

**AMERICAN VETERINARY MEDICAL ASSOCIATION
COUNCIL ON EDUCATION**

**REPORT OF EVALUATION
WASHINGTON STATE UNIVERSITY
UTAH STATE UNIVERSITY**

Date of focused site visit	February 12-14, 2014
Site Team	Dr. Herbert E. Whiteley, Chair, COE Dr. David Senior, COE Dr. H. Jay Kerr, COE
COE Observer	Dr. Ronald E. Gill
AVMA Staff	Dr. Karen Martens Brandt

PRINCIPAL UNIVERSITY ADMINISTRATIVE OFFICERS

USU President	Stan L. Albrecht
USU Provost	Noelle E. Cockett
USU Vice President for Business and Finance	David T. Cowley
Director USU Cooperative Program	Dr. Dirk Vanderwall
Dean WSU College of Veterinary Medicine	Dr. Bryan Slinker

**Utah State University School of Veterinary Medicine
Focused Site Visit, February 11-14, 2014
THE STANDARDS OF ACCREDITATION
SITE TEAM SCORING RUBRIC**

Standard 1, Organization

1.1 The college must develop and follow its mission statement.

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

Y MD N

Comments:

The Utah State University (USU) School of Veterinary Medicine (SVM) follows the mission statement of the WSU CVM.

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.

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

Y MD N

Comments:

USU is accredited by the Northwest Commission on Colleges and Universities. The last accreditation occurred on February 2012

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.

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).

The dean and academic head of the veterinary teaching hospital are veterinarians.

Y MD N

Comments:

The Dean of the Washington State University, Dr. Bryan Slinker, and the Director of the Utah State University Cooperative Program, Dr. Dirk Vanderwall, are veterinarians. It was not clear what authority the Dean of WSU has for oversight of the USU program.

Note: The Dean provided an addendum to the original agreement includes language to clarify WSU's authority and oversight over the USU program.

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.

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

Comments: The Site Team has determined that the institution has the appropriate organization to deliver the first two years of the curriculum.

Standard 2, Finances

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

	Y	MD	N
Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Three years</i>		
Financial resources are adequate and deployed efficiently and effectively to:	Y	MD	N
Support all aspects of the mission, goals, and strategic plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure stability in the delivery of the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain and improve physical facilities, equipment, and other educational and research resources	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measure, record, analyze, document, and distribute assessment and evaluation activities	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The review of the last three years of finances and the projected plan for financial resources is appropriate and adequate.

There is no process for individual course budgets.

Suggestion:

The institution is encouraged to develop a process for course-specific budgeting.

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.

Non DVM undergraduate degree programs offered by the college do not adversely affect resources available to deliver the professional program. **Y MD N**

Comments:

The SVM finances are a separate line item in the budget within the College of Agriculture and Applied Sciences.

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.

Clinical services, field services, and teaching hospitals function as instructional resources **Y MD N**

*Not
Evaluated*

Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority) **Y MD N**

*Not
Evaluated*

Comments:

Not applicable to focused site visit. The University Farms are used as a resource for normal animals and surgery on research animals. The preceptor program is used to provide students with an introduction to the variety of veterinary practice opportunities.

Comments: The Site Team has determined that the institution has the appropriate finances to deliver the first two years of the curriculum.

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.

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

	Y MD N
Clean and well maintained	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Adequate in number, size, and equipment for the instructional purposes intended.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Adequate in number, size, and equipment for the number of students enrolled.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N

Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff.	<input checked="" 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.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>

Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:	<i>Not Evaluated</i>
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	Y MD N
Pharmacy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Diagnostic imaging	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Diagnostic support services	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Isolation facilities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Intensive/critical care	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Ambulatory/field service vehicles	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Necropsy facilities	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Operational policies and procedures are posted in appropriate places.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place	Y MD N
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
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	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Evidence of safe handling of chemotherapeutic/cytotoxic drugs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Evidence of regular monitoring of radiation safety	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>

Evidence of regular monitoring of formaldehyde levels in anatomy laboratories and compliance with OSHA or other state regulations

Y MD N

Y MD N

Evidence that learning and clinical facilities are accessible to disabled students

Comments:

The two primary buildings used for instruction are the Ag Science Building and the Veterinary Science and Bacteriology Building. Ag Science is recent construction (less than 2 years old) and provides excellent faculty offices, laboratories, and classrooms. The Veterinary Science building has been renovated to provide appropriate laboratory (including gross anatomy), class room and student lounge space. The Distance Education facility is a unique modern facility that is well staffed and provides faculty with a unique opportunity to develop course materials.

The South Farm and facilities are of recent construction, clean, well-maintained and provide dedicated space for veterinary student instruction, including a clinical skills laboratory (surgery and obstetrical skills, clinical pathology). The Early Childhood Education and Research Center provides an ideal environment for the communications course.

Commendation:

The Distance Education facility is cutting edge, state of the art, and provides exceptional resources for both the delivery of education and for faculty development of course materials.

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.

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

Y MD N

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

Y MD N

Adequate safety and facilities management plans are in place and followed.

Y MD N

Comments: The Site Team has determined that the institution has the appropriate physical facilities to deliver the first two years of the curriculum.

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.

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

Y MD N

Normal

Y MD N

There is an adequate mix of domestic and exotic animal species

Not Evaluated

There are adequate numbers of in-hospital patients and outpatients

Y MD N

Not Evaluated

There is adequate access to a reasonable number of surgical and medical patients

Y MD N

Not Evaluated

	Y MD N
There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Core off-campus clinical experiences occur in settings/field practice centers that provide:	Y MD N
Consistent and appropriate access to subject matter expertise.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Adequate reference resources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Access to modern and complete clinical laboratories	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Appropriate numbers of adjunct faculty members	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Students have multiple opportunities to obtain clinical experience under field conditions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>
Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem oriented decision making and client communication	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Not Evaluated</i>

Comments:

A diverse array of species, cattle, horses, goats, pigs, and sheep, are available for basic animal husbandry and handling of normal animals. Students have the opportunity to participate in various research and clinical activities of the clinical veterinarian in the department (Dr. Stott) on a volunteer basis.

WSU has a task force in place to address the clinical resources needed with the increased class size and the impact on the clinical rotations.

A preceptorship program is in place to provide students exposure to clinical practice. Students are required to complete four hours per semester. Preceptorships are supervised by faculty. Students are required to keep a journal, and the preceptor sites are evaluated. The preceptorships are available in a variety of practice types. The site visit team discussed an expansion of this program, the allotted hours of which seem very small and are drawn from the WSU preclinical format.

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

Y MD N

Not Evaluated

Comments:

Comments: The Site Team has determined that the institution has the appropriate clinical resources to deliver the first two years of the curriculum.

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.

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

Comments:

The USU library has been proactive in providing the needed resources for students and faculty in the professional program. USU students and faculty have access to the resources of the WSU CVM library.

Comments: The Site Team has determined that the institution has the appropriate information resources to deliver the first two years of the curriculum.

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.

Y MD N

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

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.

Y MD N

College has established post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program

Comments:

The USU Department of Animal, Dairy, and Veterinary Science has a well-established graduate program. USU has a pathology residency at the Veterinary Diagnostic Laboratory. The resident is involved in teaching histology and pathology courses. Graduate students are not typically involved in teaching professional students. Graduate students assist in mentoring the students in the summer research program.

6.4 Student support services must be available within the college or university.

Y MD N

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

Comments:

A half-time professional counselor is available for students in the program. There is close collaboration with the WSU counselors. Professional students are aware of the services provided by the counselor.

The College has used the lessons learned from the previous collaborative agreement with Oregon State University to implement and develop enhanced processes to smooth the transition of Utah State University as they assimilate with the Washington State University students in the third year of the curriculum.

USU students have opportunities to learn about financial management through the Veterinary Business Management Club; however, not all students participate in the club.

Suggestion:

The College is encouraged to provide information on financial literacy for all first and second year professional students.

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.

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

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.

	Y	MD	N
College provides a mechanism for students, including anonymous means, if students wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student comments have been made available to the Council annually	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: The Site Team has determined that the institution has the appropriate student resources to deliver the first two years of the curriculum.

Standard 7, Admission

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

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

Y MD

The selection process is fair and unbiased

N

Y MD N

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

Comments:

The same application process is used for Utah State University applicants as Washington State University applicants.

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.

Admission policy provides for an Admissions Committee

Y MD N

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

Y MD N

Y MD N

An adequate training program is in place to ensure the admissions process is conducted fairly and consistently for all applicants

Y MD N

Committee makes recommendations regarding the students to be admitted to the professional curriculum

Y MD N

Candidates recommended meet the academic and other requirements defined in the college's formal admission policy

Y MD N

Five year trends for applicant/position and offers made/acceptances are stable

Not Evaluated

Five year trends for absolute and relative student attrition are consistent with the mission of the college

Y MD N

Not Evaluated

YES NO

The admissions committee periodically assesses the success of the selection process to meet the mission of the college

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.

Subjects for admission includes courses prerequisite to the professional program in veterinary medicine

Y MD

N

Y MD N

Subjects for admission include courses that contribute to a broad general education.

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

Factors other than academic achievement are considered for admission

Y MD N

Y MD N

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.

Not

Evaluated

Comments: The Site Team has determined that the institution has the appropriate admissions resources to deliver the first two years of the curriculum.

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.

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

Not Evaluated

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.

Comments:

Departmental faculty have been stable over the past five years.

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.

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

Y MD N

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

Comments:

With the implementation of the professional program faculty have been asked to develop and teach new courses.

Suggestion:

The institution is strongly encouraged to monitor faculty workloads to ensure appropriate allocation of course load as the professional program is fully implemented.

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

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

Comments:

Faculty recruiting and retention is stable and typical with the institution.

Suggestion:

The department is encouraged to develop a process to prioritize hiring of faculty for the professional program.

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.

Full-time, permanent faculty ensure supplementary teaching efforts by part-time faculty, residents, and graduate students are appropriately integrated into the instructional program	Y	MD	N
	<input checked="" 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	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Comments: The Site Team has determined that the institution has the appropriate faculty resources to deliver the first two years of the curriculum.

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.

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

Y MD N

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 as a whole must be regularly reviewed and managed by a college curriculum committee. 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.

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

Adequate process for assessing curricular overlaps, redundancies, omissions

Y MD N

Comments:

The Curriculum Committee serves both the WSU program and the USU program. Membership on the Curriculum Committee includes representation from USU faculty and students.

Faculty and staff between USU and WSU collaborate on a routine basis and share ideas for curriculum development and delivery.

Commendation:

The collaborative relationship with Washington State University and Utah State University has the potential to provide excellent opportunities and expanded resources for students and faculty.

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.**

	Y	MD	N
Stated curricular objectives are appropriate and clearly integrated into individual courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Curriculum content provides current concepts and principles that underlie animal health and disease	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Curricular delivery is rooted in scientific, discipline-based instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Instruction includes principles and hands-on experience in disease prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Instruction includes principles and hands-on experience in biosecurity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures)	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Instruction emphasizes problem-solving that results in making and applying medical judgments	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	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.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Assessment of student progress is fair and equitable.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
<i>Adequate procedures in place to uphold academic standards</i>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
The grading system is relevant and applied to all students in a fair and uniform manner.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

Course modifications have been instituted rapidly as a result of student and faculty input.

The curriculum mirrors the curriculum that is delivered at WSU. While courses are not exactly identical, by the end of the year students at USU will have completed the same learning objectives as students at WSU. Evaluation of a comparison of the test scores between the USU cohort and the WSU cohort show similar results.

The team evaluated the curriculum that is delivered at USU. The team did not evaluate the third and fourth year of the curriculum which is delivered at the WSU campus.

The small size of the student body and the unique opportunities at Utah State has the potential to allow for piloting innovative approaches in education.

Comments: The Site Team has determined that the institution has the appropriate curriculum to deliver the first two years of the curriculum.

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.

	Y	MD	N
Objective metrics indicate substantial, high quality level of faculty research activity, for example:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	YES		NO
Number of individual faculty members within each department involved in research (total research FTE)	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Number of publications in refereed scientific journals, book chapters, case-reports	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Involvement in external research panels, commissions, and advisory or editorial boards	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Number and amount of competitive, extramural research funding	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
National and international research awards received	<input checked="" type="checkbox"/>		<input type="checkbox"/>
D.V.M. program learning objectives demonstrate emphasis on which of the following:			
	YES		NO
Acquisition and evaluation of scientific literature	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Experimental and non-experimental research design	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Critical analysis of data	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Scientific writing	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Students have had opportunities to do which of the following:			
	YES		NO
Write research proposals	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Submit manuscripts for publication	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	YES		NO
Hands-on experience in bench, clinical, or field research	<input checked="" type="checkbox"/>		<input type="checkbox"/>

Interaction with graduate students	YES	NO
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence that students learn to acquire, evaluate, and use new knowledge	YES	NO
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of student involvement in research after graduation	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>	
Adequate student exposure to performance of high quality research	Y	MD N
	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Comments:

Opportunities for student research in faculty laboratories are available. In 2013, 10 out of approximately 27 students participated in the summer research program. Meriel Summer Scholars program funding for four summer research projects was available, matched by four funded by the ADVS department, and two additional students supported by individual researchers. Additionally, students have the opportunity to participate in the Research Scholars program.

Research expenditures are significant. Research facilities and infrastructure are substantial.

Commendation

The USU Cooperative Program successfully integrates a robust research program into the professional curriculum.

Comments: The Site Team has determined that the institution has the appropriate research resources to deliver the first two years of the curriculum.

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.***

Colleges must have annual and cumulative NAVLE passing percentages that statistically fall within the range of the upper 95% of all accredited colleges.

Colleges must evaluate five-year trends in student attrition. Significant evidence of a rising trend in the annual proportions of attrition must be explained and corrective remediation measures implemented and described.

Colleges must evaluate five-year trends in one-year post-graduation proportionate employment. Significant evidence of a declining trend in the annual proportions of graduates achieving employment within one year of graduation must be explained and corrective remediation measures implemented and described.

Outcome assessment includes evidence of student achievement during the:

Pre-clinical years

Y MD N

Clinical years

Y MD N

Not Evaluated

	Y MD N
After graduation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
Outcome assessment includes evidence that students and graduates at the time of graduation, have:	
	Y MD N
Basic scientific knowledge	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Entry-level clinical skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Values to provide entry-level health care independently	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
Direct and indirect evidence exists for student competency in:	
	Y MD N
Comprehensive patient diagnosis (problem solving skills)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Appropriate use of clinical laboratory testing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Comprehensive treatment planning including patient referral when indicated	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Patient welfare	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Anesthesia and pain management	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>
	Y MD N
Basic surgery skills, experience, case management	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<i>Not Evaluated</i>

	Y	MD	N
Basic medicine skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Emergency and intensive care case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Health promotion, disease prevention/biosecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Zoonosis and food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Client communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Critical analysis of new information and research findings relevant to veterinary medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Evidence of plan to reverse negative trend(s) if and when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
If applicable, adequate explanation and corrective remediation measures for decrease in in NAVLE passing percentages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Five-year trends in student attrition rates within reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
Five-year trends in one-year post-graduation employment rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
	Y	MD	N
If applicable, adequate explanation and corrective remediation measures for decrease in employment rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
Evidence of assessments of educational preparedness and employment satisfaction of:	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduating seniors			
	<i>Not Evaluated</i>		

Alumni at some post-graduation point	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Evaluated</i>		
Evidence of assessments of faculty, instructors, interns, residents	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of assessments of adequacy of clinical resources, facilities and equipment	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional Outcomes			
Evidence of evaluation of college progress	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of resources and organizational structure to meet the educational purposes	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness of outcomes assessed that are meaningful for the overall educational process	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that outcome findings are used by the college to improve the educational program	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Plans are in place to review the outcomes assessments of students from the USU program. Student progress in the final two years of the curriculum will be assessed to ensure adequate instruction in the first two years of the curriculum. Currently, test scores are comparable between the WSU cohort and the USU cohort.

The team did not evaluate all areas of Standard 11 as there are yet to be graduates from the collaborative program between USU and WSU.

Comments: The Site Team has determined that the institution has the appropriate outcomes assessment to deliver the first two years of the curriculum.