

21.9 Appendix I — Site Team Evaluation Rubric

THE STANDARDS OF ACCREDITATION  
SITE TEAM SCORING RUBRIC

**Standard 1, Organization**

**1.1** *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 undergraduate education; 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.

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

Y MD N

**Comments:**

**1.2- 1.3** *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.

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

Y MD N

**Comments:**

**1.4** *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 afforded the same recognition, status, and autonomy as other professional colleges.

Y MD N

**Comments:**

**1.5-1.6 The chief executive officer or dean must be a veterinarian, and the officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital must also be (a) veterinarian(s).**

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, 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:**

**1.7-1.8 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:**

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

**YES MD NO**

**Standard 2, Finances**

**2.1 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:  
**Y MD N**

Support all aspects of the mission, goals, and strategic plan

Ensure stability in the delivery of the program **Y MD N**

Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development **Y MD N**

Maintain and improve physical facilities, equipment, and other educational and research resources **Y MD N**

Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice **Y MD N**

Measure, record, analyze, document, and distribute assessment and evaluation activities **Y MD N**

Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed **Y MD N**

**Comments:**

**2.2 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. **Y MD N**

**Comments:**

**2.3 Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations.**

Intent: Efficient operation of clinical services is highly encouraged, but must not take precedence over the educational mission of the college.

What to look for: Evidence that adequate resources for instruction and clinical opportunities are provided for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

Clinical services, field services, and teaching hospitals function as instructional resources	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority)	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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

**Standard 3, Physical Facilities and Equipment**

**3.1-3.7 All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, 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 enrolled.**

**Administrative and faculty offices and research laboratories must be sufficient for the needs of the 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 used for teaching. Appropriate diagnostic and therapeutic service components including but not limited to pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities to support the teaching hospital(s) or facilities must be provided to support the teaching hospital(s) or facilities with operational policies and procedures posted in appropriate places.**

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.

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

Clean and well maintained	<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 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</b>	<b>MD</b>	<b>N</b>
Isolation facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Intensive/critical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Ambulatory/field service vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Necropsy facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place	<b>Y</b>	<b>MD</b>	<b>N</b>
	<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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational policies and procedures are posted in appropriate places.	<b>Y</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y MD N</b>
Evidence of safe handling of chemotherapeutic/cytotoxic drugs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Evidence of regular monitoring of radiation safety	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of regular monitoring 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:**

***3.8-3.9 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. Safety of personnel and animals must be assured.***

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 in 3.7 above.

Housing for teaching and research animals provides sufficient space that is properly constructed and maintained in accordance with accepted animal welfare standards.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate teaching, laboratory, research, and clinical equipment are available for examination, diagnosis, and treatment of all animals used by the college.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate safety and facilities management plans are in place and followed.	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

	<b>YES MD N</b>
<b>Overall, can the college be said to be in compliance with Standard 3?</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Standard 4, Clinical Resources**

**4.1-4.5 Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. 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.**

**It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college reviews these clinical experiences and educational outcomes. 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 nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. 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.

There are adequate numbers of normal and diseased animals; analysis of five year caseload data are consistent with student enrollment **Y MD N**

There is an adequate mix of domestic and exotic animal species **Y MD N**

There are adequate numbers of in-hospital patients and outpatients **Y MD N**

There is adequate access to a reasonable number of surgical and medical patients **Y MD N**

There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution. **Y MD N**

Core off-campus clinical experiences occur in settings/field practice centers that provide:  
 Consistent and appropriate access to subject matter expertise. **Y MD N**

Adequate reference resources **Y MD N**

	<b>Y MD N</b>
Access to modern and complete clinical laboratories	<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"/>

**Comments:**

***4.6 Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.***

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	<b>Y MD N</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Comments:**

	<b>YES MD NO</b>
<b>Overall, can the college be said to be in compliance with Standard 4?</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Standard 5, Information Resources**

***5.1-5.6 Information retrieval, evaluation, and efficient use are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources and information professionals must be available to students and faculty. The college shall have access to the human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and development of instructional materials.***

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.

	<b>Y</b>	<b>MD</b>	<b>N</b>
Access to information resources for students and faculty is adequate on and off-campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The qualifications of personnel who support learning and information technology resources for faculty and students are adequate	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to personnel who support learning and information technology resources for faculty and students is adequate	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to qualified personnel necessary for development of instructional materials is adequate	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The college provides adequate access to the information technology resources necessary for development of instructional materials.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Current plans for improvement are adequate, if indicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**Overall, can the college be said to be in compliance with Standard 5?**

**YES**   **MD**   **NO**  
     

**Standard 6, Students**

***6.1-6.2 The number of professional degree students, DVM or equivalent, is consistent with the resources and the mission of the college.***

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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**6.3 Colleges should establish post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.**

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.

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

**Y MD N**

**Comments:**

**6.4 Student support services must be available within the college or university. 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; and support extra-curricular activities relevant to veterinary medicine and professional growth.**

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, peer assistance, and clubs and organizations

Adequate student support services are available within the college or university.

**Y MD N**

**Comments:**

**6.5 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, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information will include national and state requirements for licensure.**

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

College provides clear and current information for prospective students

**Y MD N**

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Printed catalog or electronic information:

	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States the purpose and goals of the program			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides admission requirements and procedures			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States degree requirements			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents faculty descriptions			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States information on tuition and fees			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States procedures for withdrawal			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives necessary information for financial aid programs			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides an accurate academic calendar			
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes national and state requirements for licensure			

**Comments:**

**6.6 Each accredited college must 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?

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 Standards of Accreditation.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**

**7.1-7.3 The college shall have a well-defined and officially stated admissions policy.**

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.

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 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

The admissions policy is clearly stated and readily accessible

Y MD N

**Comments:**

**7.4-7.6 The policy shall provide for an admissions committee, a majority of whom shall be full-time faculty members. The committee shall 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.**

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

Majority of the admission committee are full-time faculty members.

Y MD N

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An adequate training program is in place to ensure the admissions process is conducted fairly and consistently for all applicants	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee makes recommendations regarding the students to be admitted to the professional curriculum	<b>Y</b>	<b>MD</b>	<b>N</b>
	<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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five year trends for applicant/position and offers made/acceptances are stable	<b>Y</b>	<b>MD</b>	<b>N</b>
	<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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<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	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

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

**Comments:**

***7.8 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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Selected candidates meet academic and non-academic requirements as defined in the college's formal admission policy **Y MD N**

Transfer policies are academically appropriate and the five year trend for admittance is reasonable based on available resources. **Y MD N**

**Comments:**

**Overall, can the college be said to be in compliance with Standard 7?** **YES MD NO**

**Standard 8, Faculty**

***8.1-8.2 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:**

***8.3-8.4 Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of the 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:**

**8.5 Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty.**

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.

	<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:**

**8.6 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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<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 8?

**Standard 9, Curriculum**

*9.1 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:**

*9.2-9.3 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). 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.

The majority of the members of the curriculum committee are full-time faculty.

**Y MD N**

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**  
    
**Y MD N**

Adequate process for assessing curricular overlaps, redundancies, omissions



**Comments:**

**9.4-9.5 The curriculum shall 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 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 ethics, influences of different cultures on the delivery of veterinary medical services, delivery of professional services to the public, 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. *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.*
- h. *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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<b>Y</b>	<b>MD</b>	<b>N</b>
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management	<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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met	<b>Y</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Curricular delivery is rooted in scientific, discipline-based instruction	<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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Instruction includes principles and hands-on experience in disease prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Instruction includes principles and hands-on experience in biosecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery)	<b>Y</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Opportunities are available throughout the curriculum for students to gain an understanding of professional ethics, influences of different cultures on the delivery of veterinary medical services, delivery of professional services to the public, personal and business finance and management skills **Y MD N**

Opportunities are available throughout the curriculum for students to gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession. **Y MD N**

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 **Y MD N**

Assessment of student progress is fair and equitable. **Y MD N**

*Adequate procedures in place to uphold academic standards*

The grading system is relevant and applied to all students in a fair and uniform manner. **Y MD N**

**Comments:**

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

**Standard 10, Research Programs**

***10.1 -10.4 The college must demonstrate substantial research activities of high quality that integrate with and strengthen the professional program.***

Intent: The research standard serves to ensure student exposure to performance of high quality research and ability to acquire, evaluate, and use new knowledge. DVM students should be introduced to how new knowledge is developed and disseminated and should 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: **Y MD N**

Number of individual faculty members within each department involved in research (total research FTE) **YES NO**

Number of publications in refereed scientific journals, book chapters, case-reports **YES NO**

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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 funding	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
National and international research awards 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"/>	
Experimental and non-experimental research design	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Critical analysis of data	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Scientific writing	<b>YES</b>	<b>NO</b>	
	<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"/>	
Submit manuscripts for publication	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Hands-on experience in bench, clinical, or field research	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Interaction with graduate students	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that students learn to acquire, evaluate, and use new knowledge	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of student involvement in research after graduation	<b>YES</b>	<b>NO</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate student exposure to performance of high quality research	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**Overall, can the college be said to be in compliance with Standard 10?**      **YES**      **MD**      **NO**

**Standard 11, Outcomes Assessment**

*11.1-11.15 Outcomes of the DVM program must be measured, analyzed, and considered to improve the program. Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.*

*The school/college must develop relevant measures and provide evidence that graduating students have attained the following competencies:*

- 1. comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management*
- 2. comprehensive treatment planning including patient referral when indicated*
- 3. anesthesia and pain management, patient welfare*
- 4. basic surgery skills, experience, and case management*
- 5. basic medicine skills, experience and case management*
- 6. emergency and intensive care case management*
- 7. health promotion, disease prevention/biosecurity, zoonosis, and food safety*
- 8. client communications and ethical conduct*
- 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.\**

*\*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 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 will, for cause, be placed on terminal accreditation.*

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 of student learning outcomes for the nine clinical competencies must be obtained by direct and indirect measures. 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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical years	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After graduation	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	<b>Y</b>	<b>MD</b>	<b>N</b>
Basic scientific knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entry-level clinical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values to provide entry-level health care independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Direct and indirect evidence exists for student competency in:

	<b>Y</b>	<b>MD</b>	<b>N</b>
Comprehensive patient diagnosis (problem solving skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate use of clinical laboratory testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive treatment planning including patient referral when indicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anesthesia and pain management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic surgery skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic medicine skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency and intensive care case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health promotion, disease prevention/biosecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zoonosis and food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Client communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical analysis of new information and research findings relevant to veterinary medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of plan to reverse negative trend(s) if and when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages	<b>Y</b>	<b>MD</b>	<b>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</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five-year trends in student attrition rates within reason			
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five-year trends in one-year post-graduation employment rates			
If applicable, adequate explanation and corrective remediation measures for decrease in employment rates	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of assessments of educational preparedness and employment satisfaction of:			
Graduating seniors	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Alumni at some post-graduation point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of assessments of faculty, instructors, interns, residents			
Evidence of assessments of adequacy of clinical resources, facilities and equipment	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional Outcomes			
	<b>Y</b>	<b>MD</b>	<b>N</b>
Evidence of evaluation of college progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of resources and organizational structure to meet the educational purposes	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness of outcomes assessed that are meaningful for the overall educational process	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that outcome findings are used by the college to improve the educational program	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**Overall, can the college be said to be in compliance with Standard 11?**      **YES**      **MD**      **NO**

FINAL TEAM/MEMBER EVALUATION

HOW WELL IS THE PROGRAM IN COMPLIANCE WITH THE STANDARD

STANDARDS		Compliant	Minor Deficiencies	Major Deficiencies
		No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance	Minor deficiencies have minimal or no effect on student learning or safety. The deficiencies are readily corrected in one year.	Major deficiencies have more than minimal impact on student learning or safety.
1.	Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Physical facilities and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Clinical resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Library and information resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Admission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Outcomes Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**COUNCIL ON EDUCATION’S EVALUATION OF ALL STANDARDS AND COMPONENTS**

STANDARDS		Compliant	Minor Deficiencies	Major Deficiencies	Self-study page reference
<b>1.</b>	<b>ORGANIZATION</b>				
1.1	Mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Part of an institution of higher learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Institutional accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Relationship between college and parent institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Qualifications and responsibilities of the dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Qualifications of the director of the veterinary medical teaching hospital(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Adequacy of administrative staff – quantitative factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	Adequacy of administrative staff – qualitative factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	Administrative structure (governance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.</b>	<b>FINANCES</b>				
2.1	Adequacy of financial support for professional teaching programs and the mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Delineation of funding and impact of ancillary undergraduate programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Primary function of teaching hospital(s) and other clinical resources is education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3.</b>	<b>PHYSICAL FACILITIES AND EQUIPMENT</b>				
3.1	Adequacy of instructional environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	Service areas for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	Adequacy of Administrative and faculty offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	Adequacy of veterinary teaching hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	Adequacy of off-campus veterinary hospitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	Adequacy of diagnostic and therapeutic services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7	Safety and facilities management plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	Animal housing facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9	Research and laboratory facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.</b>	<b>CLINICAL RESOURCES</b>				
4.1	Adequacy of animals for DVM teaching purposes (normal vs. clinically diseased, in- vs. out-patient, field service, ambulatory, herd health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Clinical educational resources or programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Off-campus clinical instruction sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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4.4	Students' involvement in the healthcare management of patients (and involvement with clients)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	Integration of subject-matter experts and clinical resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	Adequacy of medical records system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5.</b>	<b>LIBRARY AND INFORMATION RESOURCES</b>				
5.1	Adequacy of information retrieval resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Access to information resources on and off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	Qualifications of support personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Access to support personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5	Support for development of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Training and support for students to effectively retrieve and evaluate veterinary information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6.</b>	<b>STUDENTS</b>				
6.1	Appropriate student body (size and representation) given mission and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	Additional clinical year students, veterinary technician or undergraduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	Adequate post-graduate programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	Student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	Adequacy of information provided by academic catalogues and on-line resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6	Student Complaint policy and procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7.</b>	<b>ADMISSION</b>				
7.1	Admission policy clear and accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Appropriately structured admission committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3	Fair and unbiased student selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4	Academic requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5	Prerequisite requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6	Non-academic achievement admission criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>8.</b>	<b>FACULTY</b>				
8.1	Faculty – quantitative factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2	Faculty – qualitative factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3	Promotion and tenure policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4	Performance review procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.5	Faculty retention/stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6	Role of interns, residents, and graduate students in teaching and evaluating veterinary students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>9.</b>	<b>CURRICULUM</b>				

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9.1	Length of didactic and clinical curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2	Regular, central review and management (revision) of the curriculum by a faculty curriculum committee in conjunction with the dean's office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.3	Adequate rigor and sequence of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4	Students acquire an understanding of basic biological principles and applied clinical applications of veterinary medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.5	Fair and equitable testing/grading systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>10.</b>	<b>RESEARCH PROGRAMS</b>				
10.1	Adequate integration of research in the professional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2	Active student participation in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.3	Size and breadth of college research program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.4	Quality of college research program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>11.</b>	<b>OUTCOMES ASSESSMENT</b>				
11.1	Program outcomes measured, analyzed, and used for program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.2	Pre-clinical, clinical, and post -graduate student achievement measured and utilized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.3	New graduates have the scientific knowledge, skills and ability to provide entry level care upon graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.4	Direct and indirect measures of student learning outcomes are used to evaluate clinical competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Students have mastered Clinical Competencies at entry level				
11.5	1. Patient diagnosis, appropriate use of clinical resources, record management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.6	2. Treatment planning and referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.7	3. Anesthesia, pain management, patient welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.8	4. Basic surgery skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.9	5. Basic medicine skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.10	6. Emergency and intensive care case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.11	7. Health promotion, disease prevention/biosecurity, zoonosis, food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.12	8. Client communications, Ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.13	9. Critical analysis of information and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.14	Annual and cumulative NAVLE scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.15	Student attrition rates with reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.16	Employment rates of graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	