A) returned to the college, department, or faculty member						
9. Current year gifts and endowment income <sup>8</sup>						
10. Other revenue (CE registration, certificate program enrollment, IP royalties, and other miscellaneous revenue)						
11. Total revenue <sup>9</sup>						
12. Funds carried forward from previous year (college, department, and faculty)						

**REVENUE TABLE FOOTNOTES**

R1<sup>1</sup> Includes all appropriated public funds (state, province, region, country, etc.). Include salaries and fringe for positions supported directly by the government, if any.

R2<sup>2</sup> If tuition is returned to the college from the university, calculate student-derived revenue as the product of enrollment and tuition & fee rate (line R3) and subtract this amount from the university appropriation. Enter the remaining appropriation here.

R3<sup>3</sup> Line 3 includes all revenue derived from students (tuition and related fees) paid directly to the college or as a part of the university allocation to the college. If this number is not known, calculate student-derived revenue as the product of enrollment and tuition & fee rate. Enter that number here.

R4<sup>4</sup> Line 4 should include any revenue derived from contracts for providing veterinary student instruction (regional contracts, independent state-to-college contracts, contracts between colleges for clinical education, etc.).

R5<sup>5</sup> Revenue generated by animal care services. Government and university support for the teaching hospital should be reported in rows 1 and 2, respectively. R5A Revenue generated by college-owned and operated facilities. 5B Revenue generated by privately-owned clinical facilities and remanded to the college – e.g., revenue generated by college-paid veterinarians at private facilities that is remanded to the college.

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R6<sup>6</sup> Revenue generated by clinical laboratories. This should not include revenue reported for the teaching hospital in line 3. Government and university support for clinical laboratories should be reported in rows 1 and 2, respectively.

R7<sup>7</sup> Total direct extramural awards. Also include awards that flow through university foundations. This should include grants for scholarly work related to research, instruction, and outreach, but should **not** include contracts to provide instruction (e.g., clinical year instruction for students from other institutions or contracts through which other states pay for instruction of residents of that state).

R9<sup>8</sup> Exclude planned gifts. Also exclude research funded through foundations already reported in line 7.

R11<sup>9</sup> This should be the sum of revenue rows 1-10.

**ENDOWMENT**

TABLE C

Endowment	Fiscal year					% change
true endowment market value						

### **3. PHYSICAL FACILITIES AND EQUIPMENT**

#### **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.

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.

- 3.1.** Provide a brief description of the major functions of, or activities that take place in the facilities used by the college in fulfilling its mission.
- 3.2.** Provide an area map that indicates the principal facilities of the college. Describe distance and travel time to off-campus facilities.
- 3.3.** Describe the college's safety plan and facilities management plan including mechanisms documenting compliance.
- 3.4.** Describe how safety and facilities plans are managed and reviewed at all off-campus required training sites.
- 3.5.** Describe the adequacy of facilities (pertains to all facilities used by the college whether on-campus or off-campus).
- 3.6.** For safety and educational purposes, protocols must be posted in the isolation facilities and the facilities must be used for instruction in isolation procedures (biocontainment).
- 3.7.** Describe current plans for improvement.

#### **4. CLINICAL RESOURCES**

##### **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 animals presented for preventative medical management, animals with problems commonly seen in general practice, animals with complex problems receiving specialized care, and animals seen in field service/ambulatory and herd health/production settings required to provide direct hands-on experiences for all students. 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 and comply with the Standards of Accreditation.

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 must take place across settings that provide direct interactions with and supervision by veterinarians who have been trained to educate students. All students must actively participate in managing normal and diseased, client-owned, clinical patients at required clinical training sites. Required clinical training sites must include both general practices in which students are supervised by experienced veterinary practitioners, as well as specialty practices supervised by experienced board-certified specialists. All required clinical training sites must provide access to reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation of diagnosis (including necropsy). Clinical experiences could include contractual arrangement with veterinarians who serve as educators at off-campus clinical sites, as well as veterinarians who work at 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. Veterinary personnel who provide technical education should be credentialed as appropriate to the jurisdiction. A supervised field service and/or ambulatory program must be operated by the college or by a privately operated field service/ambulatory practice(s) that is (are) contracted to provide clinical experiences for students 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.

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 actively participate in the use of an electronic medical records system within a clinical setting during the care of patients.



- 4.1. Complete Tables A, B, C, D, E, F, and G, if applicable, for the past five years and analyze trends for each species (category). Include only those patients, farm call, and animals examined that have direct student involvement.
- 4.2. Describe and analyze the adequacy of normal and clinically diseased animals (hospitalized, out-patient, privately owned, field service/ambulatory and production medicine) used by students in the course of their pre-clinical and clinical learning experience.
- 4.3. Describe unique clinical educational resources or programs that enhance the educational mission.
- 4.4. If off-campus clinical instruction sites are used regularly by multiple students, complete Table H and describe the planning, supervision, and monitoring of students; and contracting arrangements for non-institutional based faculty (Table I).
- 4.5. Describe the involvement and responsibilities of professional students in the healthcare management of patients (and clients) in clinical programs of the college.
- 4.6. Describe how subject-matter experts, including board-certified specialists, and clinical resources are integrated into clinical instruction.
- 4.7. Describe the adequacy of the medical records system used for the hospital(s), including field service and/or ambulatory and population medicine. Records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.
- 4.8. Describe how the college has responded to increasing/decreasing clinical resources.
- 4.9. Describe the means used to maximize the teaching value of each case across the curriculum.

**Teaching Hospital**

Table A Clinical Resources – on-campus facilities

Species	Previous Fiscal Year		1 Fiscal Year Prior		2 Fiscal years Prior		3 Fiscal Years Prior		4 Fiscal Years Prior	
	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp
canine										
feline										
bovine										
small ruminant										
equine										
porcine										
caged birds										
caged mammals										
wildlife										
zoo animal										
other										

Patient visits – total number of times the patient visits the hospital (if Buffy visits the hospital 3 times this year, this would count as 3 visits)

Hospitalized – number of patients that were hospitalized

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Table B Clinical Resources – college owned and operated off-campus facilities

Species	Previous Fiscal Year		1 Fiscal Year Prior		2 Fiscal years Prior		3 Fiscal Years Prior		4 Fiscal Years Prior	
	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp
canine										
feline										
bovine										
small ruminant										
equine										
porcine										
caged birds										
caged mammals										
wildlife										
zoo animal										
other										

Patient visits — total number of times the patient visits the hospital (if Buffy visits the hospital 3 times this year, this would count as 3 visits)

Hospitalized — number of patients that were hospitalized

Table C Clinical Resources – cases seen by students during required rotations at privately owned and operated facilities

Species	Previous Fiscal Year		1 Fiscal Year Prior		2 Fiscal years Prior		3 Fiscal Years Prior		4 Fiscal Years Prior	
	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp
canine										
feline										
bovine										
small ruminant										
equine										
porcine										
caged birds										
caged mammals										
wildlife										
zoo animal										
other										

Patient visits — total number of times the patient visits the hospital (if Buffy visits the hospital 3 times this year, this would count as 3 visits)

Hospitalized — number of patients that were hospitalized

**Ambulatory/Field Service Program**

Table D Clinical Resources – college owned and operated ambulatory services

Species	Previous Fiscal Year		1 Fiscal Year Prior		2 Fiscal years Prior		3 Fiscal Years Prior		4 Fiscal Years Prior	
	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated
Bovine										
Caprine										
Equine										
Ovine										
Porcine										
Other										

Number of Farm (site) Calls — total number of calls/visits made to farms/operations

Number of Animals Examined/Treated — number of individual animals examined/treated

Include only those patients, farm calls, and animals examined that have direct student involvement.

Table E Clinical Resources – Cases seen by students during required rotations at private practice ambulatory services

Species	Previous Fiscal Year		1 Fiscal Year Prior		2 Fiscal years Prior		3 Fiscal Years Prior		4 Fiscal Years Prior	
	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated	No. Farm Calls	No. Animals Treated
Bovine										
Caprine										
Equine										
Ovine										
Porcine										
Other										

Number of Farm (site) Calls — total number of calls/visits made to farms/operations

Number of Animals Examined/Treated — number of individual animals examined/treated

Include only those patients, farm calls, and animals examined that have direct student involvement.

**Herd/Flock Health Program**

Table F

	Describe your clinical resources for production medicine training by  production group below
Dairy	
Beef Feedlots	
Cow-Calf	
Small Ruminants	
Swine	
Poultry	
Fish	
Equine	
Other	

**Necropsy**

Table G Necropsy Table – Number of Necropsies Involving Students

Species	Previous Fiscal Year	1 Fiscal Year Prior	2 Fiscal years Prior	3 Fiscal Years Prior	4 Fiscal Years Prior
Canine					
Feline					
Bovine					
Caprine					
Equine					
Ovine					
Porcine					
Poultry					
Other Birds					
Non-Avian Exotics					

**Off-campus Sites** (Table H) If your program utilizes off-campus sites for required pre-clinical or clinical education of students, including educational experiences that fulfill requirements for a tracked portion of the curriculum (excluding educational experiences that are considered externships or extramural studies that are chosen by the students themselves), please fill out the information requested for each site using the Excel spreadsheet provided, **“Table H Clinical Resources -Off Campus Facilities”**. Sites where at least 20% of the student body over the last 2 years have received instruction should also be included and should be marked with an asterisk\*. If certain services are not provided, please indicate where the students learn the required clinical skills. If your school/college does not use remote facilities, please do not complete the chart or respond to the requested information. For any contracted diagnostic laboratory sites, please include 5 years of necropsy numbers for individual species (horses, cattle, pigs, other ruminants, dogs, cats, exotic pets, wildlife) to reflect caseload.

The college certifies that in their best judgement the required off-campus clinical sites meet the requirements of section 2.3.11

If a site is not a part of a required rotation, but at least 20% of the student body over the last 2 years have received instruction at this site, mark those facilities with an asterisk \*

**Table H**

Hospital, Clinic, Shelter Name	Required Rotation (Y/N)	Rotation Name or Course #	Rotation Duration (Weeks)	Average No. Students/Year	Does this site receive students during at least 6m/year?* (Y/N)	Surgey (Y/N)	Necropsy (Y/N)	Clin Path (Y,on site/Y,off site/N)	Imaging (Y/N)	ICU (Y/N)	Isolation (Y/N)	Most Recent Annual Caseload by Species for Facility					Total # licensed Veterinarians	Interns (Y/N)	Residents (Y/N)	Board Certified Specialists (Y/N)	# credentialed veterinary personnel	Current, New or Re-introduced?														
												Canine	Feline	Equine	Bovine	Small Rum																				

*\*for those responding N, must offer an explanation in the narrative as to why the site should remain in the required facilities list*

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## **5. INFORMATION RESOURCES**

### **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.

- 5.1.** Describe and comment on the adequacy of information retrieval and learning resources.
- 5.2.** Briefly describe the availability of learning and information technology resources support for faculty and students, including personnel and their qualifications.
- 5.3.** Describe the reliability and methods of access, as well as security considerations, to library information resources for faculty and students when they are on and off campus.
- 5.4.** Describe the resources (training, support) provided and available to students for improving their skills in accessing and evaluating information from sources in any media relevant to veterinary medicine.
- 5.5.** Describe assessment of students' skills in retrieving, evaluating, and applying information pertinent to veterinary medical science including clinical case management as preparation for lifelong learning.
- 5.6.** Describe current plans for improvement.



## **6. STUDENTS**

### **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.

All students must have direct experiences with veterinarians who are in post-DVM programs, including internships and residencies, to provide understanding of these career paths. Experiences with interns and residents must include experiences in a clinical setting. All students must have direct experiences with individuals (ideally veterinarians) who are pursuing 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.

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.

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

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.

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.

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- 6.1. Complete Tables A, B, C, and D, and analyze trends.
- 6.2. Provide a listing of student services. These services must include, but are not limited to, registration, testing, mentoring (advising), counseling, tutoring, peer assistance, financial aid counseling programs, and clubs and organizations. Demonstrate that students are informed of and have ready access to academic counseling, personal wellness, financial aid, debt management, and career planning services.
- 6.3. Provide a list of tuition-related information available for prospective students. This information, as consistent with applicable law, must include estimated total educational cost, cost of living, considerations, and a description of financial aid programs. Make collected data on salaries, employment rates, and educational debt available to the public, as consistent with applicable law.
- 6.4. Describe how conflicts of interest regarding academic assessment of students are avoided with individuals who provide student counseling.
- 6.5. Provide a summary of college activities in support of placement of graduates.
- 6.6. Provide academic catalogue(s) (or an electronic address for this resource) and freshman/upper-class orientation materials.
- 6.7. Describe the system used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation.
- 6.8. For student services that the college does not provide directly, described how students have reasonable access to such services from the parent institution or from other sources that are relevant to the specific needs of students, and describe current plans for improvement in resources for students.
- 6.9. Describe how the college ensures that all students have direct experiences in a clinical setting with interns and residents.
- 6.10. Describe how the college ensures that all students have direct experiences with individuals (ideally veterinarians) in advanced degree programs.

Complete the following table describing enrollment for each of the last five years:

**A. Veterinary Medical Program**

Class	Year	Year	Year	Year	Year
First-year					
Second-year					
Third-year					
Fourth-year					
# Graduated					
Students from other institutions enrolled for the entire clinical year only*					

\*represents student or students admitted for only the clinical year from other accredited and non-accredited schools

**B. Interns, Residents, and Graduate Students (enter each person in only one category) per year for last five years**

Department	# Interns	# Residents	# Resident-MS	# Resident-PhD	MS	PhD

C. DVM Students per year for last five years

Academic Year	DVM		
	Total	*Min	% Min

\* Min = students from historically underrepresented racial and ethnic groups to include: African-American/Black, Asian, Alaskan Native, American Indian, Hispanic, Native Hawaiian, and Pacific Islander, Multi-ethnic/racial. Foreign nationals should *not* be included in the minority category.

D. Other educational programs

Complete the following table describing enrollment for each of the last five years:

Year	ACTIVITIES		
	Veterinary Technician Program <i>Number enrolled</i>	Undergraduate Programs <i>Number enrolled</i>	Other <i>Number enrolled</i>

\* represents students or students admitted for only the clinical year from other accredited and non-accredited schools

## **7. ADMISSION**

### **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.

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.

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.

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

- 7.1.** State the minimum requirements for admission.
- 7.2.** Describe the student recruitment and selection process, including measures to enhance diversity and minimize bias within the process.
- 7.3.** List factors other than academic achievement used as admission criteria.
- 7.4.** Complete Table A.
- 7.5.** Describe current plans for assessing the success of the selection process to meet the mission of the college.
- 7.6.** Describe your policies and procedures for admitting transfer students who will receive a degree from your institution, and state the number of transfer students admitted per year for the last five years.

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Table A

YEAR	STATE RESIDENTS		NON-RESIDENTS		CONTRACT STUDENTS		TOTAL	
	A/P*	O/A**	A/P	O/A	A/P	O/A	A/P	O/A

\*A/P = Applications/Positions Available \*\*O/A = Offers Made/Acceptances

**8. FACULTY**

**Standard 8, Faculty**

Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college. Instruction in the pre-clinical and clinical setting must be delivered by faculty who have education, training, expertise, professional development, or a combination thereof, appropriate for the subject matter. 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.

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.

- 8.1.** Complete Tables A and B. Assess the strengths of the faculty and support staff in fulfilling the college mission.
- 8.2.** State the current number of academic faculty (head count) who possess credentials as listed in Tables C and D.
- 8.3.** Assess the challenges for your college in maintaining faculty numbers and quality.
- 8.4.** Provide information on the loss (what discipline/specialty) and recruitment of faculty (Table A).
- 8.5.** Provide a concise summary of promotion/tenure policies, if applicable and the policy to assure stability for non-tenured, long-term faculty.
- 8.6.** Provide an estimate of the weight assigned to promotion/tenure and or compensation for teaching, research, service, or other scholarly activities.
- 8.7.** Briefly describe faculty professional development opportunities available in the college/university, including, but not limited to learning theory and instructional practices.
- 8.8.** Describe the college's processes to annually monitor equity in compensation and career advancement.
- 8.9.** Describe current plans or major changes in program direction that would be affected by faculty retirements, recruitment and retention.
- 8.10.** Describe measures taken to attract and retain a diverse faculty.
- 8.11.** Describe how the college's commitment to diversity, equity, and inclusion impacts:
  - a. The training of faculty search committees (e.g., Guidelines from Human Resources, implicit bias training, etc.)
  - b. Promotion/tenure policies
  - c. Process to annually monitor equity in compensation, benefits, and advancement.
- 8.12.** Describe programs for on-campus delivery of curricular content by individuals not employed full time by the institution (other than occasional guest lecturers), including subjects taught. Estimate the percentage of core curricular content delivered in this way.
- 8.13.** Describe the role of interns, residents, and graduate students in teaching and evaluating veterinary students.
- 8.14.** For Table D, for subject areas in which a faculty member does not have advanced training (such as board certification or an advanced degree) in their area of curricular responsibility, describe

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qualifications, including education, training, experience, professional development, or a combination thereof, for subject matter expertise in the area the specific faculty member provides education in a narrative.

Table A – Loss and recruitment of faculty (both tenure track & clinical track/equivalent)

Provide data for past five years:

Department	Faculty Lost, number	Discipline/Specialty	Recruited, number	Year
<b>TOTAL</b>				

Table B – Staff support for teaching and research

AREA	FTE CLERICAL	FTE TECHNICAL	OTHER
CLINICAL TEACHING			
NON-CLINICAL TEACHING			
RESEARCH			
<b>TOTAL</b>			

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Table C –Faculty Table by Rank and Highest Level of Education

<b>CVM Faculty Table by Rank and Highest Level of Education</b>									
<i>Title</i>	<i>Bachelors Only</i>	<i>Masters</i>	<i>Non-DVM Doctorate</i>	<i>DVM **only</i>	<i>DVM + Masters</i>	<i>DVM + Doctorate</i>	<i>DVM + Board Certified</i>	<i>DVM + Board Certified + Masters</i>	<i>DVM + Board Certified + Doctorate</i>
<i>Administrator</i>									
<i>Professor*</i>									
<i>Associate Professor*</i>									
<i>Assistant Professor*</i>									
<i>Instructor</i>									
<i>Lecturer</i>									
<i>Part-time Faculty (&lt;75% time)</i>									
*include all 'track' types – for example, <i>tenue track, non-tenure track, clinical track, practice track, research track</i>									
**DVM or equivalent – for example, <i>VMD, BVSc, BVMS</i>									

Table D –CVM Faculty Table by Department – complete provided Excel file for Table D

<b>Department (Group by Department)</b>	<b>Name</b>	<b>Rank</b>	<b>Classification (Tenure/ Non-Tenure/ Other Classification)</b>	<b>DVM (Year Graduated)</b>	<b>Education (Degrees)</b>	<b>Advanced training (eg. board certification, MS, PhD)</b>	<b>Other Qualifications* (as described in 8.14)</b>	<b>Area(s) of Curricular Responsibility</b>	<b>FTE with college</b>	<b>% Teaching</b>
<i>Example Clinical Sciences</i>	<i>Jessica Fawn</i>	<i>Professor</i>	<i>Tenure Track</i>	<i>2000</i>	<i>DVM, MS, PhD</i>	<i>ACVIM</i>		<i>Small Animal Internal Medicine</i>	<i>1.0</i>	<i>40%</i>
<i>Example: Clinical Sciences</i>	<i>Joe George **</i>	<i>Asst. Prof</i>	<i>Clinical Track</i>	<i>1990</i>	<i>DVM</i>		<i>X*</i>	<i>Ophthalmology</i>	<i>0.75</i>	<i>100%</i>
	*a check in this column indicates that other qualifications will be described in 8.14									
	**in the example provided above, a description of Dr. Georges individual qualifications for teaching ophthalmology would be provided in narrative form									

**Table Definitions:**

**FTE** — An FTE is based on the contract with the employee. For example: If a dean hires a professor on a full-time basis, that contract counts as “1.0 FTE” whether or not the professor teaches. Similarly, if the professor is hired for a half-time, the FTE is “0.5”.



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Titles — To simplify consolidation of these data, use the standard academic titles to the maximum extent possible.

Administrators = include deans, associate deans, assistant deans, directors, etc., who are involved in college-level administration and who are faculty members. Do NOT include department heads, chairs, section heads, etc., of programs not included in college-level administration.

Other Academic Personnel = all salaried academic staff (full or partial FTE) not granted the rank of administrator, professor, associate professor, or assistant professor.

Other Academic Staff = all paid academic staff in a teaching or research position. Do NOT include non-academic staff in this category. Non-academic staff refers to all clerical and technical staff.

Non-Clinical Resident = residents in basic science programs.

## **9. CURRICULUM**

### **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.

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 assure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.

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. Instruction in these areas must provide exposure to the wide range of veterinary care options.
- d.** instruction in the principles of epidemiology, zoonoses, food safety, antimicrobial stewardship, 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.

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- 9.1.** State the overall objectives of the curriculum and describe how those objectives are integrated into individual courses.
- 9.2.** Describe major curricular changes that have occurred since the last accreditation.
- 9.3.** Describe the process used for curriculum assessment (including course/instructor evaluation) and the process used to assess curricular overlaps, redundancies, and omissions.
- 9.4.** Describe the strengths and weaknesses of the curriculum as a whole.
- 9.5.** Describe preceptor and externship programs (including the evaluation process).
- 9.6. Curriculum Digest**

In an addendum (printed or electronic) provide information on courses and rotations in the curriculum according to the following guidelines.

  - 9.6.1. Organize listing by year of the curriculum.
  - 9.6.2. Include both courses and clinical rotations in each year's listing.
  - 9.6.3. In each year, list required courses/rotations first, followed by a listing of elective courses/rotations. Clearly mark the division between the two.
  - 9.6.4. For each item listed, please include:
    - 9.6.4.a. Course # and title,
    - 9.6.4.b. Credit hours (divided by lecture/lab if appropriate),
    - 9.6.4.c. Position in curriculum (quarter/semester as appropriate),
    - 9.6.4.d. Predominant mode of instruction (didactic, problem-based, clinical rotation, or other with explanation), and
    - 9.6.4.e. Brief catalog-style course description.
- 9.7.** Describe current plans for curricular revisions.
- 9.8.** Provide a description of the testing/grading system (scoring range, pass levels, pass/fail) and the procedures for upholding academic standards.
- 9.9.** Describe the opportunities for students to learn how different cultural and other influences (e.g., ethnic origin, socio-economic background, religious beliefs, educational level, disabilities and other factors) can impact the provision of veterinary medical services.
- 9.10.** Describe opportunities for students to learn principles of business management skills in veterinary medicine, and opportunities to learn personal financial management (e.g. coursework in financial literacy in the curriculum).

Should the educational program of a college be disrupted for more than two weeks (for example, closure of a hospital due to an infectious disease, loss of core course or rotation, etc.), the college must report in writing to the COE the cause of the disruption and remedies to minimize or to provide an alternative educational opportunity for students in response to the disruption.

## **10. RESEARCH PROGRAMS**

### **Standard 10, Research Programs**

The college must foster and support an environment and culture of scientific inquiry. The college must maintain substantial research activities of high quality that integrate with and strengthen the professional program, such as basic science, clinical science, or scholarship in teaching and learning. Continuing scholarly productivity within the college must be demonstrated and the college must provide access to 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, application, and ethics of research methods and in the appraisal and integration of research into veterinary medicine and animal health.

The research standard serves to ensure student exposure to and/or participation in performance of high-quality research and ability to acquire, evaluate, and use new knowledge. Veterinary medical students must be introduced to how new knowledge is developed and disseminated and have access to participation in coursework and career development in 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.

#### **Research Programs**

- 10.1.** Describe up to five programs of research emphasis and excellence and specifically focus on how these programs integrate with and strengthen the professional program.
  - 10.1.1. Provide a description (one page or less) of measures of faculty research activity, apart from publications and grants enumerated in Tables 10.3.2, 10.3.3, and 10.3.4; include faculty participation and presentation of original research in scientific meetings; involvement of faculty in panels, advisory boards or commissions; and national and international research recognitions received.

#### **Student Experiences**

- 10.2.** Describe courses or portions of the curriculum where research-related topics are covered (for example – literature review/interpretation, research ethics, research methods or techniques, and study design).
  - 10.2.1. Describe/list the current opportunities for participation in research, including summer research programs (Merial, NIH, Howard Hughes, etc.), academic year programs (NIH fellowships, industry funded, curricular time allowed for research), student employment in research labs and projects, and individually mentored research experiences.
  - 10.2.2. Describe college research seminars and presentation for veterinary medical students, including the number of internal and external speakers, endowed research lectureships, veterinary medical student research seminars, veterinary medical student poster presentations, and college research days and awards and presentations made by veterinary medical students at scientific meetings or seminars at external sites.
  - 10.2.3. Describe efforts by the college that facilitate the link between veterinary medical student research and subsequent or concurrent graduate education, and that enhance the impact of college research on the veterinary professional program.

**10.3. Complete the following tables**

Table 10.3.1.

Fiscal Year	Total college DVM enrollment	DVM Students involved in research	Peer-reviewed pubs with DVM student as author or co-author	DVM/PhD students enrolled	DVM/MS/MPH students enrolled

Table 10.3.2.

		Number Faculty*	Total Faculty FTE	Faculty in Research <sup>1</sup> **	Total Research FTE	Research Faculty teaching in DVM curri**	No. unique peer-reviewed pubs <sup>2</sup>	No. book chapters including original findings
Dept A	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
Dept B	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
TOTAL CVM	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							

\*All faculty, including full- and part-time faculty. \*\*Research faculty are defined as faculty with ≥ 20% time devoted to research activity.

<sup>1</sup>The number of individual faculty members within each department involved in research, total research FTE, and research productivity (tabulate below for each of the last three years). For example: Dept. A has 35 faculty members with 30 involved in research and 6 FTE assigned to research

<sup>2</sup> Count of unique publications only – a publication containing multiple co-authors must be counted only once in this table

Table 10.3.3

		Extramurally Sponsored Federal Grants		Extramurally Sponsored State Grants		Extramurally Sponsored Private Contracts		No. Patents
		Number	\$ Value*	Number	\$ Value*	Number	\$ Value*	
Dept A	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
Dept B	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
TOTAL CVM	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							

Only count grant, contract or patent in the year it is awarded to faculty holding a primary (≥50%) appointment within the college.

\*Include only the component of the total budget awarded to the college

Table 10.3.4

		Intramurally Sponsored Grants (Internal) <sup>1</sup>		Startup and Pilot Funding Awarded (Internal) <sup>1</sup>	
		Number	Total \$ Value*	Number	Total \$ Value*
TOTAL CVM	Year 1				
	Year 2				
	Year 3				
	Year 4				
	Year 5				

<sup>1</sup>College or University level

\*report the total of all individual grants/funds awarded by year

## **11. OUTCOMES ASSESSMENT**

### **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.*

Data to demonstrate outcomes of the educational and institutional program(s) may be collected by a number of means that include, but are not limited to, subjective and objective measures such as surveys, interviews, focus groups, self-assessments, observation and evaluation of skills and competencies. Data reported to the COE must be summarized for brevity.

Except for the North American Veterinary Licensing Examination (NAVLE), the Council does not assign numerical values to document levels of achievement for students in any of the outcome delineators, but closely analyzes

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trends for the college. Decreasing trends in student achievement over a five-year period may imply deficiencies in the program. The trends are used by the Council in its analysis of the compliance of the college with the Standards. In the case of declining trends in the delineators, the college must provide an explanation for the decline(s), and must provide a plan to reverse the trend(s).

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

- 11.1.1. Evidence of direct observations of students performing and/or having attained entry level competence in skills that demonstrate mastery of the nine competencies. Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence.
- 11.1.2. Describe how student progress is monitored in each academic year and how each student is given formative assessment for their further development or timely remediation.
- 11.1.3. NAVLE school score report data and passage rates over the past five years (Table A)  
*Each college must submit a copy of the annual NAVLE School Score Report with the AVMA-COE Interim Report each year for those graduating students who sat for the examination.*
- 11.1.4. Complete Table B, Outcomes Assessment Tools. For the outcomes assessment tools used, provide a short narrative that summarizes:
  - 11.1.4.1. The survey responses.
  - 11.1.4.2. The college's analysis of the results.
  - 11.1.4.3. Further actions based on the college's analysis.
  - 11.1.4.4. The impact of any actions taken.

**11.2. Program Outcomes**

- 11.2.1. Student attrition rates with reasons (Table C)  
*Summarize student attrition by reporting student attrition from their initial matriculation cohort in Table B – Student Attrition. List the data for all the cohorts graduating in the last 5 years, as well as attrition thus far for currently enrolled students. List the cumulative attrition for each cohort from the time of matriculation. Colleges with multiple matriculation points per year should list each cohort separately. The Council on Education expects that an increasing (positive) trend in absolute attrition from the college will be explained, including the factors that are contributing to the trend, and that the college will describe the steps implemented and a timeline for arresting the trend. If absolute attrition over a five-year average is greater than 20%, the Council may request a focused site visit.*
- 11.2.2. Employment rates of graduates (within one year of graduation) (Table D)  
*Annually each college must submit data on employment during the first year following graduation. The Council on Education expects that a declining (negative) trend in proportionate employment from the college will be explained. Colleges with an average employment rate over five years of less than 80% must provide an assessment of the factors that are impacting the trend.*
- 11.2.3. Assessments by faculty (and other instructors, for example interns and residents) related to such subjects as adequacy of clinical resources, facilities and equipment, information resources, etc.; and preparedness of students entering phases of education, and
- 11.2.4. Additional assessment that might assist the college in benchmarking its educational program.

**11.3. Institutional outcomes.**

- 11.3.1. Describe the adequacy of resources and organizational structure to meet the educational purposes (dean should provide).
- 11.3.2. Describe how the college evaluates progress in meeting its mission and fulfilling its commitment to diversity, equity, and inclusion (for example, benchmarking with other institutions, scholarly activity of the faculty, faculty awards, faculty and staff perception of teaching resources, student satisfaction with the educational program, teaching improvement benchmarks, faculty, staff, and student perception of the college climate, and others, etc.).
- 11.3.3. If your program assesses other outcomes, briefly describe the results.



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**11.4.** Describe how outcomes findings at the student, programmatic, and institutional level are used by the college to improve the educational program (give examples).

Table A – NAVLE

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

Table B Outcomes Assessment Tools (Past 5 years, by Year)

Survey Audience	Outcomes Assessment Tool Used	Number Sent Out					Number Returned/Responded				
		4 years prior	3 years prior	2 years prior	1 year prior	Current year	4 years prior	3 years prior	2 years prior	1 year prior	Current year
<i>Example Graduates 1-year Post Graduation</i>	<i>Survey (email, text message)</i>	100	100	100	100	105	80	80	75	70	60
Final Year Students											
Graduates 1-year Post Graduation											
Employers of Graduates 1-year post Graduation											
Graduates Extended-Time Post Graduation (e.g., 3/5/10 years)											
<i>(add lines for other assessments)</i>											

Table C Attrition

Graduating Cohort	Cohort Enrollment at the Time of Matriculation	Relative Attrition						Absolute Attrition				
		Academic Difficulty	Personal Reasons	Transfer to Another DVM Program	Other Reasons	Total Relative Attrition	Percent Relative Attrition	Academic Difficulty	Personal Reasons	Total Absolute Attrition	Percent Absolute Attrition	
<b>Total</b>												

Graduating Cohort - List by the scheduled time of graduation (e.g., spring 2021 or summer 2021 or fall 2021). Colleges with multiple cohorts should list each cohort separately.

Relative Attrition - Students moving to a subsequent cohort at the same institution for academic or personal reasons, or moving to a DVM program at another institution.

Absolute Attrition - Students who leave the DVM program and will not return.

Other Reasons – temporary withdrawal from the program for other reasons such as pursuing other degrees (e.g., PhD, MPH) or other educational opportunities, stipulate the reason(s) in this category in the narrative.

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Table D – Employment Rates

Graduating Class	Total # graduates (number of respondents)	# Employed in field related to veterinary training	# Graduates in advanced clinical training (internships/residencies)	# in advanced academic training (Masters/PhD)